



KENJGEWIN TEG



Annual Report

2022

April 1, 2021 – March 31, 2022



Debwewin

Learning our Truth:
Towards our own
Reconciliation

**Mnidoo
Aadziwin**

Life Journey

Anishinabemowin

Reflecting and
Deciding where
we want to be
in Anishinabek
Education

Worldview

Anishinabemowin

Ojibwe
Language

**Eshi
Kinomaading**

Worldview in Education:
Indigegogy, Teaching and
Practice

Governance

**Anishinabe
N'Dow**

Ojibwe Identity

**Gaanjigaasiwad
Wiinowa
Bimaadisijig**

Mobilizing Community
Holders

**Anishinabe
Mmaadziwin**

The Good Life

**Anishinabe
Aadziwin**

This is who we
are, Land as
Teacher

Dedbinwe

Self
Accreditation

**Anishinabe
Kendaaswin**

Ojibwe
Knowledge

Member Nations



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Ngo Dwe Waangizid Anishinaabe

Mii maanda enweyiing

This is our language and who we are

Ngo dwe waangizid anishinaabe

All tribes in our nation

Debenjiged gii'saan anishinaaben akiing

Creator place the Anishinaabe on the earth

Giibi dgwon gaadeni mnidoo waadiziwin

Along with the gift of spirituality

Shkode, nibi, aki, noodin, giibi dgosdoonan wii naagdowendmang maanpii Shkagmigaang.

Here on mother earth, there were gifts given to the Anishinaabe to look after, fire, water, earth and wind.

Debenjiged gii miinaan gechtwaa wendaagog Anishinaaben waa naagdoonjin ninda niizhwaaswi kino maadwinan

The creator also gave the Anishinaabe seven sacred gifts to guide them. They are:

Zaagidwin, Debwewin, Mnaadendmowin, Nbwaakaawin, Dbaadendiziwin, Gwekwaadziwin miinwa Aakedhewin

Love, Truth, Respect, Wisdom, Humility, Honesty and Bravery

Debenjiged kiimiingona dedbinwe wi naagdowendiwin.

Creator gave us sovereignty to govern ourselves

Kaamnaadendanaa gaabi zhiwebag miinwaa nango megwaa ezhwebag, Miinwaa geyaabi waa ni zhiwebag.

We respect and honour the past, present and future.

Created by United Chiefs and Councils of Mnidoo Mnising Elders Council

Kenjgewin Teg Land Affirmation Kenjgewin Teg Mnidoo-Minis

Great Lakes Anishinabek includes Mnidoo Mnising, a great people belonging to the Three Fires Confederacy: the Ojibwe, Odawa, and Pottawatomi people. Mndoo Aadziwin gwetigoo gii temgat megwe Anishinaabe.

Our teachings share how the Anishinaabe came to live on Mshkakami-Kwe and used the law of the Dish with One Spoon to share land for the mutual benefit of all inhabitants.

**Gchi-agamiing Anishinaabek yaawag,
mii-zhe temgak Mnidoo-Minis,
e'maamiikwendaagasijig Anishinaabek
e'dibendaagasijig Nswi-Shkwoden Maamwi-
gaabowing: Ojibwe, Odawa, miinwaa
Boodowe'aadamiik. Mnidoo-aadziwin
gwetigoo gii-temgat megwe Anishinaabe.**

**Anishinaabe kinoomaagewinan zhino-
maagemgadnoon gaa-bi-zhi-daa'aat maanpii
Mshkakami-Kweng, miinwaa gaa-bi-zhi-
nakaaziying maanda wawiindamagewin e'zhi-
nikaadek 'Naagan miinwaa Bezhigh Emkwaan,'
wii-maawandoo-mino-nakaaziying maanda aki.**



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Message from the A/President

Dear Community Stakeholders,

As A/President, I am pleased to present Kenjgewin Teg's 2021-22 annual report. This past year has been another one of transitions as we re-adjust and emerge from a global pandemic. The past two years have required that Kenjgewin Teg teams respond to various challenges, and a heartfelt gchi-miigwech goes out to our Board of Directors and staff for always demonstrating our organizational values of commitment, creativity, efficiency, honor, respect, and teamwork to lifelong learning.

The year 2021-22 saw three key milestones being achieved for Kenjgewin Teg. The first milestone was meeting the quality assurance requirements of an *organization review* as required by the Indigenous Advanced Education and Skills Council (IAESC); this approval from IAESC was received in December 2021 after two years of self-study preparation. Achieving this milestone means that Kenjgewin Teg will be able to develop and create its own diplomas, certificates and degrees once corresponding investment and financial support is received from federal and provincial governments to do this work.

The second milestone reached this year saw Kenjgewin Teg receive a knowledge bundle from the University of Sudbury, which is commonly known as the Indigenous Studies degree. While the circumstance giving rise to this knowledge gift was unusual, the situation presented the opportunity to place and hold Indigenous knowledge within an Indigenous place of learning; Kenjgewin Teg was humbled to have been the chosen recipient of this knowledge gift of the Indigenous Studies degree. Implementation and delivery plans for this degree will soon be announced in the upcoming year.

The past year also saw Kenjgewin Teg identify and prioritize its work for the next strategic planning cycle 2021-2026. With the Government of Canada's *Education Transformation* policy well underway, Kenjgewin Teg is moving forward on a new journey as one of nine legislatively recognized Indigenous Institutes in Ontario in post-secondary learning.

With these past year's milestones, together with a new strategic plan, Kenjgewin Teg's organizational structure will continue to grow under its three divisions of Lifelong Learning, Anishinaabe Aadziwin and Corporate Services. Managing and implementing significant growth and change will indeed be on our new horizons going forward.

In closing, we look forward to your ongoing support in Kenjgewin Teg's belief that Indigenous post-secondary education will soon become what our ancestors envisioned it to be. Mino-sami-kinoomaagasiwin! Kina gwaya wiikamigasso maanpii Anishinaabe kinoomaagasiwin temgak.

Miigwech,



**Beverley Roy, Ph.D. (ABD), MBA, B.A. (Hon)
A/President**



Message from the Board Chairperson

Ahnee Boozhoo Greetings,

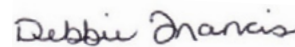
I am pleased to report to you on behalf of the Board of Directors as Kenjgewin Teg has made significant progress in 2021-2022. As a Board, we have been active in overseeing and approving the appointment of an Executive Committee, approaching the strategy set forth by continuing a significant Board process comprised of a variety of opportunities and showcase key developments. There are many highlights that have driven us to this place and we acknowledge the hard work, success and achievements of Governance as per the following:

- being certified and fully accredited;
- developed, completed, and began implementation of the 5-year Strategic Plan for 2021-2026;
- ensured second level of services agreement completed and retained back to the First Nation
- Communities;
- received a gifted bundle of courses from the University of Sudbury;
- enhanced the way Kenjgewin Teg works and interacts – engaging students, the digitalization
- that has been integral to our transformation has allowed us to adapt and pivot seamlessly to the
- new ways of educating (during pandemic);
- growth in Indigenous led postsecondary education and training in Ontario;
- joined the Post-Secondary Sector as a credential granting institution.

Thirty-one (31) years later we have fulfilled one of the visions held by those that started Kenjgewin Teg in the early years. Those leaders truly envisioned a place of learning that would impact our young people and youth in providing them with education, employment, meaningful careers and training opportunities, while inspiring our Indigenous ways of being and knowing. Kenjgewin Teg will be there to support the wellbeing of our learners, who will obtain diverse qualifications and skills from training at our own Indigenous Community-based Institution. This will lead and contribute to economic prosperity, building strong communities and most importantly provide a high quality of life that we all aspire to in the workforce.

On behalf of the Kenjgewin Teg Board of Directors, we are extremely proud of the significant work completed by Kenjgewin Teg's internal leadership and engagement with staff during the process in quality assurance, extensive time, energy and effort to complete key milestones. These accomplishments contribute to our commitment towards ongoing improvements and continued success for our students, families, First Nation Communities and partners.

In Partnership,



Deborah Francis
Board Chairperson



Our Vision and Mission

E-naabiyaang Our Vision

Mino-sami-kinoomaagasiwin! Kina gwaya
wiikamigaaso maanpii Anishinaabe
kinoomaagasiwin temgak.

Inspired learning! An Anishinabek place of
learning is a place for all.

Ndi-naang-zhew-ni-naa Our Mission

Wii-aasigaabiwiitaagasiwat nwiji-bemaadizijig wii-
kinoomaagasiwad, wii-mino-kendamooowad kinoomaagewinan
miinwa Anishinaabemowin mii-dash ji-de mino-
aankendamaagewad wii-mshkwo-gaabiwiitowad noonj gwaji-
memi daaying, wii-mino-maajiishkaayin.

To build capacity of individuals through learning
opportunities, teachings and language acquisition
so that they will positively impact the growth
and development of our communities.

1. Commitment

to student success;

2. Creativity

in the design and delivery of our
programs & services;

3. Efficiency

using the best of our resources for
the benefit of our membership;

4. Education

by providing lifelong learning
opportunities to enhance
organizational wellness for
learner and team success;

5. Honour

of the Anishinaabek language,
culture, history, and heritage;

6. Respect

by treating each other equally; and

7. Teamwork

working together to
ensure success.



