Appearance of the Auditor General of Canada before the Standing Committee on Government Operations and Accountability Iqaluit, Nunavut June 13, 2007

Members Present:

Hunter Tootoo (Chair) Keith Peterson (Co-chair) David Alagalak Levi Barnabas

Staff Members:

Alex Baldwin Nancy Tupik

Interpreters:

Mary Nashook Blandina Tulugarjuk

Witnesses:

Office of the Auditor General of Canada

Sheila Fraser, Auditor General of Canada Andrew Lennox, Assistant Auditor General Martin Dinan, Audit Professional Julie Charron, Principal

Department of Education

Jeff Chown, Director of Finance Kathy Okpik, Deputy Minister of Education Joy Suluk, Director, Adult Learning and Post Secondary Services Irene Tanuyak, Assistant Deputy Minister

>>Committee commenced at 13:37

Chairman: Good afternoon, everybody. Maybe before we start off I would like to ask Mr. Alagalak if he could lead us off with a prayer, please.

'bÞ}\'°h'≀d° bαCΓ ÞԺºĠጢ₫°Þጋ′°ŀ'LԺ∿ U≪LΔ° ϤϷϲϹʹʹʹΓ°ഛ° Ϥ'L⇒ ₽Þ′ኄԵ°Cጢ₫ʹቴʹϭʹʹͿ· ԵՈLትናċഛ° ΔʹԵ⇒Δ°, ውα≫° √° 13, 2007

してしていかい ▷<゚ご

H4°C ጋጋ (Δº/ペ▷Cº) ሶ ለርጎ° (Δº/ペ▷C▷< ጋኄቦ፫쇠) CΔልበ ላርናር ሮላል ሩሲ<ነ

ΔͼϧσΨλͼϧͺͺ

ợቴላ ጋ**ህ**ል ሳር_የላ ረ_ናጋ**∇**_የ

$4V_{49}V_{49}CD4c$

<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<50 \\
<

$4\sqrt{2}$

50074456 POCL 40C4806

 $\Delta C^{\circ} \sigma d^{\circ} D \subset L^{b} d^{\circ}$

>>b∩Lσ⁵⁶ ΛΓ

Δ⁵⁶ D⁵⁶ 13:37Γ

Δ°/«ኦር»: ኦ° $_{\Delta}$ ነዛና $_{\Delta}$ ታ $_{\Delta}$ ረ. ለቦላ∟ኦ $_{\Delta}$ የσናረ $_{\Delta}$ Γ'C ላርናር $_{\Delta}$ የປወውነና L $_{\Delta}$ 6 $_{\Delta}$ 6 $_{\Delta}$ 6. >>Prayer

Chairman: Thank you, Mr. Alagalak. Item 2 is review and adoption of the agenda with committee members. Agreed?

Some Members: Agreed.

Chairman: Thank you. I have a few housekeeping items. First off, I would like to welcome everybody here that travelled from outside of town and those that travelled across the parking lot, welcome, too.

The hearings that we're having here today are being televised and recorded, and we will be producing transcripts at the end of our hearings and those transcripts will be posted on the Legislative Assembly's website under the standing committee.

I would just like to ask everyone to speak through the chairperson, that way our technician knows whose mic to turn on and when they're finished, and for the recording of the transcripts, they know who's speaking as well. For those that have the interpretation devices right here, Channel 6 is the English Channel, Channel 5 is the Inuktitut Channel, and Channel 9 is the Floor Channel.

So given that, I guess I'll just start off with some opening comments. Again, I'm very pleased to welcome everyone here, especially Ms. Fraser for coming up to Iqaluit. It's a pleasure to have her here before us in Nunavut.

This is the meeting of the Standing Committee of the Legislative Assembly on Government Operations and Accountability.

We're here today to begin the standing

>>>>450

Δ⁶/«ÞC⁶: ¹d৮°aЃ⁶, Γ¹C বርናር⁶. à\Þ∩ር⁶ 2, ¹የΓ¹ʔaʿσ¹⁶, ব⁴ቦ¹⁶/σ¹ጏ b∩L⁵⊀በጎ\σ⁶.

 Δ **ርየቦና ԵՈL** $\dot{\lambda}$ ና: \triangleleft %ቦናە \bigcirc ር.

 $P^{-}\Gamma$ $P^{-}\Gamma$ P

Ċºd
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600
 600</

committee's public hearings of the 2007 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on the Financial Assistance for Nunavut Students Program.

This is Ms. Fraser's fifth appearance before a Standing Committee of the Legislative Assembly. Again, we're delighted that she has again been able to travel here to Iqaluit in order to be with us. I know she has a very busy schedule. So we really appreciate the effort. I would also like to note for the record the committee's sincere appreciation for her efforts to personally familiarize herself with our territory and Canada's North as a whole. These efforts will also benefit her reporting responsibilities to the Parliament of Canada on issues of importance to the North.

Under the *Nunavut Act*, the Auditor General of Canada is responsible for auditing the Government of Nunavut's financial transactions and financial statements. The Auditor General also audits the financial statements of the federal government, as well as those of the Northwest Territories and the Yukon.

The Auditor General prepares reports to the Legislative Assembly in which management issues that arise during the course of an audit are brought to the attention of elected MLAs. These reports are tabled in the House and made available to the public. The Government of Nunavut's management response to the Auditor General's recommendations are included in the report itself.

The terms and reference for the Standing Committee on Government Operations and Accountability mandate us to review Nunavut's Public Accounts and the Reports of the Auditor General. In Nunavut, one of $\begin{array}{lll} & & & \\ & & & \\ & & & \\ & & & \\ & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & &$

UQLºG \Cº\DOPPPS QPCOPPPS OF DOPPPS OF DOPPPS OF THE PROPPS OF THE PROPP

the most important responsibilities of standing committees such as ours is to contribute to the transparency and accountability of government through our review and scrutiny of its actions and spending.

Since 1999, standing committee hearings and reports have highlighted a number of areas of concern that MLAs have had with respect to how the government is managing taxpayers' dollars and how effectively and efficiently it is delivering programs and services to Nunavummiut.

Hearings such as today's contribute to the strength and integrity of our system as a whole. They provide the opportunity for issues and questions to be raised in a public forum. They provide the opportunity for the government to publicly account for its performance. Following our public review of the Auditor General's Report, we can present our own findings and recommendations to the House. The government is required under the Rules of the Legislative Assembly to publicly table its response to our recommendations.

Last year, the Auditor General of Canada made important observations in her annual report concerning the need for education and training programs to develop our future accountants and financial management professionals. This report on the FANS Program is timely and welcome, given our focus as the Legislative Assembly on education issues.

Today's report on the FANS Program is the first stand-alone report to our Legislative Assembly that provides a performance audit of a specific GN program. The committee is pleased to have the opportunity to scrutinize in detail the Auditor General's findings and

 $\Delta \Delta^{\Gamma} \Lambda^{+} \Delta^{-} \Delta^{\Gamma} \Delta^{+} \Delta^{-} \Delta$

CAL²*Uo 1999-F bNL\4\cic

\(\Delta \) \text{Cal} \(

 Δ'Śσ
 C'Ł'Φ'/L'Κ'Φ'/D
 Λ'1Δ'Ś_"σ

 \"P\\"C\D'\"L'\" \ Δ'\\\"C\"\"
 Δ'\"C\\"C\"\"
 Δ'\"C\\"C\\"
 Δ'\"C\\"C\\"
 Δ'\"\"
 Δ'\"\"

Ċ৽d

Δσ

Δσ

Δσ

Δσ

Δσ

Δο

Δο<b

recommendations concerning this very important program.

Later this year, we anticipate reviewing the Auditor General's Report on the Nunavut Business Credit Corporation, in addition to her Annual Report of the GN's financial statements and other matters. We also look forward to the report on her audit of the Department of Health and Social Services, which the Legislative Assembly called for way of a formal motion earlier this year.

Before closing, I would like to take a moment to review the agenda for our hearings. After the conclusion of my remarks, I will ask Ms. Fraser to make opening comments to the standing committee.

Following Ms. Fraser's comments, I will ask the Deputy Minister of Education, Ms. Okpik, who is the lead Government of Nunavut witness here, to make a statement on behalf of the government. Members will then have the opportunity to pose questions and comments after that. We will then proceed to the detailed review of the Auditor General's Report to the Legislative Assembly.

With that, I would again like to welcome Ms. Fraser, the Auditor General of Canada to our hearings, and I invite her to make her opening comments. Please go ahead, Ms. Fraser.

Ms. Fraser: *Unnusakkut*, everyone. I'm very pleased to be here today in Iqaluit and would like to thank the committee for inviting me and my colleagues to appear. Your interest in our work is much appreciated and we would particularly like to thank you for this opportunity today to outline some of the key messages of our report on the Financial Assistance for

4)CfdbCd⁶C'_.

CL°Q Δ'ĠJ Δ/CC'<' 'PΓ?QĊ'Γ{U' C'L'Φ/L'Φ/DΦ/D> ΦΦΙΘΟΤΦ'Γ' ΦQPΓ business-σ ΦQP·Γ ΔΟΦΟΦ'Γ' Δ'L) Δ'ĠJCĹ'Φ/ΡΛ'Γ' ΦΦΙΘΟΤΛ'Φ'С'Φ'С' ΦQP' UQLIOTO PQDF'σΛ'Γ' Φ σΛΡΡΡΟΓ ΡΦΙΘΟΤΛΑΘ΄ ΔΔΟΓΛΡΟΔ' Δ'G Δ'ΓΟΤΛΡΟΓ ΔΔΟΓΛΡΟΔ' Λ'C.

Ϥ·ĹϽ LϽϟϹϷʹ·ϔϹϭʹͽϹʹϧ Ϥ·ͰϽ ϷʹϧϲϲϭϧϤΓ ʹϧϹ϶ϘϘʹϭʹͿϹϫϤʹͽϹϧ Ϥ·ΓϽ ϷͺϷͺϲϘϥͺϹ Ͱϒ, ʹ϶ϤϘʹ ΓϽϘͼϧϥϽͿϹϫϧ ϷʹͼϷϧϞͺϷϘϥͺϲ Ϸʹͼͺ

 Δ'L_D Γ\' >ςΔ/
 >ςδ>/*********\

 Γσ'C>
 >*Λ°
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b
 > b

CL°apile, J°%U/hnfJlff ic \$5a/i, Cilibrlehpnfedib back cljj%U bnlofn°af bfb/hffb7&° Ardp°aibrodf.

>ናΔλ (Ͻʹ៶λ⁶d^c): ▷°Δ\⁶d^c. ⟨⁶c⁴d)⁶

'6Δ⟨λ⁶)⁶ Δ⁶b)⁶d^cC⁶c²c ⟨⁶d)⁶

'6Δ⟨d⟩⁶d^cC⁶c²c ⟨d⟩⁶d^cc (d)⁶d^cc (d)

Ρσιο Δυσόςς Ραργο, ΔαριΓ

Nunavut Students Program.

Accompanying me today are Andrew Lennox, Assistant Auditor General, and Julie Charron, Principal, who were responsible for this audit.

Let me begin by explaining the change in the way that we report to the Legislative Assembly. As mentioned to the members of this committee at our hearings on our report on financial management, tabled in May of 2006, we have changed our approach to better serve the legislature. In addition to our ongoing financial audit work, we are now carrying out performance audits of government programs and activities. We plan to complete our long-term planning process later this fall to identify the various government programs that we will audit over the next five years. We may consult some of you during that process and we would be pleased to share the results of our work after it is completed.

Today, I am reporting on the first of our focused performance audits, which looked at the program of Financial Assistance for Nunavut Students.

One objective of this audit was to find out whether the program's activities are in line with the *Student Financial Assistance Act* and regulations. We also wanted to know whether the Department of Education has set a clear direction and objectives for the program, has the necessary management and financial controls in place, and has measured and reported the results of the program.

To assess the state of the program, we looked for several key components of good program management. First, is it clear what the program is supposed to achieve? When

 $\Delta \subset \mathbb{R}^{n} \cap \mathbb{R}^{n}$

Þ&&ፕbΠՐአቴኑ ፭°ጋ> ፫៤ቴ, Δb<%Πს, ሬሬጉ ቫር ላ▷ናቴ, Δ%bαΔአ%Π≫ CLጋΓኄሁ bLc▷ናቴጋናቴ.

 $\begin{array}{lll} \mathsf{D}^{\mathsf{L}} & \mathsf{D}^{\mathsf$

a program is created and as it is managed, it is important to set clear objectives and targets. Without these, it becomes difficult to measure how well a program is performing.

The second component that we looked for was complete and adequate controls to manage the program and its finances. A program needs controls to help ensure that it provides high quality services to Nunavummiut. Controls reduce the risk of mistakes to an acceptable level, and they help ensure better management of public funds.

The third component of program management that we looked at was whether the department measures how well the program achieves what it is intended to do, and how well the results are communicated to the Legislative Assembly, the minister, and the public.

Our audit found that important parts of these three key components are missing in the management of Financial Assistance to Nunavut Students:

- The department has not set clear objectives for the program and targets towards those objectives, since the program was transferred from the Government of the Northwest Territories in 1999.
- The department does not have policies and guidelines for how the program should operate. In assessing applications and benefits, this can lead to decisions that are not consistent with what the Student Financial Assistance Act and regulations call for.
- The program is meant to help

ጋ'፫፭ ር∆°ฉ ነዋΓነንቴነርናΓታዎና
 ለታሲቴርኦ/Lዛና ፭ኦፎናበነተበቴ,
 ቮዉኦታሮሲነተበጐ ፭ኦፎናበላናታላጎር
 ለኦታቴሩታን ኒቴዮታቴበናበሁጋላናፒቴኒቴ
 ለትናበንበ°σቴ ውዉዎኑ」ና. ቫቴኒን ርኒቴርላሮኒተበσቴ ለርቴኦናጋላናኒቴኒና ርኒቴሪላ
 ላኦርናበት ፭ኦፎናበበላናσቴኒኦታሪታቴኒር
 ቮዉኦታσቴ.

 Λ° U- $^{\circ}$ U- $^{\circ$

 C^{L} h L^{h} h h

- ずやりへがとしゃつつ
 つらしてくれるかとしまる
 んでもかりしてしたいつうかないである
 かならくなく しゃしゃかいである 人とからいのもの
 1999-Г.
- ₽₽,4
 ₽,0
 1
 1
 1
 1
 2
 3
 4
 4
 4
 5
 6
 7
 6
 7
 6
 7
 7
 8
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9
 9<

students with the cost of postsecondary education, but postsecondary education is not defined
in the Act and regulations. We
found situations where students
were registered in education
programs that did not require first
having a high school diploma (or an
equivalent), which is normally
needed to enrol in post-secondary
education. Without a definition of
post-secondary education, the
department may be providing
assistance to students who are not
eligible for the FANS Program.

- The department processed student applications in time to provide benefits when students needed them and it transferred payments to students in the amounts determined when the applications were assessed. However, we found errors in the payment of travel benefits and in the calculation and reporting of overpayments. We also had difficulty finding records to support decisions taken and benefits received.
- In the student loan files we examined, we found almost no repayment of loans by students. Nor did we find any sign that the repayment of loans was being monitored.
- The information that the department gives the Legislative Assembly to show how the program is performing is limited to the number of students who have applied for and been enrolled in the program. Given that the department has not clearly stated the program's objectives, management policies,

- 4)%C>%Cδφς
 Δ>%Π)%C>%C√%P°
 Δ>%Π)%C>%d
 Δ
 Δ
 Δ
 Δ
 Δ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
- Δc°σ4%)chèdes
 βΔCρ'bcc%)chèdes
 λchèdes
 λchèdes
 λchèdes
 λchèdes
 λchèdes
 λchèdes
 λchèdes
 λchèdes
 λchòdes
 λ

and expected results, it is not surprising that the Legislative Assembly and the department do not have a full picture of how well the program is doing.

As a result of our findings we recommended the following:

- 1. The Department of Education should clearly define the program objectives what is the program supposed to achieve? And it should set the specific targets to get there.
- 2. The department should set clear policies and guidelines for operating the program consistently and in line with the Act and regulations. Doing this would help to ensure better assessment of the benefits, better management of the programs, and stronger financial control.
- 3. The department should take the necessary steps to clearly define what it considers post-secondary education to be. More specifically, it should determine whether students registered in education programs of a post-secondary institution are eligible for benefits under the FANS Program.
- 4. The department should clarify its travel policy and the circumstances that would justify making exceptions to the policy. It should also clarify what constitutes excess benefits.
- 5. Although loans make up less than 10 percent of all benefits given to students, the department should manage the loans better. It should

ϽϒϒϤϭϭͿͼϫϧϧϧϲϲϽͼͺͺϲͼͺ ϪϧϲͱϲϲͶϤϲϽϤϲͳϧϳϧϧϲ

- Δ
 Δ
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
- 2. ΔϲʹϭϤʹ϶ϽϲʹʹϧϤͼʹ ϽͰͰͼͺʹͶϤʹ϶Ͻϭϧ ϤϽϤͿϭͼʹ ϽͰͿϤͿͿͿϭʹ϶ͺͺͼʹͼϧͼϧͰϧϲͺϤϲͼ ϤʹͱϸʹʹϒϹϘʹʹϻʹͼͺʹϧϹʹϭϤʹͰϹ ΛʹͼͿϧʹ;ϥͿϼʹ϶ͺ Ͱϲʹϲ϶ϽͿͼ ʹϧϷϧʹϧϲϧϷϭʹͼͺʹ϶ϽϹʹ϶ͺ ΔϧϲʹϦͼ ϤϷϲϹϷͼͶϤϭͼϧϯϷ϶ϭͺͺʹϧͼϧϧ϶ͼͺϥϷϲϲͺϹϧͼϧϲϧϧϧ
- 3. Δc°σ
 Δc°σ
 Δc°σ
 Δυν
 Δυν

ᡏ᠋᠘᠘ᢗ᠘᠘ᡎ᠘᠘᠘᠙ᡎ

also do better at monitoring of students' repayment of loans and the repayment of excess benefits if they had received more money than they were entitled to.

6. The department should measure how well the program is working. To do this, it should decide what specific results it expects from the program – results that can be measured to show how successful the program is. Some example could be the number of students who have completed a postsecondary education program, or the number who have found jobs after graduating. The department should then evaluate the impact of the program; and it should report regularly on the performance of the program to the Legislative Assembly, the minister, and Nunavummiut.

In its response, the department has agreed to all the recommendations and has prepared an action plan setting out the actions it will take and the timing of actions it plans within the next 12 months. I would suggest that the committee ask the department to provide it with this action plan along with regular updates to enable the committee to conduct appropriate follow-up in the future.

Mr. Chairman, that concludes my opening statement. My colleagues and I would be pleased to answer any question that you and members of the committee may have. Thank you.

Chairman: Thank you, Ms. Fraser. I would like to ask Ms. Okpik if she has some opening comments on behalf of the Government of Nunavut. Please go ahead,

6. Δ፫ σϤʹ϶ϽϲʹͺͰͼͼ ϷʹϽΠϲϷͺͺϤϲʹͼ ʹϧͻͰͺͼϭϤʹͰϹ ϹͰʹͼ ϧ;;ʹϹϥʹϛͻϥʹͰͺʹ·ͺϧʹ·ͼͺϪϲͺʹϧ·ͼʹϷʹϽϦʹͼ ʹϧϲϟͼ Δϲͺʹͼϧʹͼ ΛϧͺʹͼϧϯͿͺͰͺͰͺʹ·ͺϳͼ ΔͼʹͼϲϥʹͼϧϥͻͺͰϲͺϷʹͼͺϪͼʹϧϲϧͼʹϲʹͰͺʹ·ͺͼ ΔͼϧͼͺϪͼϧͼʹϲʹͰͺʹ·ͺͼ Ϫϲʹͼϲϥͼϧϥͻͺϲ ʹϧϼͼ ϤͼϽϪͼϧϧͰͺʹ·ͺͼ ϷͼϧϧϯͺϹͼͺͼϧͼϧͰͺͿͼ ϹͼϧϲͿͼ, ϼͼͺϧͱϲϧϲ

Δc°σ
Δc°σ
Δc°σ
Δc°σ
Δc°d
Δ°0
Δ°0</

CL⁵>PLC, 4A⁶dA⁵\5bP⁶ PPLDA⁶aA⁶GA⁶DJ⁶ CL⁶da⁶U. ⁶d5⁶a.

ᠴᡆᢟ^ᡕ ᠾ᠖ᠮ_ᠹ᠘ᡒ᠘

Ms. Okpik.

Ms. Okpik (interpretation): Good afternoon. Thank you, Mr. Chairman.

(interpretation ends) Thank you for the opportunity to meet with the standing committee to review the recently released Report of the Office of the Auditor General on Financial Assistance for Nunavut Students, or FANS, as it is more commonly known.

With me today are Irene Tanuyak, Assistant Deputy Minister for Adult and Early Childhood Programs, Joy Suluk, Director responsible for FANS Program, and Jeff Chown, Director of Accounting Policy and Financial Systems Management.

This Report of the Office of the Auditor General is the first detailed review of a Government of Nunavut program. It is my understanding that similar reviews are being proposed for other government programs. We look forward to sharing our experiences and lessons through this process with our colleagues in other government departments and agencies.

Mr. Chairman, on behalf of my staff, I would like to express my thanks to the Office of the Auditor General's staff for working with us to identify ways in which our programs can be improved to better meet the needs of our clients in a fiscally responsible manner.

I think the Office of the Auditor General's staff would also indicate that this was a learning experience for them as the challenges and operating conditions in Nunavut are not the same as those in provinces and territories with many years of experience, and indeed, our needs are different. Where else in the country do we

▷⁰∧⁰: ▷°ዾ५७ď. የ₫ታ°ዾ广⁰, △⁰ዖ</

ላ∆ሲ° ር⊿ሃኈ ር°%ጵቴስስႱ Γσʹር▷< ϽʹʹΓϲʹʹ·Ⴑር Δbፈኈስላ. ላ∆ ለዾኄ, ላ▷፫ናበትቦታ▷ፈኈ Δϲ∖ኈስ° ῥሏ▷ሃኈበJ° Δb√በʹʹʹΓ°σ· ላ·∟ዾ ኦላ° ና∖▷°, ላጋላႱϲሊኦ ῥሏ▷ሃσʹዾ bLኦ.

Ċºdd ÞơºĠº C'Lºº/Lơº/ÞºnởºlơºO

/%'c-º¿'\drº 'Pr?a'ơÞơº മa%'

\%'c-º¿'\drº 'Pr?a'ơÞơº Δ৫\

\%'\c-o', \%'\c-o'

\%'\c-o', \%'\c-o', \%'\c-o'

\%'\c-o', \%'\c-o', \%'\c-o'

\%'\c-o', \%'\c-o', \%'\c-o', \%'\c-o'

\%'\c-o', \%'\c

Ρ·ሀጋጭጋቦና Δ֍ቴዉΔታጭበቴ የፈታኄፈ፫ንLታቴ ፫ቴժላ CLLጭ/Lፈጭ/Þ™በና Δ֍ቴዉΔታጭበጐቦና ዉጋዉΔታΔLC ዉ▷ቴሪና ለ▷ፖঔናርንዮዉσፈናL∿じጭ Δርኤፕቨና Ρ°ጚ፱Lታጭቦና ፈኖህበቦፈኑጚፑσፈናናበቴሪዮ.

CrFehrer beite Period of the Crfehrer of the C

have to deal with vagaries of weather, flight schedules, and no road network in getting Nunavummiut safely to their learning opportunities? Likewise, as pointed out by the OAG, a large number of our learners are adult learners, having taken other life paths before returning to school. This is quite a different condition than in other programs across the country.

As you may be aware, the Office of the Auditor General has been looking at student financial assistance and loan programs across the country, and not just in Nunavut. We appreciate the opportunity to work with the Office of the Auditor General to identify the necessary changes to ensure that our program is in line with national standards for delivery.

The Nunavut FANS Program was formally known as the Student Financial Assistance Program, which we inherited from the Government of the Northwest Territories. Since taking over the systems in 2000, we have focussed our efforts on ensuring that students are receiving their support in a timely manner. This we have achieved as has been noted in the OAG's Report. A key goal is to remove barriers to Nunavummiut who want to continue with their education.

It is clear we have challenges that must be addressed. The Department of Education has committed to an extensive work plan to address the Auditor General's recommendations aimed at strengthening the overall management and administration of the FANS Program. We have shared this work plan with the Office of the Auditor General and are now in the process of implementing the work contained in that forum.