Why We Do It...

At Kenjgewin Teg, we believe that learning is a lifelong process and that defining our educational purpose will play a tremendous role in Bmaadziwin for our students, community and Nation.

Philosophies

As an Ontario accredited Anishinabek post-secondary place of learning by the Indigenous Advanced Education and Skills Council, there are foundational organizational philosophies that guide and support Kenjgewin Teg's implementation of its long-term vision. Recognition of the history and ongoing relationship between Canada and Indigenous Nations, its impact on lifelong learning education outcomes, Anishinabek ways of life, and the significance of the Ojibwe language collectively represent Kenjgewin Teg's way forward and our commitment to learners.

How We Do It...

Planning and Responding!

The planning process and cycle is an adhered process the Kenjgewin Teg continually reviews, monitors and updates. The Kenjgewin Teg Governance process ensures that the Board of Directors monitor the progress, results, and responds to the changes in the external environment in which Kenjgewin Teg operates.

Kenjgewin Teg's new five-year priorities and organizational values represents the reporting to our member communities.



Pillar 1

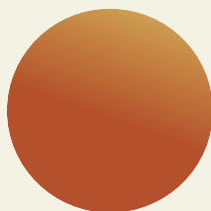
Engagement and Supports for Learner Success

Learners and their successes will help formalize and develop Kenjgewin Teg's organizational wellbeing model, which includes Anishinaabe Aadziwin; alumni voices will further help inform wholistic learner models of success, by engagement and reflection of graduate experiences; learner and alumni voices will continuously inform and influence Kenjgewin Teg's place of learning.

Student Supports

Student Services Team

Position	Notes
Student Engagement Coordinator	New position to promote involvement and participation in school-wide wellness activities
Student Success Advisor	Support student needs and academic success on an individual basis, unique to each student
Student Nutrition Provider	Position upgraded to full time status



Student Financial Support

11

Bursaries awarded to PSE students

2

Scholarships attained from Indigenous Institutes partnership

Partnerships

Partner	Notes
UMIT	Establishing student bus pass system, supporting transportation needs
Noojmowin Teg	Wellness presentations
Kina Gbezhgomi	Presentation to Teaching and Learning program
Mnidoo Mnising Crisis Intervention Team	Wellness workshops

Service Related

Transition from Dean of Student Services to **Dean of Enrolment and Student Wellness**

Aim is to provide thorough academic and career counselling, for optimum enrolment advice

1. Referral to Pathways
for upgrading/
prerequisite
completion

2. Job readiness preparation
for employment
entry

3. Enrolment
direct to post
secondary
offerings

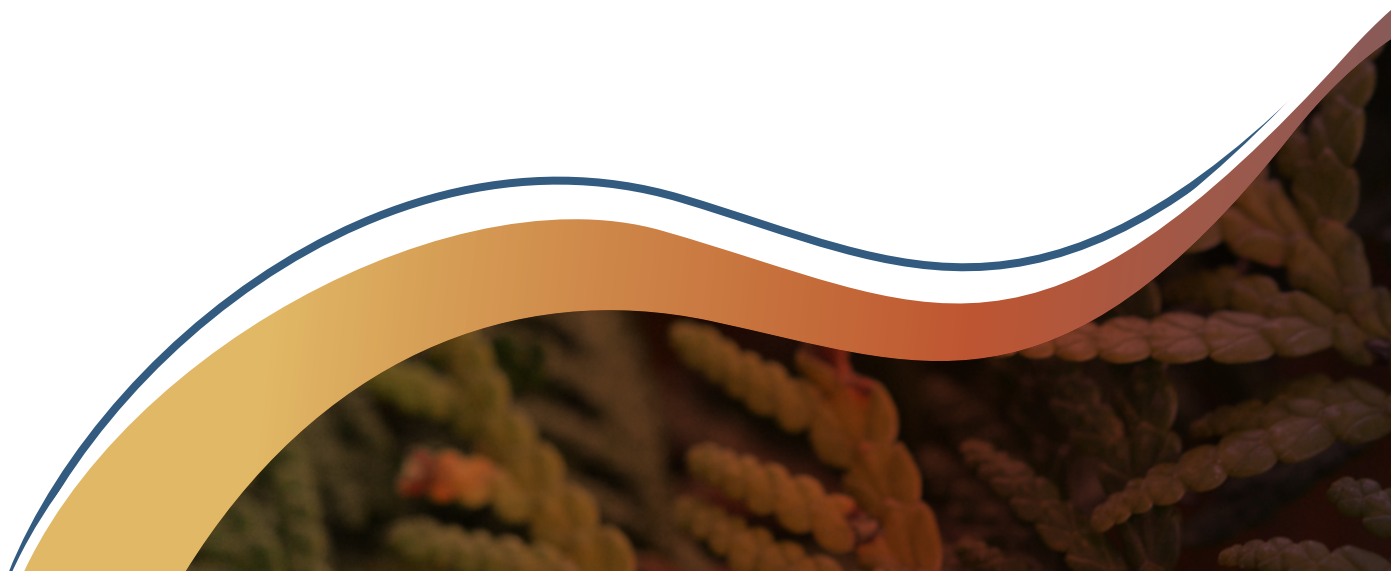
Tracking system created
to better capture student
contacts and respective
supports and/or referrals

20-25

Average student
contacts made
each month

Defining Quality Assurance for Kenjgewin Teg

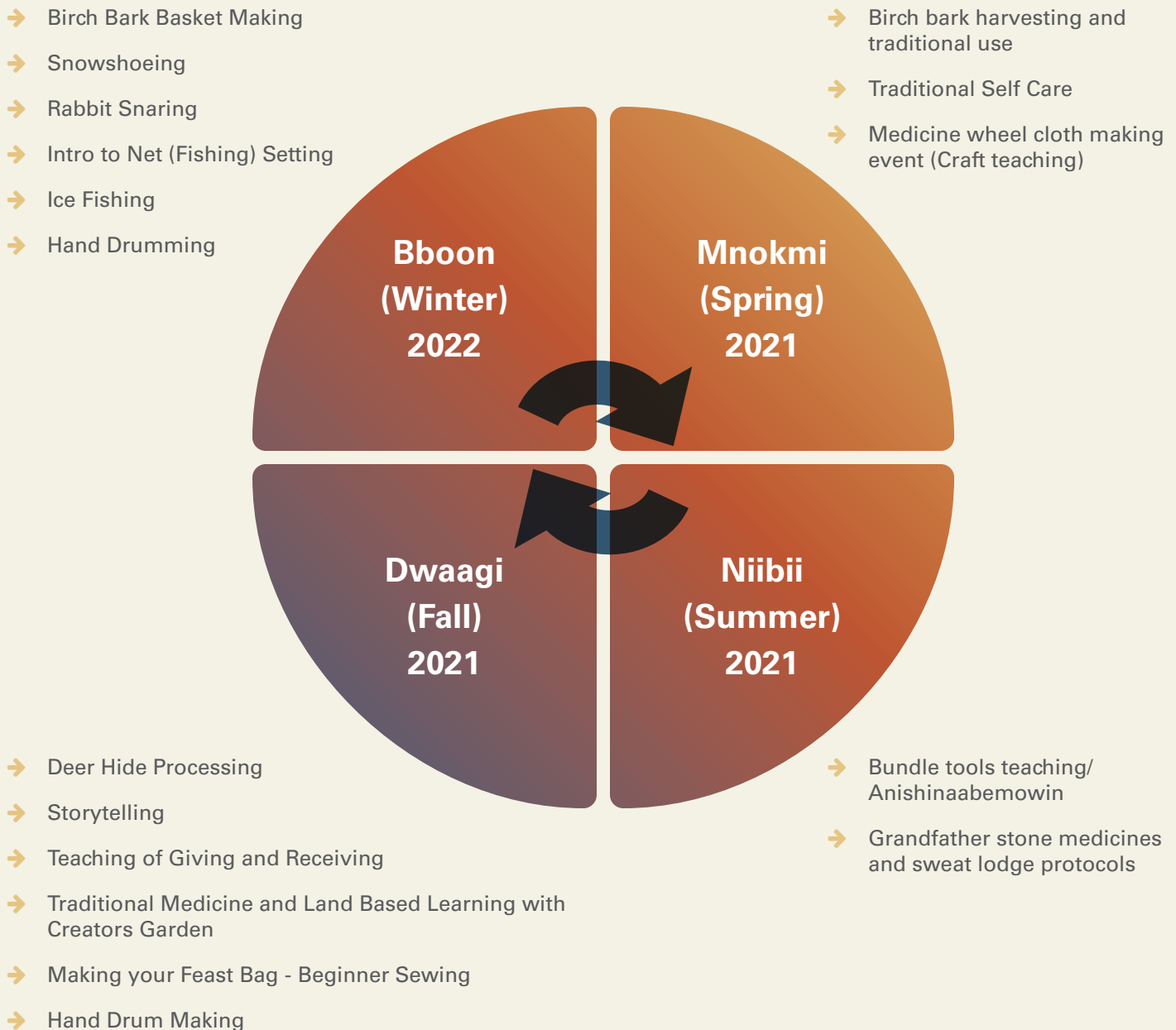
Kenjgewin Teg's new five-year strategic plan (2021-2026) prioritizes the development of Kenjgewin Teg certificates, degrees and diplomas. As part of this new program development work to occur in the next five years, quality assurance as defined by Kenjgewin Teg is foundational to our organizational structure. Defining what quality assurance (QA) means to Kenjgewin Teg will be an ongoing and continuous process, but what is known for sure is that it will be linked to Indigenous knowledge and teachings, culture, and language from an Anishinabek worldview lens. When defined this way, this means that Kenjgewin Teg's QA approach will not only be about efficient and effective operational or business processes but is equally about application of an Indigenous education lens and worldview in program development. Indeed, there is much work ahead – and it will be both challenging and rewarding as Kenjgewin Teg continues to change and grow in the next five years.