The work falls into five broad areas and corresponds to the recommendations

CL°a bLi°a a 4°b i 20°d.

Δ-°σ 4° 2 - α 1° 2 - α

 C^*CLC

contained in the audit which was tabled in the legislature. These areas include: roles and responsibilities; policies and procedures; systems management; information management; and control and monitoring.

We have established a task force to undertake the work, and have retained additional resources to complete the work in a timely fashion. This has included engaging additional accounting and loan expertise to ensure that systems meet the quality tests identified by the Office of the Auditor General. As you can appreciate, we cannot stop the program as we make the necessary improvements.

Also, changes in technology now provide us with opportunities to revamp our systems to reduce the handling time, the number of times stats are entered into the systems, etcetera.

Mr. Chairman, I would be happy to entertain your questions or those of the committee. Thank you.

Chairman: Thank you, Ms. Okpik. Maybe if we take a short 10 to 15-minute break to digest the opening comments that we received and allow our friends in the media to talk to any of the people that are here if they would like. Does the committee agree?

Some Members: Agreed.

Chairman: Thank you. We will break for 15 minutes.

>>Committee recessed at 13:57 and resumed at 14:23

Chairman: Welcome back. Before I go to members for opening or general comments,

Lbd4 rabdcc rafric 40bbcs_0bdc
dfbcbbbc2cadfbcbc Ld4
fbcrbbbdrdcc bafballafric
Acbfbbcbfbccadfbflc fbcrbrac.

ᡏ᠙ᡊᡊᡏ᠘᠘ᢎᡆᢛ᠘ᡓ᠘ᢋᠸ᠊ᢖᢆᢑᠧ ᠘᠘᠘ᢐ᠘ᢛ᠘ᢛ᠘ᡀᠳ᠘ᡊ᠘ᡓ᠘᠘᠘᠘᠘᠘᠘ᢆᠳ

 Δ ር የቦና ሀርትና: 4 የቦና ነጋር.

Δ⁶/«ኦር%: 15 Γσ^c\ Δ⁶/₆ Δ⁶ Δ⁶ Δσ⁶/₆ Δ⁷.

>>b∩Lትናċና ፴[™]b[™]Ub∆[™]፬[™]ጋና 13:57 ላ⁴L ∧Ր⊲[™]bσ[™]ጋበ 14:23

Δº/≪▷Cº (ϽϤϒΩͿ: Ͻº∿U/C▷ናΓቦº/ ▷በናº/. bበLϟሷC▷°∿Γσ°σ ▷'b▷/º५∿Ր°ጔና ⟨Λ‹⁰dበ५∿Ր°ሷC▷%Ր°σ°σ or questions, I would like to take this opportunity, while we have you here, Ms. Fraser, to ask you some housekeeping questions in relation to some of the other fine work that you're doing for us, and quite possibly your responses will give us a little bit of an idea of what our work schedule is going to be like over the next year as well.

Given that, the first question I have; earlier this year we passed a motion in the Legislative Assembly requesting that you undertake a performance audit of the financial management practices of the Department of Health and Social Services. We know that this department has experienced, as you pointed out in your previous reports, consistent problems with overspending and other issues as well.

So I'm just wondering if you could briefly outline what your office's plans are with respect to that particular audit. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. We have a number of other audits going on in Nunavut, so the staff is already busy on other audits. So we're putting a team together and hope to have all of that in place in the next few weeks, and then we will develop a detailed audit plan and hope to start this fall to do that audit.

We will have to see, depending on the audit plan that's put together, when we think we could report. I would hope we would be able to report say fall of 2008 but at the latest probably spring of 2009. So it would be somewhere in that time period.

Chairman: Thank you. Keith, sorry, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I would like to welcome the Auditor

Ċ°α /%'~'
 Т°а /%'
 Т°а /%'

ϤͰͿ϶ʹϹϷʹͼ Ͱϲʹ϶ϽϾͺͺʹͼϷͶϲϤϲϧϷϞʹ ʹϧϧͶͼͺϷϭͼϳϲϷʹϭϤ<ʹͰϪϧϧͶͺΔͱͿͺϧ ϷΡϤͼϒϧͶϭͺ2008 Ϸʹͺͼ϶ͼͺϷϒͺϧͿϧ 2009. ʹϥϧͼͺϳͼ

**Δογ
(**Οίλλος): ⁴σλος Γ'ς Λ΄ςς.

አርኣ° (ጋ፟ኒት⁶dና): ¹dታ⁶ሲ፫⁶, Δ⁶ታペ▷፫⁶. ጋ⁶ጐሁታናበናጋLታና C¹L⁶†Lጚ⁶ታ▷⁶በ, Δ⁶⁶ba Δታ⁶በ⁶በ⁶. General, her officials, and the Government of Nunavut officials today.

Mr. Chairman, I want to ask sort of a housekeeping question. I noted that the officials from the Department of Finance are in the audience, so it pertains to them.

The Government of Nunavut's 2004-05 Public Accounts weren't tabled until March 8, 2007, and then the GN's Interim Financial Report for 2005-06 was backdoor tabled on November 21, 2006.

One of the things we've been concerned about over the years, at least in this exercise, is that timing and the delays in getting Public Accounts and financial statements tabled in the Legislative Assembly.

So my question for you is: how close are you to signing off on the government's financial statements for 2005-06 and 2006-07, and when do you anticipate transmitting your next annual report to the Speaker? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Fraser.

Ms. Fraser: The objective for the finalization of the 2005-06 financial statements was July 31, and for the 2006-07 financial statements, December 31. But I would I guess just caution that those are target dates and dependent upon the quality of the information that we get and the rapidity with which we can get information that that might move at some point.

Chairman: Thank you, Ms. Fraser. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. I would like to welcome

Δ•ፖ $\mathcal{C}^{\mathfrak{h}}$, \mathcal{A} ሊና $\mathcal{C}^{\mathfrak{h}}$ Λ $\mathcal{A}^{\mathfrak{h}}$ $\mathcal{A}^{\mathfrak{h}}$

ᡩ᠋᠌ᡖ᠅᠘ᢣ᠋᠘᠆ᡤᢐ᠙ᢗᡥ᠘᠘᠆ᠺᠻᠬ ᠙᠊ᡃᡟ᠙ᡩ᠙ᢗᡄ᠌ᠫᠻ᠘ᢗ᠂ᡠᡆ᠌᠌᠌᠌᠌ᠪᢣᡥ᠑᠌᠌ᡗᡣᠮᠣᡩᢐ ᡃ᠋ᡪᡥ᠙ᢗᡎ᠘ᡤᡥ.

ላለ¹⁶d∩ს, ¹b⊅በቦር Δ¹⁶ba∆²σላ¹⁶በቦር¹⁶ለረ, ¹bσበቦር¹⁶< Δ¹⁶ba∆²σላ¹σ²በ² Pa>ታርሊነረሰና 2005-06 ላ¹L 2006-07 ላ¹L ¹b²U የ²ህ²ር¹Γ ▷¹b²በ I ጋσታ>σላ¹⁶<²? ¹dታ²a Γ⁶.

Δ⁶/«ΣC⁶ (Ͻ^ίλ²6d^c): 'dϧ²αΓ⁶. Γ¹C <α<¹.

Sheila Fraser and her officials. I would like to welcome them all.

I have been a Member of the Legislative Assembly of the NWT and also of Nunavut. I do recognize some of the work that they do. For a general question I would like to ask... a number of questions have been asked by the Members of the Legislative Assembly in the House concerning the Nunavut Business Credit Corporation.

It appears that there are significant problems with this organization. When do you anticipate finalizing your performance audit of the Nunavut Business Credit Corporation and transmitting it to the Speaker? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Barnabas. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. We have two audits actually underway right now. We have the audit of the financial statements of NBCC, which we hope to finalize at the end of this month, and then we have the performance audit that we will be tabling during the fall session of the legislature.

Chairman: Thank you, Ms. Fraser. I don't know but I'm going to ask anyways; I don't know if you could tell us. Are you able to enlighten us as to any of the things that may be outlined in those reports, or is that something that we have to wait until the fall to see? Ms. Fraser.

Ms. Fraser: Mr. Chairman, you will have to wait until the fall to see. It's very important that we go through the process with the corporation and the government to make sure that all of our facts are correct, that we discuss any recommendations we

LCUCP%NPOd'->U CPQF DQ'/4T

4"L-> CLO DQ'P, C'UA DC'POC'B

ACUNPUSCEP CLUA

ACUNTACCUPS. PYAGC

ANUANYOUS AND ACULTUS

LCUCP%N° AND SCOPYLLC C°QG

LCUCP%AP° DAA N'AN'BODO C'UA

DQ'P Business-CDG'L° D'YA'BON'

Ċჼdd d^rtr A_d^^rc>PNfb*&cflLC
C°dd A_do Acad^rc. fb~lc C°dd
Abàcshrace CL°dd fb>b\section-d°_o
AL_ fb~l \%PfntL%A° PfbCN°_o;
fd>°ab, Aby&pc.

>ςΔ/ (ϽϳΑϷϭʹ): ʹϭͿϧ·αͺϳ·, ΔϷ/«Ϸͺϳ·. L·ϳʹ϶·σ· αΔζΔυ·Ϲ, L·ϳʹ϶·σ· ϳʹαϷͿϲʹϲͺͰʹͿʹ϶·σ· ΔϽ··ϽϤ··ϐͺʹϹ ϭϤϽϛϪϛ^{*} Λϧϳͺ·ͼϹϷϭϤ··Ͻ· Ϲ·ͼϷϷϭϭͿͼ·Ͻ· ϤͰ Δ·ͼͰαΔϧ·ϭϲͺͿϧ·ʹϲͺαΔϛͼϹϷͰϹϲ, ʹϧϷλϛͼϹϷϲͿͼϲ, ϛͼϷϹϷϭϭͼ·Ͻ· ϷϷϭͼϳͼ, ϛͼϷϹϷϭϭͼ·Ͻ· ϷϹͰ;ϥϹͼͺ

**Δ⁶γ

Δ⁶γ

Δ⁶γ

Δ⁶γ

ΔΛΛ

ΔΛΛ

Δ

A

A**

>ςΔι (Ͻʹ៶, λ⁶d^c): Δ⁶ι ν « ρ Ċ⁶6. ρ ρ α⁶ν΄ Δ⁶ ν « ρ ρ α⁶ν΄ Δ⁶ ν « ρ ρ α⁶ν΄ Δ⁶ ν α ρ α⁶ν ο α⁶

have, and then we bring a complete report forward. Until we go through that process, we really can't talk about our audit findings.

Chairman: Thank you, Ms. Fraser. I had to ask anyways. Do any members have any general comments or questions? Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. I would like to thank all of you for coming to Nunavut. You and your officials are more numerous than committee members. We have three members but some of our committee members are not able to make it here. I would like to welcome all of you. Please do not hesitate to be frank with us in regard to your findings.

Looking at the Auditor General's Report it seems like there's room for improvement and there's room to have next steps because we would like to have a government that operates properly and because Nunavut Government is quite new. Even though the government is quite new, we're now starting to find problems and find solutions, especially when you're working within the government; it is very difficult to find problems.

One thing that I wanted to get clarification on or more understanding is that some of the regulations and Acts have been adopted from the Northwest Territories. We inherited the programs and services from the Northwest Territories. Some programs and services did not exist, like some organizations within the government did not have any policies. That's why some of the corporations ran into problems and that's why we see some of these problems occurring.

▷¹b▷ፖሲ犬°亞°ՐС≫^c CL°亞. ¹d৮°亞Ѓ^b.

Δ⁰/ペ▶ር⁰ (ጋጎ,२७៤°): ◁Λጢታጢ፭°ЬናĊናL. ◁Λჼ⁰Ძበ∿\ჼ⁰С°Ь⁰Ьσჼ⁰< L୯し୯₽ჼ⁰በσ⁰ ₽/ጋ∆°൨ናውና ጋና፟∿し⊀σ⁰? Γ′С ◁ረናረ°.

PYdo Cbd Auditor General Report-Preport Ardborder General Report-Preport Ardborder General Report-Preport Ardborder General Report-Preport Ardborder General Report-Preport General Rep

P/dσ PΓ% DP//L™σPLCPS_d™D% C dD%Dd%DC_D dL_D Dσ/PDΔ°a%/L°DC Δc%P°σ Δα°/d′ U≪L™P°σCP%Dσ° /α™dÖσ°, dPc½/Nσ°_D Δ%PS½/Nσ°_D LCUσ°_D, dDdUNσ°_D ½-LPN°NCA™LP%LC ΛC™NNAULACP%DN°_D. Ldd NFP4° U≪L™G Δ_Ddσ department-划ረΔ° DDdUNN°D¬CÜUC°Nd™/N™ dd>À\S`DA°a™PG/PdLP%LC ½-MCPP/CPL CL™DU P/dσ CUNDONSON ACC°A/ONDN /a il %PCPPCPL™i,C

Cd675.Pcc.rrc.

طى ४ كوركاك، ١٩٤٥ فىلات) خاشەرد خرى عاتصى مىك دىر الله ك They're transparent and we see that the problems are occurring in a transparent way. I expect to see some improvements for these problems. I would like to see some solutions in the near future, as the Auditor General stated that there will perhaps be another report from the corporations. Perhaps next year, we'll be expecting to see new policies within the departments. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Alagalak. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I would just like to make a few opening comments on the report itself. I would like to tell the Auditor General, her officials, and the government officials who are here from the Department of Education that has the responsibility of the FANS Program, we appreciate all the hard work that went into the performance audit.

Personally, as an MLA and as a parent, I found that it provides a lot of excellent information. It is all long overdue, as my colleague says, we inherited it from the Northwest Territories, and bits and pieces have been improved, added, amended.

Having said that, the report underscores a lot of important points; I highlighted a lot of issues that I think we have to recognize. First and foremost, FANS is an important Government of Nunavut program, there's not doubt about that. It provides assistance to our students who want to improve their education.

As we stated many times, education is important. Education is something that you can take wherever you go; whether it's job to job, from town to town, or anywhere else in Canada or around the world. So education is very important and any way

Δ⁶/«ϷϹ·⁶ (Ͻ^ϳ, ϒ⁶): ¹d۶⁶αΓ⁶, Γ¹C ¹α-5α-6, Γ¹C Λ΄C⁶.

ἀςς (ϽʹϧϷϭ·): ʹϭͰͼͺϹʹͱ, ΔͼͰϭϷϲʹͼ. LϽΔͼͰϒϤϽͰͰϹͼʹ ϷϭͼϸϲϤϢͰϷϒͰͼʹ Γͼʹϧ ϷͼϷͶϥͰͰϚ ϹͼͰͼͰͰͼͼͰϷ ΔͼϧαΔͰͼͶ Ϸͼϧ·Ͻ ͰϭͰͼϥϧϷͼ ΔͼϧαΔͰͼͶ Ϸͼϧ·Ͻ ͰϭͰͼϥͼϧͼ ϹϷϭͼϧ ϷΓΕΓ ΑϲͼσϤͼͿϲͼͺͼ Δεέταμας ͼϲͼμα Δεέταμας της κατα Δεέταμας τος κατα Δετα Δετ

᠌᠌ᠣᡆᡥ᠋ᡃᡉ᠒ᡥᡳᢗᠸᡃᠳᡕ᠘ᠸᡥᠳ᠘ᠳᡥ᠒ᠮᢗ᠘ᢖᡟ᠘ᢗ᠋᠘ᠸᠲ᠋᠘ᠸᡥᠳ᠘ᠳᡥ᠒ᡤ᠒᠀ᢞ ᠘ᢣ᠙᠋᠙᠘ᢖᡟ᠘ᢗᡫᡆ᠘ᠸᡥᠳ᠘ᡥ᠒ᡤ᠒᠀ᢞ ᠘᠘ᢞ᠖᠘ᢣᡎ᠘ᢣ that we can help our students we should.

Second point, although it is an important program and has probably achieved a lot of things, we just don't know what it's achieved. We see that the numbers are there but we can't point definitively to what it's achieved other than the fact that we hear anectodal evidence that some students are graduating and getting jobs. So the FANS Program requires a major overhaul in terms of managing the program so that we can see what the results of our investments are in the program.

Third, staff, students, MLAs, and the Government of Nunavut need a strong program. I think it's a perfect opportunity for us now to meet together today, get everything out on the table, and then move forward to strengthen and improve the program.

I think that's what your performance audit is trying to get at. I see from the response from the Government of Nunavut that they recognize all that and they want to work towards that as well.

So I was very pleased by the overall tone of the report. It wasn't pointing fingers at anyone. It just says that it's a good program but we have to fix it up. There are a lot of good recommendations.

So I look forward to asking some questions and hearing some of those answers, and get more details out of the Government of Nunavut about how they intend to improve the program. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. I guess, myself, too, again, I would say that when you look at this process that we're going through and reviewing the report, any report that you provide to us, should be

'd&
'd

CALC ᡏ᠘ᡥᢣ᠒ᠳ᠋ᡌᠳᢖ᠌ᡶᠳᡏᡥᠫᢥᡕ ᢗᡃ᠋᠋ᡶᡥᡟ᠘ᢞᡥᠨ᠐ᢪᢗ᠙᠙ᠳ᠂ᠴᡆ᠌᠌᠌ᡠ᠄ᠮᢥ᠘ᡩ ᠪ᠋᠘ᡥ᠕ᢣ᠘ᡩᠰ᠘ᡥᡆ᠋ᡃ᠋ᡶᢥᡤᢗ᠕ᠸ᠋ᠬ᠘ᢣᢉ᠒ᢞᠡᢪ.

Δ⁶/«ÞC⁶ (ጋጎ/⁶d⁶): ¹dታ⁶α Γ⁶, Γ¹C Λ΄C¹. Þ%¹U¹CÞ¹6 (Ö⁶α ¹PΓ¹Pα⁶σ₁Δ+⁹S¹

Cd°a%-ω\ 'PΓΥΡα%-ΟΠ' Ρσήσ-ΔΥΥσ 'ΦΔΟΣΣΔ°a'Γ% Ρσήσο ΣσγΡουΔιςς, υς viewed as an opportunity for Members of the Legislative Assembly and the public to be informed of how a program is running, or looking at trying to evaluate it and identifying strengths and weaknesses. It gives all of us, let's say the standing committee, your office, the department, an opportunity to all work together to try and do what we all want to do: improve programs and services for our residents.

I'm really pleased to hear and see any of the government's comments that they're approaching it as an opportunity to work together to try and improve the whole process. And I think that's a critical viewpoint that we all have to look at. This is why we're here; we are here to pick apart this or the other thing to identify how... the only way you can improve is if you take a look at and see what you did, and what things worked well and what things didn't. That's how you improve; evaluating and that.

This process is what we're doing to try and jointly better define a crucial program offered and run by the government. I look forward to going through that, seeing the report, and hearing what the department and your office have to say on some of the areas that have been identified. I appreciate and I want to keep that in mind that we're all here to try and accomplish the same thing. I really think that's a crucial part of our work altogether.

Having said that and just after listening to the opening comments from Ms. Okpik, she had indicated that they have established a task force to undertake the work, they have retained additional resources to complete the work in a timely fashion, and they have included in engaging additional accounting and loan expertise to ensure the systems meet the quality tests identified. 'd&
'd&
'd&
'd
'd</p

CALACC®N°2% àccep%20°
LDALA'?N', Γ' Þ'Λ'Γ' α2αΔ%''5bP'L'
CΔ'd4 'PΓ'?α'NC'bL4'b'<°
Paph%Ċb°σL4'b'<C2
Λλά%CÞN4'd'2Γ

 $4^{L} \dot{P}aD + C \Lambda^{\dagger} + \dot{\Omega}^{\circ} bL \Gamma - \Gamma^{\circ}$

I just wonder if you can elaborate a little bit on the task force, when it was struck, who sits on the task force, what they are doing, and what additional resources have been retained. So I would just like to ask if you can elaborate on that first, please. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Our task force consists of a number of our staff that we currently have. We have the Assistant Deputy Minister, the Director of Adult Learning, the Supervisor of FANS, we also have a Manager of Finance in Arviat, which is a new person in that position, as well as we have a Senior Advisor for Adult Learning, and then we've also retained, through contract, Sila Management, who has experience working with the Office of the Auditor General, who's a chartered accountant, and is doing a very extensive review of all the loan files right now.

So all of our actionable items are contained in the work plan, which is available to the members if they wish and that's the work that we have right now.

Chairman: Thank you, Ms. Okpik. That was my next question. We've heard a lot of talk about this action plan and we don't have that. So I am just wondering if you had indicated that you are willing to provide it to us; that can help us follow through the process and questions and things like that to see where the department is planning on going. So if you take a minute to pass those out, I would appreciate it.

Maybe while we're having a look at this, I have a question for Ms. Fraser.

>• ለ•: 'dታ° ۵ μ̄', Δ•/ ⟨PĊ˙*. (Ͻͺ϶ϷϤ) Ċ•dϤ
'PΓ'?϶϶' ΒΠ μ̄ ሬ μ̄' Δ ͼ βα Δϧͼ ΠΡΨ ΡΕΘΕ

"ԵՐ ԵՐ ΚΑΘΕ Δϧͼ ΠΑ ϽΡ Δ (Π Γ Π Δ ͼ μ̄ Δ ͼ μ̄ Δ ͼ μ̄ Δ ϵ μ̄ Δ ε μ̄ Δ

**Δ⁶γ

Δ⁶γ

Δ⁶γ

Δ⁶γ

ΔΛ⁶6

ΔΛ⁶6

Γ΄

Γ΄

Γ΄

Γ΄

ΔΑ⁶6

Γ΄

Γ΄<b**

In your report you indicate that Québec, the Northwest Territories, and Nunavut are the three Canadian jurisdictions that have chosen to opt out of the Canada Student Loan Program. They receive transfer payments from the federal government, which they manage themselves. Nunavut's FANS Program was inherited from the GNWT.

Was your audit able to determine if some of the problems that have been identified as a result of the audit were problems that we inherited with the program, or did these problems seem to begin after we started taking over the administration of the program? Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. Our audit really focused on the 2004 to 2006 period. So we didn't go back to 1999.

I guess I would make the comment that much of the Act and the regulations did move over and I think that we're seeing, in many cases, a lack of clarity around what those terms means in the context of Nunavut.

There may be particular needs, as we see greater adult education here than elsewhere, so there needs to be more precision given to take into account the particular circumstances of Nunavut, and most of them would be policy decisions. So what is post-secondary education? What qualifies? Those kinds of issues. What are the objectives, which I think can be different than perhaps say, generally across Canada that may not be simply to receive a secondary degree but perhaps maybe focus more on jobs?

So there's different ways of interpreting this. So what we're saying is that guidance and those policy decisions need to be more **>ና**Δ*t* (ጋጎ²): 'd² ° \(\text{c} \), \(\text{b} \) \(\text{c} \).

C¹ L¹ ° *t* L² ° *t* ° \(\text{c} \) \(\tex

PY

PY<br/

ϽΡ∿Ⴑ ϭናϟ广∿Γ·LC
 ϽΡ∿Ⴑ Ċ⁰ሪΓ∿Ⴑ. ϭϽϭႱናͿ° Δሪ┖ϲϷንՈϷϭ°
 CΔ⁰ϭϤ ͼ϶ͼΔͼϭͰϹ·ΠϭͿϗͼϭϲϧϲϷͼ϶ϽͿϧϭͼ.
 Ρ⁰ϭϲϳϲ ϽΡϒϭϭͼϫ϶϶ͿͿͼ

explicit; need to be spelled out; so then the program can be runned with clarity for everyone. That's why the objective needs to be clear because it was mentioned earlier that this whole educational program is a very important and critical program for the people of Nunavut. You need to ensure that it is actually attaining, reaching, or doing what the government and the legislature wants it to do.

So those are two of the main messages: is defining the objectives and then making sure that there's clarity of who is eligible and not eligible so that you could move forward on that.

Chairman: Thank you, Ms. Fraser. A lot of the issues, not all of them, but a good chunk of them are dealing with the Act and the regulations are things that we inherited from the Northwest Territories.

I also know that you had provided a report to Parliament in May, earlier this year, on federal loans and grants for post-secondary education. If you look at how we're here to try and improve how we offer our programs and services to our residents.