Anishinaabe Aadziwin – Highlights of Seasonal Learning

The year 2021-22 has been a year of challenges for Anishinaabe Aadziwin during a global pandemic. But learners have continued to express their appreciation for having varying opportunities to join Teachings with Elders/ Knowledge Keepers in a virtual platform from the safety of their own homes. Many learners sought out other sources of wellness and self-care with our partner practitioners and community resources. Learning opportunities included virtual learning at the start of the year and gradually included more n-person experiences as the year came to a close.

Highlights of 2021-2022 Anishinaabe Aadziwin learning opportunities by season:



2021-22 Student Satisfaction Survey Highlights

As similarly reported last year, Kenjgewin Teg's student voice and feedback in their learning experience is important to the process of continuous improvement. In 2022, the survey was issued to approximately 133 students (183 students in 2021) in all programs of Kenjgewin Teg, with a response rate of 23% (30 surveys were returned in 2022); in comparison, 34 surveys were returned in 2021 with a response rate of 19%).

- A large majority of learners, **73%** (88% in 2020-21) who responded to the survey **self-identified as First Nation, Inuit or Metis**
- **56%** (no change from 2020-21) of learners were **29 years of age and under**
- As a community-based place of learning, Kenjgewin Teg is pleased to know that **63%** of students identify as a **Kenjgewin Teg student**, even while their program of study is credentialled by a Kenjgewin Teg partner college or university
- **37%** of respondents had scheduled **online learning** components in their program; and another **17%** had a combination of **in-person and online learning**
- **84%** of learners responded they **found extremely valuable or valuable student nutrition services**
- **86%** of learners responded they either felt **very supported or supported** throughout the past year
- **73%** of learners found **campus life wellness activities very valuable**

As part of enhancing quality assurance processes, specific survey questions were developed to link with Kenjgewin Teg's approved Anishinabek standards for its Place of Learning.

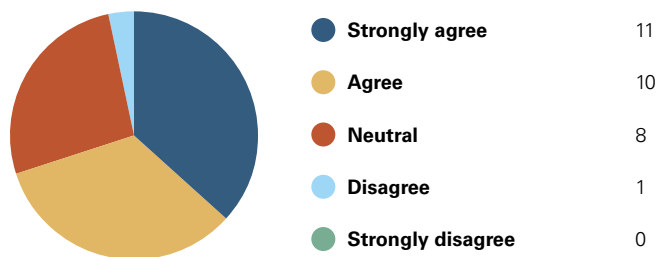
Overall, 93% of learners stated they were either very interested or interested in their personal learning of Anishinaabe people's culture, history and traditions as a student of Kenjgewin Teg. Additional survey highlights relating to Kenjgewin Teg's specific Anishinabek Place of Learning standards are as follows:

Standard/Place of Learning P(A.4) is:

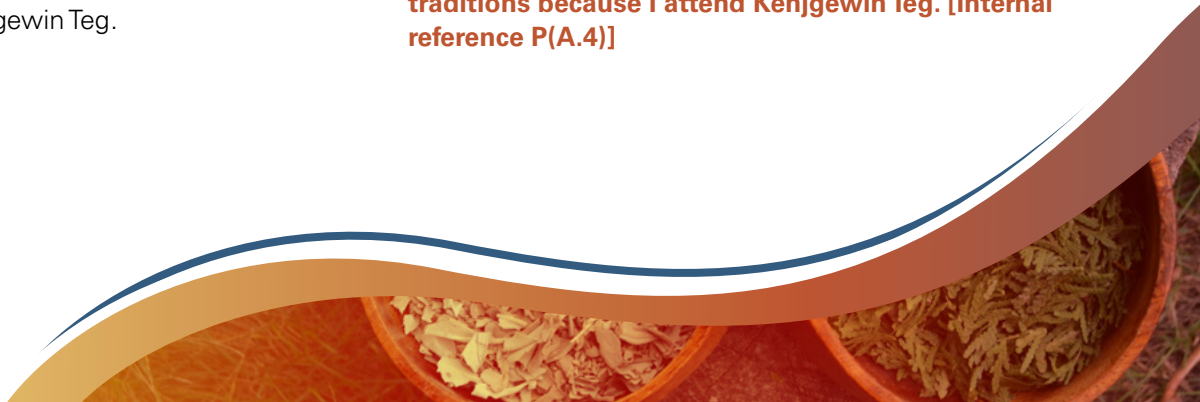
Kenjgewin Teg fosters the on-going participation of Elders in all aspects of the learning process; utilizes educational models that are grounded in the traditional world view and ways of knowing associated with the cultural knowledge system reflected in the community.

The survey result in Question 19 is:

70% of learners either *strongly agree* or *agree* that they are more aware of Anishinabek culture and traditions because they attended Kenjgewin Teg.



19. I am more aware of Anishinabek culture and traditions because I attend Kenjgewin Teg. [Internal reference P(A.4)]

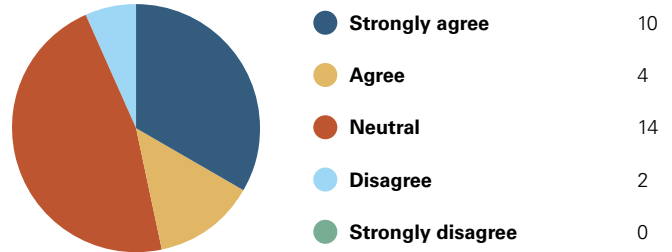


Standard/Place of Learning P(A.1) is:

Kenjgewin Teg fosters the on-going participation of Elders in all aspects of the learning process; maintains multiple avenues for Elders to interact formally and informally with students at all times.

The survey result in Question 23 is:

46% of learners either *strongly agree* or *agree* that there were enough activities where Elders and cultural learning experiences happened during their school year. This result suggests further that students would like more Elders in cultural learning in their program of study.



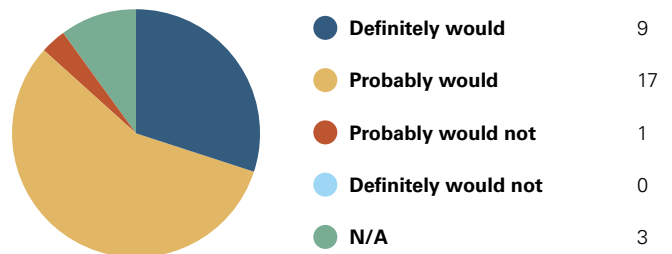
23. My courses included enough activities where Elders and cultural learning experiences happened throughout the year. [Internal reference P(A.1)]

Standard/Place of Learning P(A.2) is:

Kenjgewin Teg fosters the on-going participation of Elders in all aspects of the learning process; provides opportunities for students to regularly engage in the documenting of Elders' cultural knowledge and produce appropriate print and multimedia materials that share this knowledge with others.

The survey result in Question 23 is:

87% of learners shared that they *definitely* or *probably* would have liked to have more learning from Elders in their program of study.

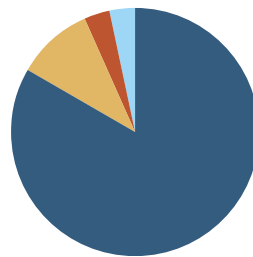


24. I would like to have learned more about Anishinabek and more from Elders directly within my courses/program at Kenjgewin Teg. [Internal reference P(A.2)]

Defining quality assurance from a learner perspective was also captured in question #26; learners responded that a quality program means:



Overall, 83% of learners were very satisfied about their learning experience at Kenjgewin Teg for the 2021-22 year.



Very satisfied	25
Somewhat satisfied	3
Neither satisfied nor dissatisfied	1
Somewhat dissatisfied	1
Very dissatisfied	0

31. Overall, how satisfied do you feel about your learning experience this past year at Kenjgewin Teg?

More Survey Highlights: Summer 2021 Additional Qualifications (AQ) Courses

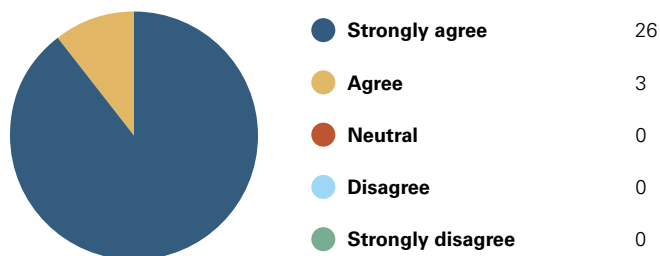
The following are survey highlights from three summer Additional Qualification courses offered by Kenjgewin Teg during summer 2021; the three courses were Teaching FNMI Children; Teaching Ojibwe; and Outdoor Experiential Education. These courses are accredited by the Ontario College of Teachers and educators from all areas and school boards register to take part in these AQ offerings. The overall results from educators for AQ course offerings was extremely high as shared in these survey highlights below:

Standard/Place of Learning S(E.8) is:

Students demonstrate an awareness and an appreciation of the relationships and processes of interaction of all elements in the world around them; identify and appreciate who they are and their place in the world.