I am just wondering if any of the findings and recommendations that you had in that report would be useful for us in the GN in providing or improving its management of our own FANS Program. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. The major conclusions of that audit, we looked at the Student Loans Program and the Millennium Scholarship Foundation. The major conclusions of that audit were that those organizations or those two programs were actually doing pretty well and were being managed well. One area that we thought was lacking was in the evaluation of the program.

C<

C</br>

C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
<t

CΔºdd 'bPት/Lት/ dDcfdትcda/Lት/D PσºbΓ dDnfbfσdŵሩ Δαጵ υዊ៤७° ΛΡ/ΓαΦηςΠηΔης Γασŵ/γαΠΓγηρσυ Δc°σσφής Ραργησ Δbdγηηθοςως γασωνους. Γ΄ 95Δ/.

The department and the government had said that they would evaluate and had committed to do an evaluation of the student loans program for 2006. That wasn't done and they're now doing kind of a staged evaluation from 2006 to 2011.

We've said that we thought that they would be doing it much sooner to make sure the program was achieving its objectives. I guess some of the similar kinds of conclusion, they didn't have objectives that they weren't evaluating whether the program was meeting that end, I would just say that that's not an uncommon recommendation from us that programs should be evaluated on a more frequent basis. And, that was the major recommendation that came out of that audit.

Chairman: Thank you, Ms. Fraser. We're not alone in that area, I guess. I know that performance measurements and reviewing is something that I've been bringing up, I'm sure that you will recall for five or six years now. It's good to see that it's finally moving forward and that we're not the only ones struggling to try and get that.

Any other members have any general comments or questions? Mr. Barnabas.

Mr. Barnabas: Thank you, Mr. Chairman. I would like to ask a question to the government witnesses, following up on your question to the Auditor General.

The budget for FANS has increased from \$4.6 million in 2003-04 to \$6.4 million in 2007-08. In 2005-06, the program provided \$5.6 million in grants, \$470,000 in loans, and \$8,250 in scholarships. The Government of Nunavut received \$470,000 in federal funding in 2005-06 under the

Δ⁶/«>C⁶ (Ͻ¹/₂)⁶ (3)⁶ (3)⁶ (3)⁶ (3)⁶ (4)⁶ (5)⁶ (6)⁶ (6)⁶ (6)⁶ (6)⁶ (7)⁶ (

Papy%JPN\Δ° Δc°σσσ%Πσ Δbiγσ° σ%Γ°cΓσLp°LC \$4.6 Γcσ°ω° 2003-04-Γ \$6.4 Γcσ°ω°μ°ω Ω 2007-08-Γ°. 2005-06-Γ Λσασ \$5.6 Γσσ σσγονία Δσ°νσσσος \$470,000-σ σσσονοία δείνους Δενσονοία δουσος σσσονοία δουσος σσσονοία δουσος σσσονοία δουσος δ

Canada Student Loans Program Alternate Funding Formula.

What were the figures for 2006-07 for FANS spending and for federal transfers? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Barnabas. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) For 2006-07, the amounts that we had allocated for FANS administration was \$647,000, for the FANS Program, \$5.6 million, and for the Student Loans Program administration, \$163,000 in addition to \$470,000 received for alternative payment.

Chairman: Thank you. Sorry.

>>Laughter

Ms. Okpik (interpretation): I'm sorry. (interpretation ends) Those were the amounts budgeted for the 2006-07 fiscal year. I don't have the actual expenditures right now but I can commit to getting those.

Chairman: Thank you, Ms. Okpik. Mr. Barnabas.

Mr. Barnabas: Thank you, Mr. Chairman. Just five years ago, in May 2002, the department completed a review of the FANS Program. This report was tabled in the Legislative Assembly in December 2002. The report recommended a number of increases to benefits provided under FANS, including increases in amounts available for students to pay their tuition.

It was also recommended establishing a grant for disabled students, establishing a two-stage appeals process, and establishing

'ቴ'ረታና 2006-07-Jና CΔ⁶dσ^{*}υ Δሮ^{*}σվ⁶ηΔ⁶ Ράρλ⁶ ላጋ⁶CρϞĹLρ⁶<⁶ ላ¹LΔ⁶Cρ⁶ ቴαCρ⁶ υペμ⁶δ⁶μ⁶σ⁶ὑ_Cρ⁶δ⁶. 'dλ⁶αΓ⁶, Δ⁶/«ρϹ⁶6.

Ρ•Λ•: 'dታ°αΓ˙, Δυζ
Σ΄, Δυζ
Σ΄, Δυζ
Σ΄, Δυζ
Σ΄

Δ⁶/«ΣC⁶ (Ͻ[΄]λ⁶d^c): ⁶d⁶ Δ[†]⁶. LΓ⁴Q⁶.

>>\alpha^c_5b\cdots

▶•**Λ•**: LΓላሷቴ. (ጋጎትበሀና) C[®]
Ċ⁶d
2006-07-Г
40%
40%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%
50%

 $\Delta D_{eq} = 0.005$

bridging programs. However, in July 2002, the government announced an increase only to the living allowance provided as part of the FANS supplementary grant.

Why did the government decide not to follow the recommendations in the review for increases to other benefits such as tuition and books? When will these amounts be reviewed again? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Barnabas. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. [Yes, they are included in the 2002 report. The increases you mentioned are also in there.

The increases that had been previously approved were for cost of living allowances while other items were left out due to limited funds. If we wanted to bring them forth again, although they are not included in the proposed plan, we could do so for the purposes of further review.] Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. Mr. Alagalak and I took part in a consultation tour...

George told us to use this channel.

Chairman: Mr. Barnabas, maybe if I can ask you to start over again, please.

Mr. Barnabas: Thank you, Mr. Chairman. During our review, Mr. Chairman, Mr. Alagalak and I, the FANS Program was part of our review. The department's 2002 report recommended that additional

Δ⁶/«ΡC⁶ (Ͻ^ίλ²⁶d^c): ⁶d⁵^αα, Γ⁶, Γ⁶C <α<⁶. Γ⁶ Ρ⁶Λ⁶.

>^\%: 'dታ°a广', Δ¹/«ÞĊ¹'. Ċ¹dd >¹b>/n\¹'*CN' 2002-Γ Δ₂dσ, Å, Δ₂dσ¹C' Þσ¹b¹U-dcÞ¹'/L¹' Δ₂dσ¹b/PN¹ d¹L₂ d₂C²N¹ CΔ¹C¹CO¹ d¹C²N¹.

CΔ⁶/Lσ Ϥ⁶/⁶CÞcÞ⁶/L⁴ Δൎρα/⁴σ⁵ L⁶
CΔ⁶/d Living Allowance-⁶/Jσ⁵⁶/b

Ϥρ⁶/Dα⁴/Πσ CΔ⁶/σ Ϥ⁶/⁶CÞc⁶/⁶/L⁶/L⁶/L⁶

Ϥ⁶/⁶/C Կ⁶/⁶/C Þ⁶/C Þ

<α<': Δ⁶/«ρC⁶»' Δ⁶/- Δ⁶/-

Δ•/«ኦር• (ጋጎ/ኦ•៨•): Γיር <ٰ៰<י, ላሰ ላለ心•b•σ፫ሴ•.

<α<' (Ͻʹ៶λ⁶σ'): 'dϧ⁶α΄⁶, Δ⁶γ
δ

assistance be provided to disabled students with special needs to cover the additional costs that the face. Recently a deaf student graduated from Inuksuk High School.

How is the department responding to the needs of disabled Nunavut students who wish to pursue post-secondary studies? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Barnabas. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I would like to ask Ms. Suluk to respond to that question.

Chairman: Ms. Suluk.

Ms. Suluk (interpretation): Thank you, Mr. Chairman. [Yes, there is assistance available out of the financial assistance program. We have allocated funds for this kind of assistance for the disabled in order so to ensure we do not overlook any one.

We have put together application forms that do not have to be signed, and only need to be witnessed by a physician. We have done that for elders. The Government of the NWT does that for elders as well.] (interpretation) We do provide services and assistance. Thank you.

Chairman: Thank you, Ms. Suluk. As we're getting into the chapter-by-chapter review of the report, but before we get right into the different sections, in the introduction I just want to get it on the record, for getting it on the record, on the report itself, I don't know if everyone has a copy of it, on paragraph 7, it indicates in the last part there, it talks about the different types of grants and things that are available.

'bΔ'C ΛCΛልና/ CLbd4 PÞ'bናCጐ<° CLbdΔ°U NΓΓJና 4₹2N'bናጋΔና ΔC°σ4b°σ2L₹Δና 'd°«%γ°σ‰\bdና.

ΔͼϒϭϷϹͼͼ (Ͻϳ^ϟϧͼϲ):Ϲ^ͺ ʹͺϽͼͺ

゚゚: Δ΄, ΛC'b'D'® ΔbゼΠσ° CΔbσ ΔbdChHDDσ° ダ[®]P°\LJC D°HΔG[®]&D°CdU'C dd?Nc°σ° dLD C°CD'db°C'DC.

Ρ/Ϥσ Ϥʹ·Ϸ·Ͱ/ͰͺͰͺͿ· ϹϹΛͺͺϤϲ··σ· Ϸ··Ϳ· ΛϧͺͺϤʹ·ϧ·ʹϽϤϗͰͺ··ͺͺϹͺϹͺϹͺͺͺͺͺ Δ/Ϥʹ·ϧϽϧϹ· ϤΛͺϹͺϧ·ͰͺͰͺͰ ʹϧϧϧͺ·ͼ·Ͻͺͺ ʹϧϧϧͺ·ͼ·Ͻͺ ϹΔͰΔ·Ͻͼ·ͺ ϹΔͰΔ·Ͻͼ· ϹΔͰΔ·Ͻͼ· ΛͿͼͺϲͺ Δϧϯϻ· Καμαν Καμν Καμ

Δ•/«>C⁶ (ϽʹϧϷϭʹ): ʹϭͰϧʹαͺΓ⁶, Γʹ ;ʹͻ⁶. Ϲ⁶ϭϤ ϤʹͿϽʹͼϟͰϲϭʹϒϹͿʹͼʹʹϲϤϲϚʹϹͼʹϤ Ϥ¹ͰϽ Ϲ⁶ϭϼ³Ͱ ΛΓϤϲϷʹϒϭʹϹ ϤʹͿϽʹͼϟͰϭʹϒͰϭʹϒʹϭ ΛΓϤΡΩΓϽͿ ΩΩϛ⁶ϹϷ;ͰϲϭϤ⁶Ͱ⁶. Ϲ⁶ϭϼϭ Ϸϭͼʹͼ ΔϽϤϭ Ϥʹ϶Ϲ⁶ϭͼ Λ;Ͱϲ⁶ϒϷϒͰͰͰ⁶ ϷʹͿ·ϲʹͼ Ϥʹ϶Ϲ⁶ϒʹϒʹϽʹͼ ϷΩͼʹϒϹ⁶. . . . The last part there says there's a living allowance of \$825 to \$2,280 per month. I would just maybe ask how that's determined, where those limits came from, and how do you determine how much someone's eligible for? I don't know who wants to respond. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We have detailed numbers on what a student is eligible for. For example, if there's a student who is single, he or she is allowed a living allowance of \$825 and if he or she is married, or with a partner and with one child, they will be eligible for \$1,075, \$1,175 if they have two, \$1,275 if they have three, \$1,375 if they have four, \$1,475 for five. There's a \$100 increase for each additional dependent.

For example, if the student has a partner, that partner may or may not be employed. If the partner is not working and they have dependents, they have different amounts that they are eligible for; \$1,280, \$1,480, and \$1,680. The numbers are put on a sliding scale. If there's a single student and if he or she has one child, \$1,280, two children, \$1,480, and again, it's put together on a sliding scale. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I just wanted to get at how those numbers are determined. In the next paragraph, paragraph 8, it talks about a loan is forgivable. I'm figuring here that's \$750 for every three months that the student lives in Nunavut after successfully completing 60 percent of their studies.

Do they have to finish 60 percent of the course work? So if they're taking chemistry courses, they have to successfully complete six of them in order

Δ•/

Δ•/

Δ•/

Δ•/

Δ•/

Δ•/

Δ•/

Δ•/

Δ·

Δ·<br

to be eligible if they move back here to have their loans forgiven? This is the first question, if you want to respond to that. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. It's exactly the way you stated it, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. The other question I have is: is there a time period in which a student has to return back to live in Nunavut before they can... do they have to come back as soon as they finished their course, or can they stay out for a year, then come back, and then start having it forgiven at that point?