The survey result in Question 2 is that:

90% of educator respondents strongly agreed that as a result of their AQ course, they were able to reflect and self-assess strengths and needs in their teaching practice.



2. As a result of my AQ course, I was able to reflect and self-assess my strengths and needs in my professional teaching practice. [Internal reference S(E.8)]

Standard: Place of Learning C(E.1) is:

The curriculum situates local knowledge and actions in a global context; encourages students to consider the inter-relationship between their local circumstances and the global community.

The survey result in Question 3 is that:

97% of educators as a result of taking their AQ course were encouraged in their teaching practice to make a positive difference in their school and in Indigenous education.

Pillar 2

Partnership Enhancement and Anishinabek Program Growth

Partnership growth and priorities, including research sector partnerships, will be responsive to community and learner voices; quality programs and new program credentials, which includes Anishinabemowin and Anishinaabe Aadziwin centered programs will contribute to annual Pathways and PSE program and enrolment growth.

Teachings and Standards of Professional Practice for Educators

Kenjgewin Teg's professional learning community for its educators and faculty members is an open environment for shared and new learning, with the goal of demonstrated commitment to support learners, their learning, and their success using Indigenous worldview, knowledges and emerging promising practices. Educators in their entrusted roles are expected to create and uphold meaningful relationships and connections with learners, colleagues, educational partners, other professionals, and the local community. Kenjgewin Teg believes the best educators for the organization are those who are open to learning about Indigenous worldviews in education, those who challenge, and rethink personally held perspectives for personal growth in teaching and learning, and those who support advancement of Indigenous education sovereignty.

In December 2021, the Quality Assurance Committee recommended for approval of Kenjgewin Teg's Teachings and Standards of Professional Practice for Educators where Teachings for Kenjgewin Teg Educators are based on Respect, Truth and Humility. The standards of professional practice are further linked to Kenjgewin Teg's Anishinabek Standards for Educators.

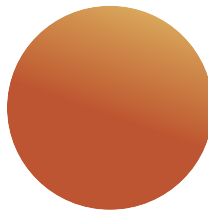


Netolnew – SSHRC Project hosted by University of Victoria

Netolnew is a multi-year and multi-partner Social Sciences and Humanities Research Council (SSHRC) Indigenous languages project hosted by the University of Victoria. 2021-22 represents the fifth year of Kenjgewin Teg's partnership and in October 2021, an All Partners (virtual) Gathering was held. Agenda items included partners' governance meeting/s; knowledge mobilization strategies; partner updates; and research cluster discussion. Later in the year, in December 2021, Kenjgewin Teg began also serving on the Netolnew Governance Council and is now on its second rotation in this role (all partners share this role on a scheduled, rotating basis). Kenjgewin Teg holds collaborator status with this Social Sciences and Humanities Research Council project where Kenjgewin Teg's project known as Dbishgaademgak Anishinabemowin has been supported.

Dbishgaademgak Anishinabemowin

The Professor of Teaching and Learning Anishinabemowin (Dr. R. Hopkins) continued to meet and develop the organization's proprietary language assessment tool, Dbishgaademgak Anishinabemowin. During July 2021, it was decided that the research phase with Netolnew is now complete. Creating a new domain 'listening' and training/transferring the database for control and maintenance by Kenjgewin Teg will be the project's next focus areas. Dbishgaademgak has been previously supported under the Netolnew – Indigenous Languages Research Project led by Victoria University, BC.



Indigenous Advanced Education and Skills Council (IAESC)

Quality Assurance Goal of “Accreditation” (Organization Review) – A Milestone Achieved!

In June 2021, an organizational review panel virtual site visit represented the last requirement for Kenjgewin Teg to complete in its organizational accreditation process. The external expert panel review members were Dr. M. A. Corbiere and Dr. K. Fitzmaurice together with the team from the Indigenous Advanced Education and Skills Council.

Several months later, official notification of a successful organization review (informally referred to as ‘accreditation’) from the Indigenous Advanced Education and Skills Council was received by Kenjgewin Teg in December 2021. A virtual press conference with close to 100 participants attending was held in January 2022 to announce this significant milestone, in preparing the way forward for Kenjgewin Teg to create and issue its own diplomas, certificates, and degrees. Now, with pandemic safety and protocols evolving, a celebration with the community will tentatively be scheduled for early Fall 2022.

The timeline in preparing and reaching an approval decision for the organizational review from IAESC is as follows:

- ✓ **September 2019** – Self-study began
- ✓ **September 2020** – Documents supporting 25 Benchmarks and Standards Submitted
- ✓ **December 2020** – Preliminary Review / Report received from IAESC
- ✓ **February 2021** – Kenjgewin Teg’s Response to IAESC’s Preliminary Review Submitted
- ✓ **March 2021** – IIQAB Virtual Site Visit completed
- ✓ **October 2021** – IAESC Panel Member’s Report Recommendations received, and return response provided
- ✓ **August 2021** – Organization Panel Virtual Site Visit
- ✓ **December 2021** – Final decision of organization review approval received from IAESC

For communities, community members, and the public who may not be familiar with the process required for ‘accreditation’ of Kenjgewin Teg as a recognized Indigenous Institute in Ontario, be sure to visit iaesc.ca for more information about quality assurance requirements; similarly and related to the work of the Indigenous Advanced Education and Skills Council (IAESC) in quality assurance, the public and community are encouraged to learn more about the legislation that now recognizes Indigenous Institutes as part of Ontario’s higher education sector together with Colleges and Universities at ontario.ca/laws/statute/17i34a.

Dialogue Session on Diplomas and Certificates

Kenjgewin Teg participates in Indigenous Institute sector development by attending dialogue sessions hosted by IAESC. In September 2021, a session was held to participate in the development of quality assurance standards for certificates and diplomas as developed by Indigenous Institutes. As of March 2022, guidelines from IAESC have not yet been released in which Kenjgewin Teg may use to begin creating certificate or diplomas credentials now that a successful organization review has been achieved from IAESC. At this time, only degree standards and benchmarks have been issued by IAESC. It is expected that these new guidelines will be released for all Indigenous Institutes in 2022-23.

Sector Development: Relationships with Federal and Provincial Governments

Ontario

Kenjgewin Teg continues to engage and participate in sector development with Ontario via the Ministry of Colleges and Universities. While the province of Ontario represents the majority source of investment support received to date, there remains substantive policy to advance together to do both sector and Kenjgewin Teg's planned work in credential development. While the Indigenous Institutes Act, 2017 and the quality assurance body IAESC are key sector developments, continued significant investment remain urgently needed for implementation results to be demonstrated by Indigenous Institutes in Ontario.

Canada

Kenjgewin Teg currently receives the same level of federal investment in post-secondary learning from the federal government as it received almost two decades ago. The primary federal mechanism of support for First Nation post-secondary institutions is known as the Post-Secondary partnership Program (PSP) which is intended to provide funding to eligible Canadian post-secondary institutions to design and deliver university- and college-level courses or programs tailored for First Nations and Inuit students. In July 2021, an invitation for Kenjgewin Teg to participate in the Assembly of First Nations Costing Analysis Project was accepted by Kenjgewin Teg; the Director of Quality Assurance undertook completion of the various qualitative and quantitative survey questions in support of advancing federal policy reform. The purpose of the project was to inform the development of a costing model for establishing, operating, maintaining and advancing First Nation post-secondary institutions.

To support Kenjgewin Teg's credential authority status and strategic goals for the next five years, Kenjgewin Teg will continue to advocate for significant federal and provincial investment support to help carry out the vision of Indigenous Education leaders of the past, present and future. There remains much work ahead.