I'm just wondering if there's some kind of a time frame in which they have to be living in Nunavut. I know for a number of reasons you can be a resident of Nunavut and still not live here for extended periods of time, going to school is one of them.

I'm just wondering, for these specific purposes of having a loan forgiven, is there any kind of time frame that's outlined in the policy or regulations so that the students know they have to come back within a certain period of time, otherwise they're deemed to have to repay their loans? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Our FANS procedure states that if they start after the last day of the six months in our FANS procedure manual, they would have to return to Nunavut within six months for the loan to be forgiven. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Given that, I know if someone is coming back from school and they move back within

Δ⁶γ'«>C⁶ (Ͻ¹γ⁶σ⁶): 'dϧ⁶α^{†6}, Γ¹ ▷⁶Λ⁶.

Δ⁶γ'«▷Ċϲ⁶⁶b▷Jል⁶. ⊲Λ⁶d∩⁶\b⁶σ⁵ CΔL,

Ċ⁶d⁴, Ċ⁶α Δ⁶α¹\b⁶Ω Δα⁶\b⁶Ω Δα⁶α¹\b⁶Ω Δα

Δ/L)Δ°α%bbll bdd d)%)d%CΓσ%P°
Δ/LP4°σ%CD&CCdσd?PCDP° C°α
ΔC\%PDCD%D% Dα&L'

PPLA%b\%b°%b Δ/C%ACD%CD/L&.

%bPLL;\nσd\L'\% CΔ\dd ΔC\%)° d\L
Δ/LP4°σ%AD&CCCdσd?σ%b %b%b
Λραγβ(C°L%b°, 6d\°a)°.

that six months, and let's say six months later they go out for another course, or something like that, I am just curious of whether they would still be considered a Nunavut resident, but would that time be used in saying that they lived in Nunavut towards the forgiveness of their loan? Ms. Okpik.

Ms. Okpik (interpretation): Thank you. I will have Ms. Suluk to respond to your question. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Go ahead, Ms. Suluk.

Ms. Suluk (interpretation): Thank you. In regard to students who had taken out a student loan, they are given six months to start paying their loan if they are in Nunavut. In forgiving the loan; the loan is forgivable at a rate of \$750 for every three months. They will have to reside in Nunavut. Thank you.

Chairman: Thank you, Ms. Suluk. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I just want to ask a question and follow-up with what you're asking, Mr. Chairman.

I'm aware of post-secondary students who attend university in the south. They attend faculties with specialized degrees that requires them to... for example, an engineer requests and wants to become a professional engineer, they have to work on an engineering firm, or a doctor they have to intern at a hospital, a person who wants to become an accountant has to article with an accounting firm.

The situation in Nunavut is such that in most cases we don't have engineering firms where there's opportunities to work

hoኔ 'dታ ሲቮ ' Ċ ሲ የኦንኦቦ ማላ ነርና ላላ ረጋኔር 'dታ ሲቮ ' ፊኔ/ የኦንኦቦ '

/ ጏ•: L'a. CΔ⁶d4 ΔC⁶σ4lσ⁶2Π ϤϸʹϽʹϐʹσʹ⁶θʹϳϞʹ⁶UC Ϲʹ⁶Pσ⁶ Ϥʹϐσϲ⁶σ⁶ Λ4σ⁶6⁶UC ϤΡϹ⁶ΟΔλΛϤʹ⁶UC Φα⁹-Γ΄<C CΔ⁶d4 Δ/LΓ⁴⁶αΡ⁶)⁶ ² ² ⁶ ⁶ ⁶ ⁶ Λ⁶UHΡ⁶ Λ4σ⁶6⁶UC \$750-Γ⁶2⁶ ⁶ ⁶ Δ/LΓ⁴σ²6⁶ ⁶ ΔΟ⁶PHΔ⁴σ Φα⁹-Γ, Φα⁶6Λ⁴C⁶ C⁶α 40μρσ⁴<6. L'a.

Δ⁶/«ÞC⁶» (ጋጎ/²⁶d⁶): ⁶d/²⁶ ሲቮ⁶, Γ¹ /^{_}-⁶. Γ¹C ለርጎ⁶.

Ľ°σς ዾ፞፞ዾፇ^ւΓ, ዾ፞ዾፇ^ւΓኦርኦ'ጏσ

CALACJO J'C'CLL° T LdG^UJ AJA°aP^PCJCLAFO ACGPP^PLC CLGJ with engineers to receive their professional engineering designation. I think there's maybe one accounting firm where you can article as an intern accountant. I think we have one hospital.

So what'll happen is the students will find jobs in the south with careers where they could, after they graduate with four, or five, or six years in university, they will find careers with companies that can allow them to continue their education and get their professional designation, and then after that, they may want to return to Nunavut.

The way it is set up with these primary loans, if they return within six or seven months, they are required to pay right away. What happens if they want to return, but by returning they're cutting off their advancement in terms of getting their full degree? Is there any consideration given to university students who want to become professional engineers, chartered accountants, doctors, scientists, when they stay in the south and then return afterwards? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, our Act and regulations do not allow for that. In order for the loan to be forgivable, they have to return to Nunavut. So if they do leave the territory, then it becomes a payable amount.

Now, as part of the Act and the regulations review, we can commit to looking at that because there are new issues that arise that we will have to be looking at and taking into consideration when we do our reviews of the Act and regulations.

 Λ CLLYPCP4 α β C^{μ} P) $C\Delta$ L Δ COC Δ CP4 Γ C Δ CP4 Γ C Δ CP4 Γ CP

CΔ⁶dd Δc⁶c 6⁶c 6⁶c Δc⁶c Δc⁶c Λγάς Λγάς δ. 6-Δ⁶ Δc⁶c Δ⁶b⁶ΔγbΔ⁶α 6⁶C Δ⁶b⁶LC Δργ⁶b Δ⁶b⁶C Δ⁶b⁶C Δ6⁶C Δ6⁶

Δ⁶/«ÞCና⁶ (ጋጎ/⁶d^c): 「d৮⁶۵.୮⁶, Γ¹C / Ċ\⁶.
Γ¹ / D⁶/₆

So I will note that. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that. I think it's very important because our young people are going to want to come back, but they're only going to want to come back when they're fully educated. Just getting an undergraduate degree is one thing but if you want to become a professional, then you do have to work somewhere.

It's recognized and I'm glad that the department will commit to that. I look forward to reading the recommendation in that regard. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. It was just a comment I guess. I just want to go back; you mentioned earlier that students have six months in order to return back to Nunavut. Does that coincide with the same time period that's required for them once they're done to start repaying their loans as well? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, it's the same time frame for when the repayment would begin. Thank you.

Chairman: Thank you, Ms. Okpik. That's the only question. I just wanted to get some of that stuff out after the introduction. It's just background information that I think is good for everyone to hear.

We're going to move into... we've already had some questions on the chapter-by-chapter review, or a section of it. Under paragraph 13, my question will refer to Ms. Fraser, the last sentence in there says, "...

Δ⁶/«▷ር¹⁶ (ጋኒ\>∩ሀና): ¹d>⁶Φ Γ⁶, Γ¹ ▷⁶Λ⁶. Γ¹C Λ΄C⁶.

Λ΄C\° (ϽʹͱϒΛͿʹ): ʹϭͰʹ·ϲͺʹϲͺ ΔͱͰϘϷϲʹ, ϤͰͿ϶ ϲʹ·α ʹϭͰʹ·α Γ΄ Ϸ·Λʹ·. Δ΄, ϲʹ·α Λʹ;ϥϤʹ϶, Ͱϧͼ·ϽʹͼΛΡς ϷΛΡͰͰͿ϶ϥʹͼͺϫ Δϲʹ·ϭϥʹΛϧϥϹ ϷͰϥϭ ϷΛΡͰͰʹϧͿͰϹ. Λϧάʹͼʹʹϲϥα Ϳϧϧ϶ϥʹͼ, μο Λ΄ ϲαμαμα Δʹͼϧα ΔϳͼʹͼͺʹͰ Δʹͼϧα ΔͰʹ϶ϽΡͼ ϹϷασ ϷͰϥσ Δʹͼϧα ΔͰʹ϶ϽΡͼ, Κασαντα Δ΄ͼϧα ΔͰ΄ ϶ϽΡͼ, Κασαντα Δ΄ͼρα ΔͰ΄ Ασοντα Δ΄ Γ΄ Ανγορίτη.

Δº/«ኦር» (ጋጎትበJº): 'd৮°៤፫°, ୮ጎር ኦº^୬. CLºdd ለቦላዖበቦጔቦና ጋየረ«ሶና/ሥ/L৮ºb ጋ५%ርኦጔበጐጋ CL७dd ለኦዛ፫%LC.

we expected that the policies and the guidelines to be compatible with the Acts and regulations in order to help ensure compliance." Given a statement like that in there, it says "we expected to find that," one would assume then that you didn't find a complete compatibility, and if you could give us some examples of where some of the discrepancies were. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. In our audits we always state what we're auditing to or what we expect to find. And you're correct. We indicated that we expected the policies and guidelines to be compatible with the Act.

If we look at, on page 11, on Exhibit 2, there are some examples here of discrepancies. For example, we were just talking about the repayment of loans, so the program guide says that students must begin repayment six months after they finished attending school but in the regulations there's no repayment until the last day of the seventh month.

So there are some discrepancies like that that we noted between the regulations and the program guide, and those need to be resolved. They need to be correct one way or the other. The department has certainly agreed with us on that. Thank you.

Chairman: Thank you, Ms. Fraser. Maybe I would ask Ms. Okpik then: have they done a review of that to identify where the discrepancies are and the time frame of when they plan on correcting them so that the policies and guidelines are compatible with the Act and the regulations? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) That's one of the items on our work plan and we

 σηνους
 Το διαν
 <t

**Δ⁶γ

Δ⁶γ

Δ⁶γ<br/**

▷⁰**ለ**७: ቫዕታ°ፚ广፞፞፞፞፞፞

Δ⁶γ

Δ⁶γ

Δ⁶γ

Δ⁶λ

Δ

A

D

D

A

D

D

A

D

anticipate a review of the Act and the review of the regulations within a sixmonth time frame. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Does anyone else have any questions under the first section? Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. For the Government of Nunavut, paragraph 16 states that, "The department is conscious that the needs of Nunavut post-secondary students are different from most students elsewhere in Canada."

I am wondering if Ms. Okpik can clarify, or expand, on what that statement actually means. Thank you, Mr. Speaker.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik: Thank you, Mr. Chairman. Can you ask your question again? I didn't hear you.

Chairman: Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Ms. Okpik, I'm looking at paragraph 16 on page 9. The opening sentence in that paragraph states that, "The department is conscious that the needs of Nunavut's post-secondary students are different than those of students elsewhere in Canada." So what I was asking you to do is could you expand and clarify what that sentence means. It doesn't say a whole lot just the way it is, but just for the record, what are the different needs of students in Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Δ⁶/«ÞC⁶» (ጋ፟ኒትጠሀና): ¹dታ°ሲ፫⁶, ፫¹ ▷⁶ለ⁶. ላ/⁶ቦና ▷¹b▷/⁶\Δ² ላለ¹6dበ⁶\Δ¹Δ²6². Γ¹C አርነ⁶.

Λ΄C\° (Ͻʹͻϟϧϥϲ): Δα≫ς Γ«Γρηφης αΔΥΡΠς 16-Γ Ρεβεντιτη, Δς σΑθησική (βΡΑΓΑ Δς Δαφς βαςς το Καθάς Δησερτιτοίες.

'6Δ% Ċ°Φ ϽΡʹ6'CΛ^LL%ὑΠ ▷'6▷'۶▷₹L₹%∪ Γ' ▷°Λ'J'. 'd৮°ΦΓ'°.

Δ⁶/«ÞC⁵⁶ (ጋጎ/²⁶d^c): ⁵d৮° ሲ Γ⁶, Γ⁵C Λ΄C⁵. Γ⁵ Ρ⁶Λ⁶.