Knowledge Gift: Indigenous Studies Degree

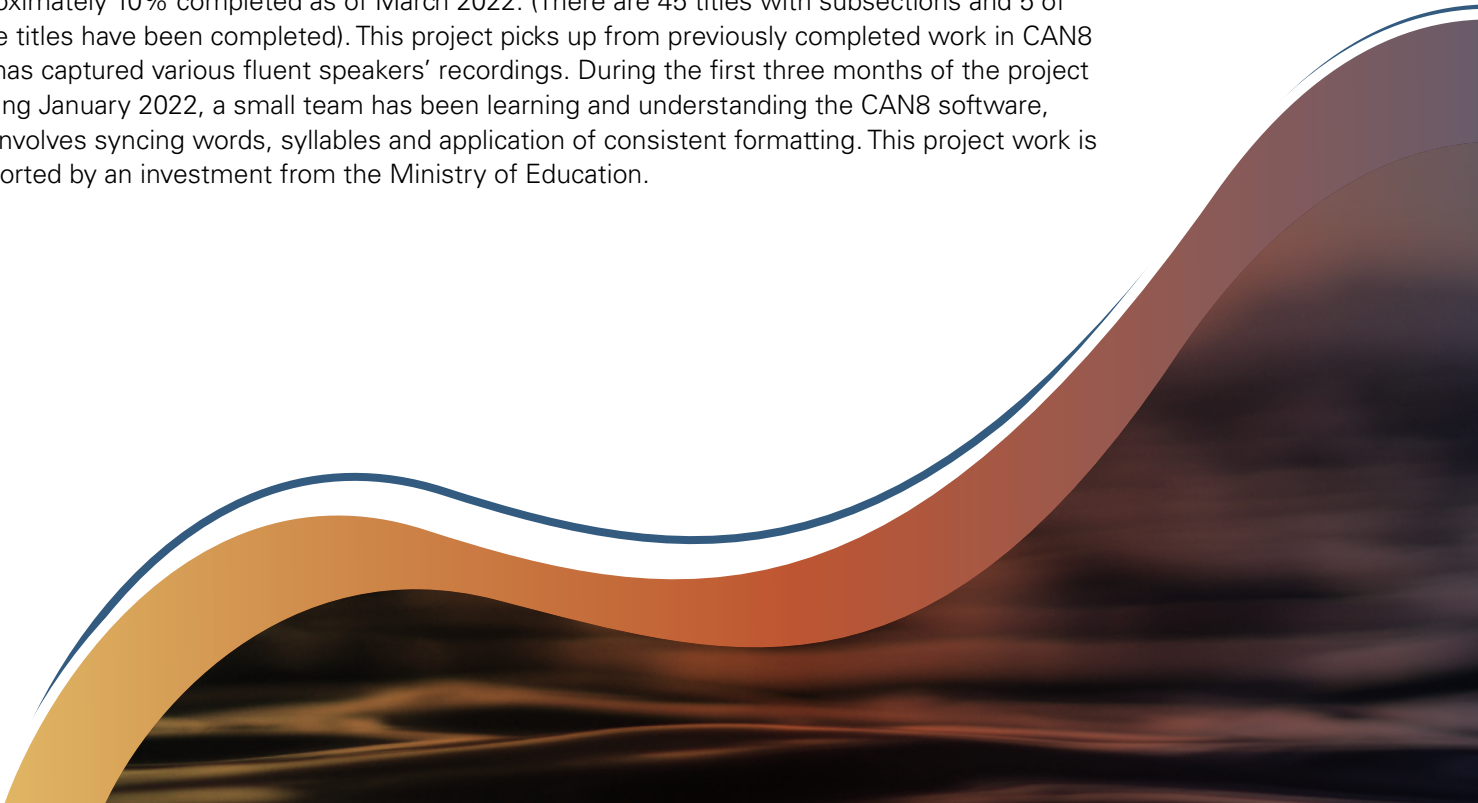
Bachelor of Arts Indigenous Studies Degree and Ongoing Accreditation Status

A few months before receiving official notification of Kenjgewin Teg's successful organization review, in October 2021, with gratitude and humility, a 'knowledge bundle gift' from the University of Sudbury was received. This "knowledge bundle gift" is commonly known in the Manitoulin-Sudbury area as the Indigenous Studies degree previously delivered by the University of Sudbury in affiliation with Laurentian University. Receiving this gift essentially provides Kenjgewin Teg fast-forward status and has significantly pre-empted many years of curriculum development work for Kenjgewin Teg's first stand-alone degree. Kenjgewin Teg is honored to continue this work that was developed by many Elders, scholars and community members over the past four decades. Kenjgewin Teg started the work in March 2022 to meet provincial quality assurance and accreditation requirements as part of preparation for delivery of the Bachelor of Arts Indigenous Studies degree.

More information and announcements relating to program delivery dates of the Bachelor of Arts Indigenous Studies degree will be provided in the upcoming new year, 2022-23.

Anishinabemowin and CAN8 Software

The CAN8 program was re-introduced to the Quality Assurance/Anishinaabe-Aadziwin team in January 2022. CAN8 is a virtual language lab where learners can learn at their own pace or the tool can be part of teacher-led instruction. The "dictionary" section of CAN8 language work is approximately 10% completed as of March 2022. (There are 45 titles with subsections and 5 of those titles have been completed). This project picks up from previously completed work in CAN8 and has captured various fluent speakers' recordings. During the first three months of the project starting January 2022, a small team has been learning and understanding the CAN8 software, and involves syncing words, syllables and application of consistent formatting. This project work is supported by an investment from the Ministry of Education.



Kenjgewin Teg Graduates – June 2022

Ontario Secondary School Diploma

Donna Jacobs	Margo Turple
Ezra Jones	Tyler Tokarz
Lakota Preston	

Mshiigaade Miikan (Kenjgewin Teg)

Paige Cooper	Katrina Manitowabi
Autumn Debassige	Tiffany McGregor
Deidre Debassige	Juanita Migwans
Dawn Howell	Christina Mishibinijima
Jayda Kagige	Leslie Neshkiwe
Richard Kagige	Lindsay Owl
Diane Mandamin	Nina Trudeau

Personal Support Worker (Canadore College)

Megan Corbiere	Elisa Leigh Stirling
Paige Erin Nahwegahbow	Amanda Third

Shki-Maajinakiing (Kenjgewin Teg)

Melissa Lynn Jacko	Christopher Spong
Austin Pangowish	

CWB (Kenjgewin Teg)

Marcus Ryan Collinson	Ryan Tricco
Cecil Lamarr	Adam Williamson
Percy Stewart Roy	

ATEP (Queen's University)

Tara Beaudry	Candace Lloyd
Cassandra Bisson	Casey Digby
Stephannie Craddock	

ICAD (Nipissing University)

Sasha MaryJane Hare	Logan Payette
Katelyn Rose Johnson	Lakota Lee Preston

Computer Applications (Canadore College)

Joyce Lorraine Aiabens

Joanne Bird

Sharlene Jackie Cole

Bill Charles Cranston

Kelly Anne Esquimaux

Elizabeth Julie Gamrat

Sarah Liipere

Rebecca Lyn Loucks

Sheila Madahbee

Krista Kerry Manitowabi

Lanell Lynn Mejaki

Lila Sloss

MSW (Wilfrid Laurier University)