 Δ b/<b/C c b/C c b/C c c): Γ c C c C

Δº/«ኦር። (ጋጎ,አºdና): የ<mark>ປ</mark>ታ°ሲ广⁶, Γ¹ር ለርካ°. Γ¹ ▷⁶ለ⁶. Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess one of the biggest differences with respect to educational opportunities is in order for our students to access degree granting institutions, I know we have our Nunavut Arctic College that has ties with a couple of degree granting institutions, but in order for the majority of our students to access post-secondary, they have to leave the territory. That's one big thing that's different about Nunavut.

The other thing is I believe education is relatively new with most communities not having grade 12 until 1986. So therefore, there is a large cohort of our population that have not completed grade 12, so we would consider them as mature people coming into the system.

So those are a couple of big differences with respect to Nunavut and other jurisdictions. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that answer.

Further on in that paragraph it states, "Only 25 percent of Nunavut students graduate from high school." I'm not sure what that number actually means. Is that 25 percent of the students who start in kindergarten, or is that 25 percent of the students who actually make it to grade 12, and then graduate? Could you clarify that for me? Thank you, Mr. Chairman.

Chairman: Thank you. Who are you addressing your question to, Mr. Peterson?

Mr. Peterson: Sorry, Mr. Chairman. I was directing it to the Government of Nunavut

 Δ ^b/**ኖ**>**C**^c (ጋጎ〉^bd^c): ^cdኑ° α Γ^b, Γ^c \triangleright b^b. Γ^cC $\dot{\Lambda}$ C\cdot°.

Δ•/ペレርኈ (ጋጎዶ•dና): 'dታ°ዺ广•, Γጎር. ለርጎ°. የዺJና ር°ዺ ጋናኈበጎናσ, Γጎር ለርጎ°?

አርኒ॰ (ጋጎዶଜሪ): LГላሲ^ና, Δዮ/ペ▷Ċ^ና. 血ሲያና ሁペĽያያት witness. Thank you, Mr. Chairman.

Chairman: Thank you for clarifying that. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think it would be more appropriate for the Office of the Auditor General's staff to clarify where they've gotten the percentage. Thank you.

Chairman: Thank you, Ms. Okpik. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. We obtained that information that you talk about from Statistics Canada. The statistic is that only 25 percent of students attending high school actually graduate. It's from Statistics Canada's 2001 census data. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Fraser for that answer.

I will direct a question to the Government of Nunavut on that area. Can the Government of Nunavut provide information today: do they track from K to grade 12? How many students are registered when they get to grade 12; how many students there are? And then from that group that reached grade 12, how many of them actually graduate from high school, and then from there, how many of them go to post-secondary institutions? Do you keep track of that information and is that information available? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

 $\Delta^{b} / \mathcal{C}^{cb}$ ($\Delta^{\dot{b}} / \mathcal{C}^{b} / \mathcal{C}^{\dot{b}}$): $^{c} / \mathcal{C}^{\dot{b}} / \mathcal{C}^{\dot{b}}$. $\Gamma^{\dot{c}} / \mathcal{C}^{\dot{b}} / \mathcal{C}^{\dot{b}}$.

Ρ⁶Λ⁶: 'dϧ^aαϳ^b, Δ⁶γ
 (Ͻʹ, Δ⁶γ
 (Ͻ⁶γ
 (Ͻ⁶

>ናΔ/ (ጋቫት⁶): 'dታ⁶ሲቮ⁶, Δ⁶/ 〈 ⁶d 〈 ⁶d 〉 ጎ 〈 ⁶d 〉 ↑ 〈 ⁶d 〉 〈 ⁶d 〉 ↑ 〈

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I can't clearly provide an answer in terms of whether or not we track the numbers from kindergarten to grade 12, but we do have a students' records management database where I will undertake to see if we can provide that information.

I don't believe we provide statistics from grade 12 graduates and students going on to grade 12. Like I said, a lot of our students accessing FANS are what we call "mature students" accessing funds. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that information. I wouldn't expect that but I would really like to, at some point, receive that information. I think it's useful that we are investing a lot of money in the education system up here with the infrastructure and teachers.

If some kid goes from grade 12, if there's a dollar figure sign in there, it would be a fairly significant estimate as we track them through school, if we want them to succeed in grade 12 and graduate, and then become a productive member of the workforce after graduation of grade 12 or eventual graduation from a post-secondary institution, I think that would be useful information for us to have.

Another comment in that paragraph, Mr. Chairman, it says that education levels of most Nunavummiut are lower than the national average. I'm not sure who I should direct that to; to the Auditor General or to the Government of Nunavut, but could either of the witnesses provide us with

▶•Λ•: ʿd为° α Γ˙•, Δ•ν

ρ>΄ α, Δ•ν

ρ>΄ α, Δ•ν

κιndergarten-Γ JςΔ 12-J΄ Δν

ρ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ

γ
<p

ΔC°σ
ΔC°σ
ΔC°σ
ΔC°
Δ

Δ⁶/«▷ር¹⁶ (ጋጎ, ትጠሀና): ¹dታ⁶ ሲ Γ¹, Γ¹, ▷⁶ ለ⁶. Γ¹5, ለር5⁶.

some information on how we stack up against the other provinces and territories? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. The students' census data indicates that across Canada, 75 percent of students graduate from high school, and that's the comparison of the 25. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. Enticing numbers. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Fraser for that answer. Mr. Chairman, I wonder if the Government of Nunavut witnesses could tell us if 25 percent of the Nunavut students would graduate from high school, how they compare to the graduates from high schools from other provinces and territories.

Some graduates get a diploma and some have to write departmental exams. Is there any comparison or figures for how our grade 12 graduates, the few that do graduate, how are they compared to the other jurisdictions across Canada? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Our grade 12 graduates have to write departmental exams which are, I think, nationally recognized departmental exams that come out of Alberta.

So if they are passing grade 12 and have written departmentals, then I feel that they

ᠳ᠘ᢆᠤᡨᡶᢛ

>ናΔ/ (ጋቫትበሀና): 'dታ°፞፞፞፞፞፞፞፞፞፞፞፟ດ, Δ[†]/«ኦርʹ[†].

C[†]dd baC Cd^{*}a^{*}. J 75->ጎ^{*}ሰ^{*}

Δ^{*}σ[†]ናልd[†]Γ dσJΔ[†]b^{*}C[†][†][†]. Č[†]a 25
>ጎ^{*}ሰር/L[†]L[¢] ውል^{*}/[†] baCΓኦርΔ[¢] 75
>ጎ^{*}በሰ^{*} ጋ[†] CΔL^{*}a d[†]*[†][†]/

d^{*}በ°σ[†]†\ኦσናΔ[†]/

d^{*}1, 'dታ°a[†][†].

 Δ Δ የ/ የኦር ሴ (ጋኒ ትበሀና): $\dot{\Delta}$, $\dot{\alpha}$ ኒ ኦቦ በርላ Δ ር. Γኒር $\dot{\alpha}$ ርኒ

▶•Λ•: 'dϧ·αΓ˙, Δ•ν</bd>
(ϽϤληυς) υςΔ
12-≫ς Ldσ∿υ Δσ·σ</br>
'bΔ· 'bΔλιηριινύς 'bλλς•Cλ·διςτις
bαςΓλςλ•ηςς Πης•κςνςς Δνληροσ.

CALAC%UP<< aclf>Paclf>CP(Pulled)
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%UP
CALAC%U

are achieving a recognized exam. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that answer. Just based on what I know in my riding in Cambridge Bay, in some years we have had fairly high graduation classes and other years there's as many as two, but students will write their departmental exams, some will pass them and some won't. Of course, they need to go on to post-secondary institutions down south; to a university. Some of them have 80 to 90 percent average in some courses.

So what we've been discovering in my riding that the students who graduate don't have those averages. They're finding it difficult to get into university. So what they'll do is they'll return to school for grade 12 to take make-up courses and they'll go to another college. They will tend to go into a community college in Edmonton to take make-up courses to get your marks up.

Are you finding across Nunavut that this is the case that a lot of grade 12 graduates, or the 25 percent that do graduate, have to return to school, or take make-up courses to actually get their marks such that they're higher so that they can qualify to get into a post-secondary institutions down south? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I know that we do track marks, departmental marks as well, but I haven't reviewed the marks to

⁵d5°αΓ'⁶. Δ⁶V

 Δ ⁶/ペ**>**C⁵6 (ጋጎ/²6⁶): ⁵dታ² Δ $\dot{\Gamma}$ ⁶, Γ ⁵C $\dot{\Lambda}$ C/². Γ ⁵ D⁶/6.

look at a comparison across Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that.

The reason why I asked that question is that a lot of grade 12 graduates, when they do graduate, or attend grade 12 and they do graduate, they fully expect that they have a grade 12 degree that will allow them to get into post-secondary institutions and they're not totally cognizant of the fact that they have to have fairly high marks to achieve those levels. When they applied to the post-secondary institutions they're going to have difficulties getting in.

The FANS Program plays a role, too, because you have to be accepted to the post-secondary institution and the Department of Education has to forward your marks. It gets very complicated and convoluted for students. They're finding, at least the ones I know, are finding it very difficult. I am very disappointed to find out that their grade 12 degree is not sufficient for them to get accepted into university. So if they don't get accepted to university, they don't qualify for FANS.

I think it's an issue that the department should take a very close look at to ensure that graduates who are graduating have high enough marks to get into post-secondary institutions down south, and thus they will qualify for FANS.

I am wondering if the Government of Nunavut witness could indicate whether their department will be looking at that issue. I don't think it only affects Cambridge Bay, but it's probably an issue 'PΓ'?᠘[®]γL[®]°C'D[®]U bQCΓ 'b'N>Կ[®]NΓ ΔC[®]σϤ[®]γL♭&σ'Γσ 'bP>Lσ'b'L[®]Ü[©] CL[®]dσ[®]U 'bP>PϤ[®]γL[®]P°D[®]U. 'd৮[®]QĖ[®], Δ[®]γ«РĊ[©]®.

Δ⁶/«▷ር^ና (ጋጎ/²⁶d^c): ^ናd/₅⁶ ሲ Γ[†], Γ[†] ▷⁶/\⁶. Γ[†]C 〈ΛC\⁶.

᠙᠘ᠮᡆᡕ᠂ᡆ᠋ᠵᠣ᠙ᢛᢣᡲᠣᢛᠵᡕ ᠘᠘᠘ᠳ

in all communities in Nunavut. If it's happening in one community, then it's probably happening in several communities. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Within our high school program we have career planning tools for students that are attending high school. The intent is to look at post-secondary and career planning with the students, the teachers, and the parents. To get an appreciation, and I believe that starts as early as grade nine, so that when they are preparing to enter grade 10, that the student has some type of indication as to the type of courses that they need to take to attend post-secondary education.

We also have career development officers within each of our three regions where the career development officers are supposed to visit communities and to provide any type of information upon request. Also, we would expect our high school teachers to be able to provide any type of information and assistance to students in advising them of entrance requirements into post-secondary institutions.

We can take this back and look at it to see how we can provide a better service so that it's more seamless and transparent. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that answer. One of the issues that I was working on for several years before I became an MLA, when I was mayor of the community, the community

〈የጋΔ/LⁱLⁱ, ውል*ር*ⁱΓ 〈የጋΔህσ 〈ፈⁱኒ^a ውል*ር*^a 〈^bጋΔላ^b\ÞΓⁱLⁱ. 'ሪታ^aሲቮⁱ, Δⁱነረየኦርⁱi.

 Δ'L_CD'*
 CΔ'd
 Δ'*baΔ>c-L*\D>

 Δc°σ
 Λc'L*\Δ>'bS'C

 Δc°σ
 λc'b'C'*¿n. Δ'L D\b'\σ

 Dσ/ל*α'¿ρ D*/S'&D>S'UF Δ'L_S'CD'*

 σλο'DJ'
 Δc°σ

 Δλο'DJ'
 Δc-ΔAÀσċb

 Δλο'DJ'
 Δc-ΔAÀσċb

 Δλο'DJ'
 Δc-ΔAÀσċb

 Δλο'DJ'
 Δc-ΔAA

 Δλο'DJ'
 Δρο

 Δρο
 Δρο

 Δρο
 Δρο

 Δρο
 Δρο

 Δρο
 Δρο

 Δρο

Ċ°Ⴍ ᠍᠕ᡷᢉᠬᠺᠪ᠈ᡃᢣ᠌ᢂᢞ᠘ᢑ᠑ᠳ᠖ᠳ ᠕᠌ᢧᠣᠬᢛᠲᢐᡠ᠕ᢣᠬᠨ᠌᠌᠌᠌᠘ᢞᡶᢗ ᢣᢛᠹᠨᡷᢛᠬ᠋᠌ᡆ᠋ᡔᢛᠲᢐᢗ᠄᠂ᡕᡆᢣᢁᢩᡤᢛ,᠘ᢦᠨ᠙᠌ᢦᢗᡤᢛ

Δ⁶/«▷ር⁶ (ጋ¹/₂⁶d^c): ¹d/₂⁶ ሲ¹ ሶ, Γ¹ ▷⁶/\⁶. Γ¹C / (C\⁶).