Alexandra Bednash

Michelle Clarke

Andrew Germaine Copegog

Karen Dowan

Allison Elsner

Megan Espaniel

Katie Gilchrist

Maxine Ginnish

Jennifer Guignard

Melissa Kasunich

Judith Martin

Mikhayla Patterson

Maxine Peltier

Madison Schell

Rosemary Spring

Crystal Squier

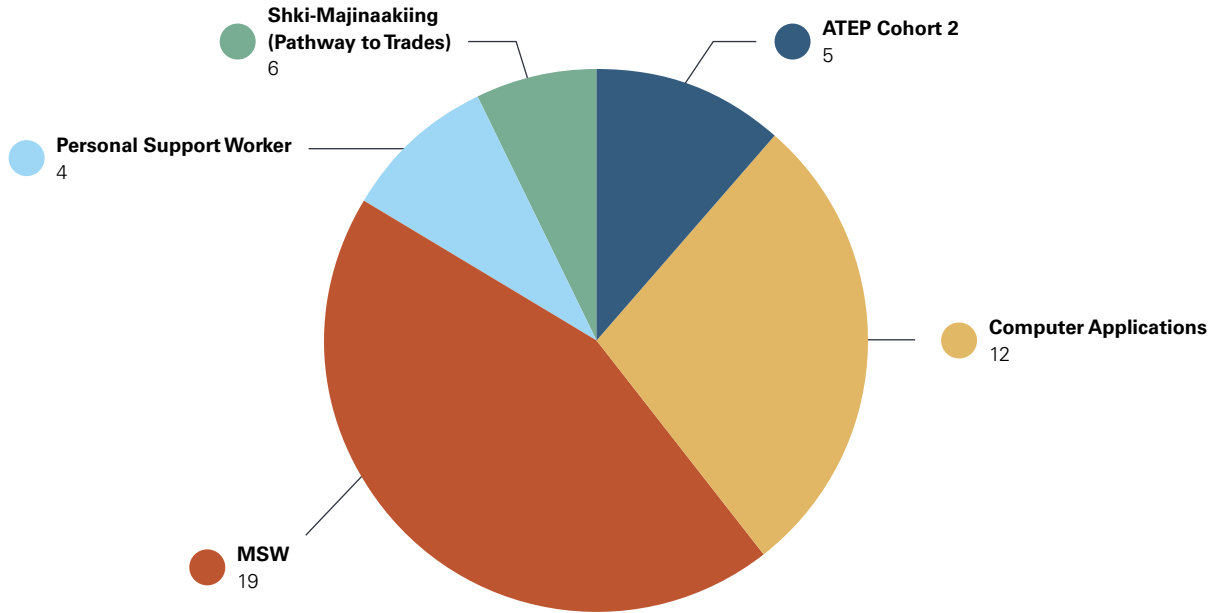
Lisa Still

Elaine Trudeau

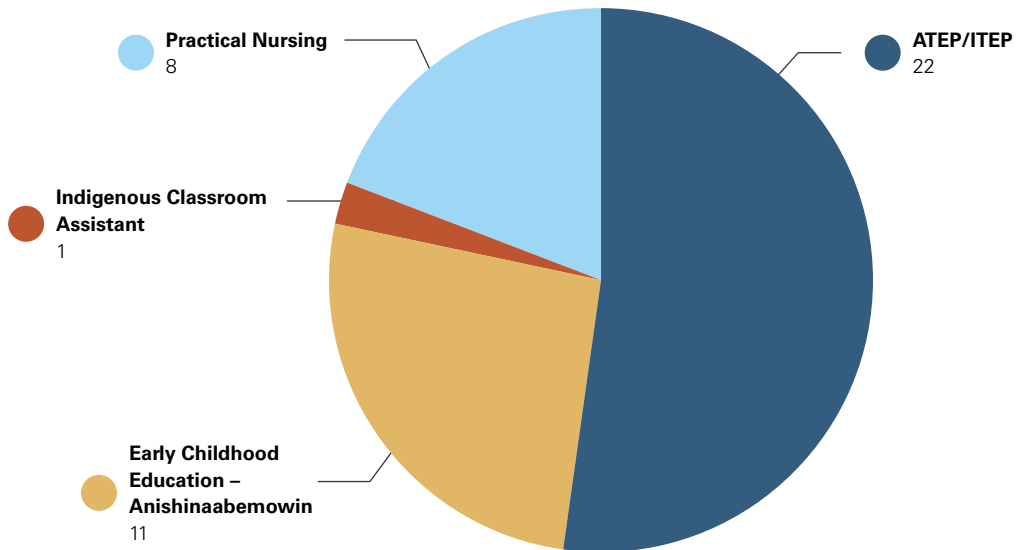
Crystal Young



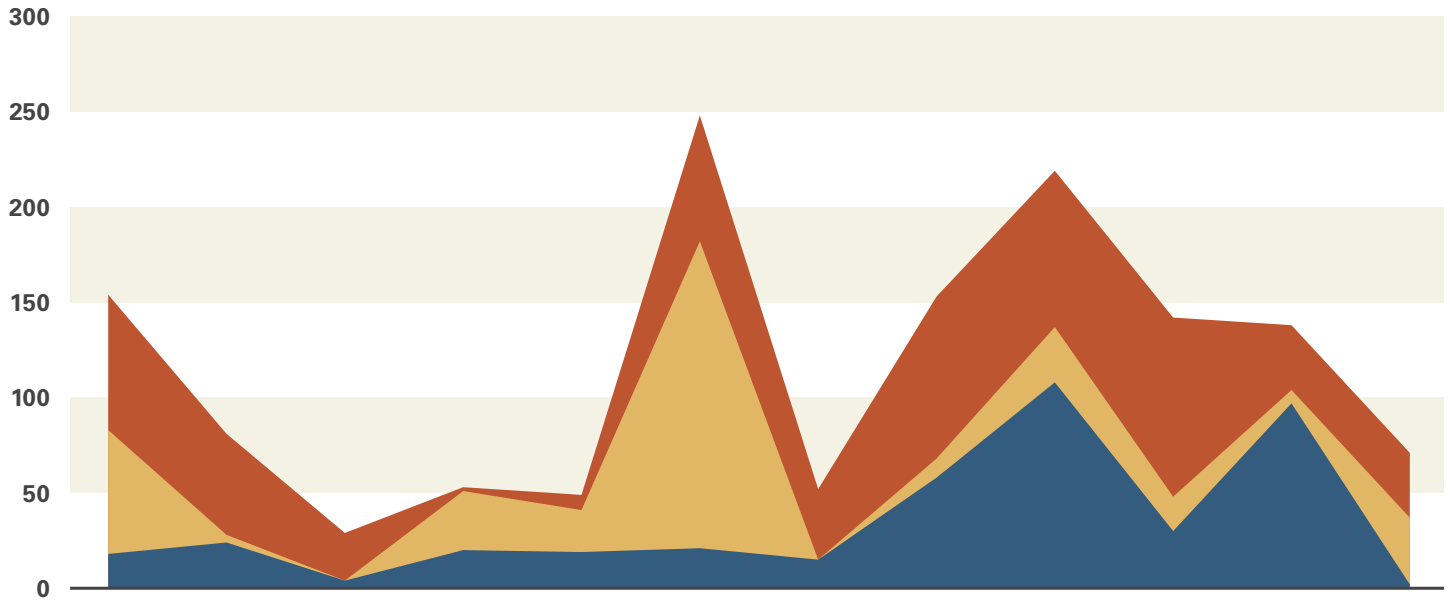
Post-Secondary Education Graduates, June 2022



Number of Students in Transition (continuing program) as of June 2022



Journey Together (MMSCLA) participants by month 2021/2022



	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
● Educators	18	24	4	20	19	21	15	58	108	30	97	2
● Adults	65	4	0	31	22	161	0	10	29	18	7	35
● Children	71	53	25	2	8	66	37	85	82	94	34	34

Canadian Welding Bureau Certification (CWB)

Program	Total Enrollment	Withdrawn	Graduated/ Completed	Community
Shki-Majiinaakiing: Pathway to Trades	7	2	3	M'Chigeeng (4), Whitefish River FN (1), Wikwemikong (1), Tehkummah (1)
Canadian Welding Bureau Certification (Fall 2021)	8	2	5	M'cCigeeng (3), Wikwemikong (1), Little Current (2), Espanola (1), Whitefish River FN (1)
Canadian Welding Bureau Certification (Spring 2022)	7	0	TDB	Sheguiandah (1), Wikwemikong (2), M'Chigeeng (3), Yellow Quill FN Saskatchewan (1)

Skills Development & Training/General Interest Courses

Program	Total Enrollment	Withdrawn	Graduated/ Completed	Notes
Please Craft Operator Card (PCOC) July 16, 2021	8	0	8	
Pleasure Craft Operator Card (PCOC) June 25, 2021	10	0	10	
Introduction to Culinary Skills July 20-22, 2021	6	0	6	
Women in Welding October 26-27, 2021	4	0	4	
Intro to Welding July 6, 2021	6	0	6	
Intro to Welding July 23, 2021	6	0	6	
Chainsaw Safety Course March 25, 2022	5	0	5	

PSE Programs

Program	Program Partner	Program Length	Certification Granted	Campus
Anishinaabemowin Early Childhood Education	Canadore College	2 Years (4 Semesters)	Ontario College Diploma	Kenjgewin Teg Main Campus
Indigenous Teacher Education Program	Queen's University	2.5 Years (6 Semesters)	Bachelor of Education Degree	Kenjgewin Teg Main Campus
Indigenous Classroom Assistant Diploma Program	Nipissing University	1 Year (3 Semesters)	Ontario College Diploma	Kenjgewin Teg Main Campus

Additional Qualification Course(s) for OCT Teachers – 125 Hours

Program	Program Length	Campus
Teaching First Nation, Metis, and Inuit Children (Summer 2021)	4 weeks	Kenjgewin Teg Main Campus
Teaching Ojibwe (Summer 2021)	4 weeks	Kenjgewin Teg Main Campus
Teaching Outdoor Experiential Education (Summer 2021)	4 weeks	Kenjgewin Teg Main Campus
Teaching Outdoor Experiential Education (Winter 2022)	8 weeks	Kenjgewin Teg Main Campus

Teaching and Learning Enrollment

Program	Graduated	Community
ECE-A	11 (In progress)	
Itep	5 Graduated 2020 – 2022 (4) IP 2021 – 2023 (3) IP	Garden River FN (2), Whitefish River FN, Sudbury, M'Chigeeng FN, Wikwemikong FN,
ICAD	4 Graduated	M'Chigeeng FN, Kashechewan FN
AQ: O.E.E (Winter 2022)	15 Completed	All over Ontario
AQ: O.E.E (Summer 2021)	11 Completed	All of Ontario
AQ: Teaching Ojibwe (Summer 2021)	16 Completed	All over Ontario
AQ: Teaching FNMI (Summer 2021)	9 Completed	All over Ontario

IP* = In Progress

2022-2023 Learning Opportunities!

Health and Wellness Programs

- Personal Support Worker
- Practical Nursing
- Masters of Social Work

Skills, Trades and Apprenticeship

- Canadian Welding Bureau Certification
- Shki-Maajinakiing: Pathway to Trades
- Renovation Techniques - Construction Carpentry

Teaching and Learning Programs

- Indigenous Classroom Assistant Program
- Early Childhood Education Anishinaabemowin
- Indigenous Teacher Education Program
- Master of Education WISE

Additional Qualification Offerings

- Outdoor Experiential Education
- Teaching FNMI Children
- Teaching Ojibwe Part One

Indigenous Studies Information

- Courses and program alerts will be issued in 2022-23

Pathways

- Kenjgewin Teg Secondary School
- Ontario Learn



Pillar 3

Awareness and Marketing: Anishinabek Program Growth

Kenjgewin Teg will embrace Indigenous (Anishinabek) education reputation excellence and recognition as a highly respected place of learning; Kenjgewin Teg will be a welcoming and supported place of learning for diversity in teaching and learning in its human resources, learners, and organizational development.

Curriculum Projects

The Good rED Road – Completed

The past year saw the completion of a joint curriculum project completed by three Indigenous Institutes: Kenjgewin Teg, Seven Generations Education Institute, and First Nations Technical Institute. The project was financially supported by eCampus Ontario as part of the provincial sector's Virtual Learning Strategy, with each Indigenous Institute leading and writing two curriculum courses. The project developed a learner-centered admissions process and program that removes application and admissions barriers and provides opportunities for upgrading, upskilling, continuous professional development, and dual credit options for Indigenous learners.

Embedded with the six broad subject areas 18 micro-credentials have been created. The Indigenous Institute partners have agreed to independently pilot the curriculum content in the upcoming year 2022-23 and will share their best practices and recommendations learned.

Mino Goondawin (Good Relationships) – A Resource for Employers

Kenjgewin Teg is getting ready for delivery! First created as a joint project for employer organizations of Maamwi Naadamadaa in 2019, this printed resource available to all Mnidoo Mnising employers is in progress of being transitioned for delivery as professional development. Future plans to develop and deliver within Kenjgewin Teg's learning management system known as Kendan will be possible next steps. For Kenjgewin Teg, the intent is to have current and new employees complete this professional development as part of essential knowledge in working for a Mnidoo Mnising First Nation-governed employer.

New Sector Memberships

Kenjgewin Teg's memberships and affiliations will continue to grow as it works toward its community-driven Anishinabek education long term vision. New memberships in provincial organizations and other regions over the past year, they will be announced.

- eCampus Ontario (ecampusontario.ca)
- ONCAT (Ontario Council on Articulation and Transfer) (ONCAT.ca)
- WINHEC (World Indigenous Nations Higher Education Consortium) (WINHEC.org)

Official memberships in other sector organizations are also currently in progress, and once those are official too – we will announce them in future issues of Giiggowin. Membership in these post-secondary sector organizations not only provide benefits to its members such as Kenjgewin Teg, but we also view our new memberships as part of giving and contributing to lifelong learning in Indigenous education and reconciliation goals.

Pillar 4

Foundations for Growth

Solid foundations will begin in governance, standards, policies and processes to ensure and preserve Kenjgewin Teg's identity as an Anishinabek place of learning.

Board Governance

The Annual General Meeting (AGM) was held on July 29, 2021. The board of directors approved the 2020-21 AGM minutes, the audited financial statements for the 2020-21 year and accepted the annual report for the 2020-21.

The board of Directors meetings were held on April 15, May 25, June 16, July 13, 22 & 29, August 23, September 20 & 29, November 12, and January 20 & 31, March 10 & 29, 2022.

Name	First Nation Representation	Date of Appointment
William (Bill) Antoine	Zhiibaahaasing	10/24/2013
Anna Marie Abitong	Sagamok	04/10/2013
Ken Neegan	Constance Lake	07/09/2013
Leona Nahwegabow	Whitefish River	06/16/2020
Martin Debassige	M'Chigeeng	04/16/2020
Robert Beaudin	Sheshegwaning	09/16/2020
Brian McGregor	Sheguiandah	06/16/2020
Deborah Francis	Aundeck Omni Kaning	01/01/2021



Kenjgewin Teg receives \$4.5M from MHLTC (via MCU) for PSW's and PN's over 2.5 years

Kenjgewin Teg's Health and Wellness Programming has significantly grown over the past year, successfully obtaining a grant through the Ministry of Colleges and Universities for 4.5 million dollars to be able to support students in the Practical Nursing Program and Personal Support Worker Programs. The Practical Nursing Program is offered in partnership with Fleming College, with the Kenjgewin Teg Campus offering on-site access to hands-on training, Professors, and an abundance of support services. Kenjgewin Teg is committed to enhancing the health laboratories to align with providing exceptional educational experiences for our students. In addition to this, Kenjgewin Teg's partnerships with Canadore College for Personal Support Worker Certificate, and Wilfred Laurier for Master of Social Work Indigenous Field of Study only continue to strengthen. The Health and Wellness Program Team is committed to providing wrap-around student support services, along with incorporating Aadiziwin Activities for our students, to ensure student success in all areas of a student's life.

Partners in delivery of these programs are Canadore and Fleming College respectively. Student supports include tuition and supplies; additional faculty, Elder, and academic resources/hiring of new HR are also part of this 2.5-year project. A short session with Indigenous Institutes and the ADM was held on March 23, 2022 to congratulate.

Quality Assurance Projects

Early Beginnings: Creating Indigenous Teaching and Learning Online Resources

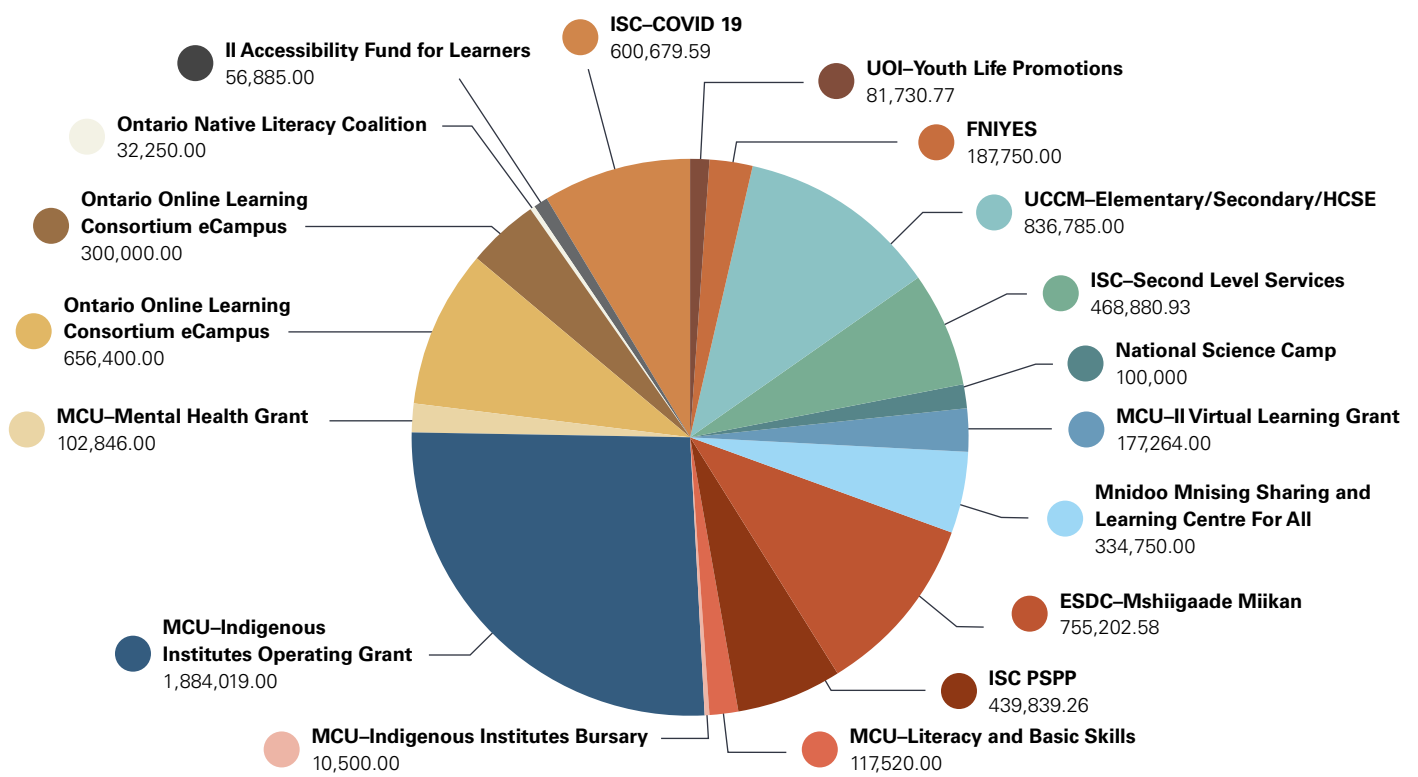
A target soft launch date of September 2022, using existing SharePoint tools and technology, has been set to begin use of digital resource and materials to support faculty, administration, and eventual use and inclusion by learners. This resource inventory currently consists of approximately 300 files (digital resources) which will provide support and assistance primarily to faculty. "Pods" are currently being populated with resources by topic area, with some pods needing further development. The content and relevancy of the resources will be continually reviewed and updated for new content. The subject matters in each of the 8 pods currently include:

- POD 1: Kenjgewin Teg (Policies and Standards of Practice, Employee and Student Wellbeing, Kenjgewin Teg Programs, Community Affiliations)
- POD 2: Curriculum/Akinoomaagewin (Course Design, Integrated Curriculum, Learning Outcomes, Assessment/Rubrics)
- POD 3: Support/ Aasigaabiwiitaagewin (Tech Tips, Terminology, Toolkit for Learners)
- POD 4: Knowledge Exchange/Naadamaadiwin (Attribution and Respect, Copyright, Publishing)
- POD 5: Professional Development/Akinoomaagazing (Mino Goondawin, Micro-credentials)
- POD 6: Environment/ G'Zhemanito Miigwewen (On the Land, Sustainability, Water)
- POD 7: Resources/ Menesing Wiindamage-Maziniganan (Articles, Links, Publications)
- POD 8: Nation Building/Anishinsaabe-Maskoogaabiwiwin (Cultural Teachings, Protocols, Anishinabemowin, Indigenous Art)

New Committees, Conferences and Partnerships

- Ontario Universities Council on Quality Assurance (Toronto) - Kenjgewin Teg has been invited to part of an upcoming panel to present on "Indigenous Learning Outcomes – Decolonizing ILO's" at their annual two-day symposium to be held in October 2022 in Toronto.
- Canadore College Indigenous Learning Outcomes Working Group - Kenjgewin Teg has a designated representative of this partner college's new Indigenous Learning Outcomes Working Group that meets on a monthly basis. The working group is writing a new document for ILO's (decolonized) to serve as a guide for education institutes province wide. The target completion date for publishing is late 2022.

2021–22 Kenjgewin Teg Funding



Name	Revenue
UOI-Youth Life Promotions	81,730.77
FNIYES	187,750.00
UCCM-Elementary/Secondary/HCSE	836,785.00
ISC-Second Level Services	468,880.93
National Science Camp	100,000
MCU-II Virtual Learning Grant	177,264.00
Mnidoo Mnising Sharing and Learning Centre for All	334,750.00
ESDC-Mshiigaade Miikan	755,202.58
ISC PSPP	439,839.26
MCU Literacy and Basic Skills	117,520.00
MCU-Indigenous Institutes Bursary	10,500.00
MCU-Indigenous Institutes Operating Grant	1,884,019.00
MCU-Mental Health Grant	102,846.00
Ontario Online Learning Consortium eCampus	656,400.00
Ontario Online Learning Consortium eCampus	300,000.00
Ontario Native Literacy Coalition	32,250.00
II Accessibility Fund for Learners	56,885.00
ISC-COVID 19	600,679.59
Total Revenue	7,143,302.13


2021–22 Audited Financial Statements

Kenjgewin Teg Statement of Financial Position *as at March 31, 2022*

	2022	2021 <i>(restated)</i>
Assets		
Current		
Cash resources	8,632,064	7,081,434
Accounts receivable (Note 4)	851,092	1,006,790
Prepaid expenses	91,855	28,482
	9,575,111	8,116,706
Long-term receivables (Note 5)	158,273	182,046
Tangible capital assets (Note 6)	6,645,692	6,859,628
	16,278,976	15,158,380
Liabilities		
Current		
Accounts payable and accrued liabilities	798,018	383,377
Deferred revenue (Note 8)	1,104,588	1,320,559
	1,902,606	1,703,936
Deferred capital contributions (Note 9)	6,836,850	6,108,797
	7,738,466	7,812,673
Commitments (Note 10)		
Net Assets		
Invested in tangible capital assets	709,742	750,891
Unrestricted	5,460,108	4,522,332
Reserves (Note 11)	2,370,670	2,072,484
	8,540,520	7,345,707
	16,278,976	15,158,380

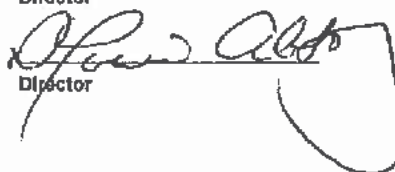
Approved on behalf of the Board


Director


Director


Director


Director

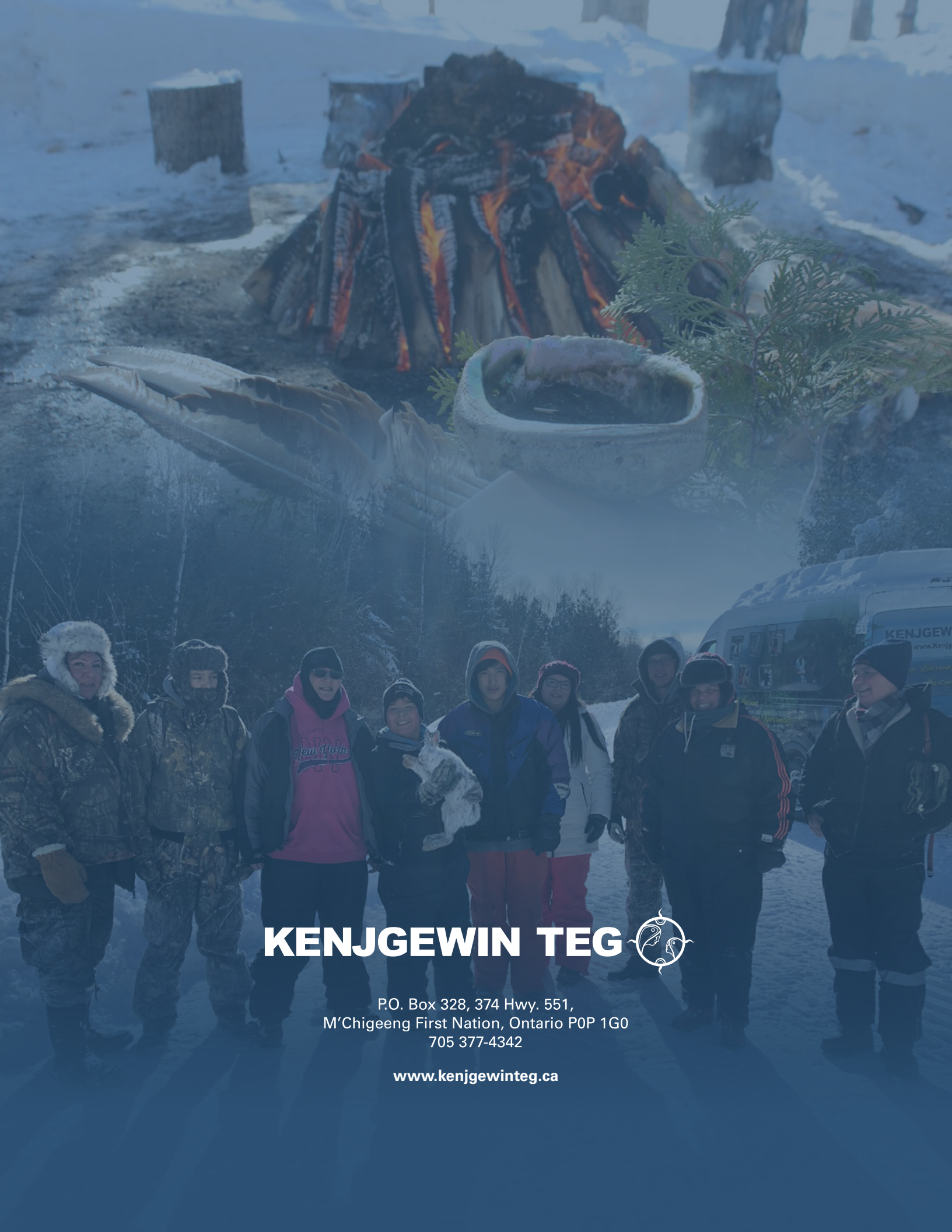

Director

The accompanying notes are an integral part of these financial statements

Kenjgewin Teg
Statement of Operations
For the year ended March 31, 2022

	2022 Budget	2022	2021 (restated)
Revenue			
Indigenous Services Canada	2,828,322	1,697,150	2,550,921
Employment and Social Development Canada	-	-	273,000
Ministry of Colleges and Universities	2,183,868	2,289,903	2,156,112
Ontario Online Learning Consortium	956,400	956,400	-
Ministry of Labour, Training and Skills Development	117,520	148,218	314,888
United Chiefs and Council of M'Nidoo M'Nising	890,421	836,785	766,905
Union of Ontario Indians	81,731	81,731	81,731
M'Chigeeng First Nation	-	82,715	-
Queen's University	28,755	23,523	31,255
University of Victoria	-	-	121,000
Community colleges	-	120,650	66,582
Manitoulin-Sudbury District Services Board	320,850	334,750	334,750
Fees, tuition and contracts	44,788	39,424	74,880
Sales and services	-	3,720	688
Administration fees	32,066	48,168	43,065
Other	65,000	164,614	149,867
Repayment of funding	-	(205,402)	(262,461)
Deferred revenue, beginning of year (Note 8)	877,180	1,320,568	1,585,738
Deferred revenue, end of year (Note 8)	-	(1,104,688)	(1,320,558)
Amortization of deferred capital contributions (Note 9)	-	272,887	298,843
	8,216,501	7,101,207	7,246,184
Expenses			
Administration	4,291,740	2,333,975	2,103,418
Adult Education/Post Secondary Education and Training	2,523,008	2,344,668	2,238,203
Journey Together	320,850	274,290	202,518
Mshigaade Millkan	771,130	711,347	977,928
Secondary School	698,300	242,114	228,539
Total expenses (Schedule 2)	8,604,828	6,906,394	6,760,806
Excess (deficiency) of revenue over expenses	(288,327)	1,194,813	1,495,578

The accompanying notes are an integral part of these financial statements



KENJGEWIN TEG



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