ᡮᢗᡪº (Ͻʹᡪᢣᢐᡃᡝ): ˤݸᠶ°᠒ᡤ°, Διγ᠙᠙ᡤ°, ϤϤϽ Γ΄ ϷϧΛι. Δϲʹʹυ· ϹΔιδα Ϥʹ;ϲͿϼ· ϤΓϒϧ·ϲϼ· ΛϲתϤתϒͿϲ·ʹͽϹϚ Ϲϳϭ ϧͶͰϒ;ϲʹʹͿʹϧϹϷϲʹͽͶʹ·Ϳʹ· Ͻϧϒ;ͼϧϹʹͻϹͺ ΔͽϒϲʹϲͰ was requesting a guidance counsellor at the high school and I raised the issue many times.

Unfortunately, last year, the department finally found the funding for a guidance counsellor in Cambridge Bay. I think every high school should probably have a guidance counsellor, or a person designated to be a guidance counsellor.

Guidance counsellors can't just start working with a student when they're in grade 12. They should be working on with the students when they reach grade nine or grade 10 because they have to plan their different courses for when they go to university, or college, or technical school; it depends on what program of study they want to continue on.

I'm wondering; does the department have any initiatives underway to increase the numbers of guidance counsellors at all of the high schools in Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) How funding is currently allocated to schools is based on the number of students in the school and the teachers assigned. Then, in determining the calculation of the makeup of teachers, there is what we call school community counsellors in every community. The DEA and the school have the choice in determining whether they wish to use the school community counsellor as a guidance counsellor or as a counsellor to work with children and work with students in the school, anywhere from behavioural issues to students that need extra help.

 $\Lambda \forall L'b'CCD'SJJ'LC \Delta C^b \sigma J'b \cap D^c.$

4[°]ήσ LΓ
LΓ
Δ
Δ
Δ
Θ
Δ
Θ
Δ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ
Θ

Δ^LL¹b Λ_C-Λ_A Δ

CΔ¹b Δ

CΔ¹b Δ

Δ¹c Δ

Δ

 Δ Δ የ Δ

▷⁰Å⁰: ¹d৮°ΦӶ҆⁰, Δ⁰┦≪▷ĊΊ⁰. (Ͻʹ\⊁∩ͿϤ) 5ροςρ Cpd</br> $2\alpha^{50}$ Ͻ°∿Ⴑልናbናጋና L⊂ናbናCና₀ጋ° Δ⊂°σ√3\∩ˆ° ᠌ᢦ᠆ᢐᠬᢐ᠘ᢞᡥ᠌ᠦ. C᠘᠘ᠸ᠂ᡠᢛ᠋ᡐ᠘᠘ᡤ᠘᠘ ΔϹʹͺΔὲς ʹϧϲϒϷϭϤʹͺϹʹͺͺͺͺϹͺͺϪϹͼϭϤʹϧͺϭͺ $\Delta C^{\circ} \sigma d^{\circ} \Omega D^{\circ} \Delta \dot{D} \lambda C C^{\circ} b^{\iota} L^{\circ},$ Δ C° σ 4%)C Λ 2%C bNL2%C Δ/L\/\(\frac{1}{2}\) \(\frac{1}{2}\) \(\frac{1}2\) \(\frac{1}{2}\) \(\frac{1}2\) \(\frac{1}2\) \(\frac{1}2\) \(\frac{1}2\) \($\Delta C^{\circ} \sigma \sigma^{\circ} \Delta^{-1} \Delta \dot{\sigma}^{\prime} C \Lambda^{-1} \Delta^{\circ} \dot{\sigma}^{\circ} \dot{\sigma}^{\circ}$ $\Delta \dot{\omega} / C \Delta \dot{\omega} /$ ᠘ᠸᠲ᠘᠙ᠳ᠐ᠳ᠘ᠵᠳ᠘ $\Delta\dot{\omega}$ לכת Δ° ם שלי שלי Δ° Δ כ Δ° Δ° >°<>>° ∆C° σ √5° ∩ C° $\Delta C^{\circ} \sigma d > 0$ トペイプ・ウィンクシャン・マット マット・マット

For the most part, Nunavut communities have choice in school community counsellors to provide assistance to students not in the traditional sense of guidance counselling. I do believe, currently, there are two schools that use guidance counsellors for career planning. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I have a question for Ms. Fraser. On paragraph 15, as my colleague Mr. Barnabas asked a little bit about earlier, it talked about the two previous reports or reviews that were conducted for the FANS Program; the one in 2002 and the one in 2004. At the end here you had indicated that they found no follow-up addressing the related recommendations set forth in the two reviews. In the process of your audit, did you look at those reviews that were done, those two previous reviews? Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. The team that did the audit certainly would have looked at the reviews as part of the information gathering and knowledge gathering around the program.

As to what actually happens with recommendations tends to be more of a policy issue and is up to government. But I guess we would have expected that there be clear indication as to what recommendations were going forward, where they accepted or not, and if they weren't why not. We wouldn't have gone anywhere beyond that.

So that's sort of what we're indicating that there was no plan and no follow up for those two reports. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. Ms.

 $\Delta b \prec^{\varsigma_b} C D^{\varsigma_b} \dot{U}^{\varsigma_b} \Delta D^{\delta_c}$.

Δ϶α^{*}ρ^{*}ρ^{*} αα^βΓ αα^Cδ^{*} «Ο^{*}ί²L⁴ Δ^{*}σ⁴^{*}ηρ^{*} Δδ⁴^{*}ηρ^{*} (σα⁴) Δο⁴ αβ⁴ (σα⁴) (σα⁴ αβ⁴) (σα⁴

Δ•γ

Δ•γ

Δ•γ

Δ•γ

ΔΛ·

ΦΛ·

ΦΛ

>ናΔι (Ͻʹ៶ ²ν⁴σ'): Δ΄, Δ⁶ι ² «ΡΓ΄² Δ⁶ ΟΔ⁶δο (Δ⁶δο ⁶ ⁶ ΟΔ⁶δο ⁶ ⁶ ΟΔ⁶δο ⁶ ⁶ ΟΔ⁶δο ⁶ Δ⁶ (Δ⁶δο ⁶ Δ⁶ (Δ⁶δο ⁶ Δ⁶δο ⁶

Fraser, I don't know if you could answer, or maybe one of your officials that were part of the team that reviewed that could answer is: would some of the recommendations that were made in those two previous reports have addressed some of the concerns that they identified in the audit that are in the report that we're looking at now? Ms. Fraser.

Ms. Fraser: I will ask Ms. Charron to respond to your question, Mr. Chairman.

Chairman: Ms. Charron.

Ms. Charron: Thank you, Mr. Chairman. We have seen recommendations in the previous reviews that have been carried that would have addressed some of the findings of the audits. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Charron and Ms. Fraser. Maybe I will direct my next question to Ms. Okpik. They had the answers back then of the report. How come nothing was done to follow-up on those recommendations from the departmental viewpoint? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I review the recommendations that were in the 2002 report, the majority of the recommendations were monetary.

And at that time when the recommendations were forwarded, the one approved was for the increases to the living allowances. At that time living allowances hadn't been increased for ten years and then there was a 22 percent increase in inflation over that time. So the biggest pressing need was to address the amount that we could provide to students.

 Δ 6/4C6 ($2\dot{A}$ 6/c): Γ^{1} Λ 6 \dot{A} 6.

Δ⁶/«ኦር¹⁶ (ጋኒት/በሀና): የ<mark>d</mark>ታ°ሲቮ⁶, Γ¹ /ኦና⁶, Γ¹ «ናΔ/. «ለ¹⁶d/l Γ¹ ኦ⁶ለ⁶ሀና ጋና¹⁶/ነ°σ⁴⁶/ርና የኦር¹⁶/Լ¹/₂ ኦ⁶/⁶/₂ Γ¹ የኦ_Δ⁶/₂ የኦኦ/ የ⁶/₂ የኦ⁶/₂ Γ¹ ኦ⁶/₂ የ

CΔ\'/Lσ
CΔ\'/Lσ
CΔ\'/Lσ
CΔ\'/Lσ
CΔ\'/Lσ
CΔ\'/Lσ
CΔ\'/Lσ
CΔ\'/Lσ
ΔC\'σ
CΔ\'/Lσ
ΔC\'σ
CΔ\'/Lσ
ΔC\'σ
CA\'/Lσ
ΔC\'σ
CA\'/Lσ
CA\'/Lσ </

It is correct in stating that no other followup has been done with respect to the monetary. However, I did commit to, as part of the review, to re-examining and reviewing the recommendations put forth in the 2002 report.

With respect to the 2004 report, there were a number of recommendations that were made. I would have to say that at that time there was turnover in staff, at the ADM level but also at the senior advisory level, who were responsible for undertaking the review for the 2004 report.

I do believe that the current work plan that we have will address the majority of the recommendations that were identified in 2004. What I will have staff do is look at our current work plans and the recommendations contained in the 2004 report to see if there are additional items that we need to put in the work plan to address those issues. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I know, again, I realize that you've recently assisted... a lot of stuff you're inheriting, yourself, as a deputy for that department.

The one I was more concerned about and as a result of the findings of this audit, where some of those things that could have been addressed were the 2004 report. You indicated that there had been some turnover in some senior officials.

Given that, that was three years ago. I am still wondering how come it has taken so long it's taking so long. Probably, as a result of the timing of the audit, we now have an action plan to address that. Why didn't, for the last three years, the department do anything about those recommendations? Ms. Okpik.

4'L Λ'τΠΓ' J 2004 Þσ' ὑς, ÞΔ ὑς 'C Ͻσ'
Δ) σ' ὑς Ε Δ' ὑς Ε Δ'

Δ⁶/«ÞC⁶ (Ͻ¹/₂ትበJ⁶): ¹dታ²α Γ⁶, Γ¹ Þ⁶Λ⁶. Γ²α Ϛ¹C⁶ ¹bÞ አ Ϛ¹C⁶C Ե Ϛ L Č⁶d Ϥ Λ C D⁶6/L L ¹C⁶D Δ⁶C Λ C Λ δ⁸J⁶ Č⁶d Ϥ.

 Δ 2½- Δ 1%- Δ 1%- Δ 2%- Δ 2%- Δ 2%- Δ 2%- Δ 3%- Δ 4%- Δ 4%

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) If we look at it, the major recommendation of the 2004 report was to review the Act and the regulations of the Financial Assistance for Nunavut Students Program. Beyond that I can't state as to why recommendations were not reviewed and implemented. However, as part of our current work plan, I will commit to ensuring that we will review the recommendations from the 2004 report, and any ones that need to be followed up will be put in our work plan for addressing. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Just another question for Ms. Fraser on paragraph 18; it indicates that the 2006-07 business plan for the department stated it intended to review the *Student Financial Assistance Act*, regulations, policies, and guidelines.

Looking at that is that where you are asking them if they had undertaken to do that. I also note here that the time of the audit... you had indicated that they had not started and they found no concrete plan for that to happen, although it was stated in their 2006-07 business plan.

Maybe if we can get a response on that. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. That's correct, Mr. Chairman. The time of the audit, the review that had been promised in the business plan had not started, and at that time we didn't find a concrete plan.

And that was one of the recommendations that we made was that they should, as part of that review, define the objectives and directions for the FANS Program, and as $PD + C L^b U^b \wedge C C^b L^b > C A A.$

 $4DC^{6}DC^{9}DU^{6}C\Delta^{4}L\sigma^{6}$

%F579, QCVJP46 Arracop, Acvaracop, Acvar well, put in a periodic review process to ensure that the Act, the regulations, and the objectives remain relevant to the needs of Nunavut.

The department has agreed with that and that is included in the action plan that has been brought forward. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. Maybe to Ms. Okpik, the action plan that Ms. Fraser was referring to, is that the action plan that you handed out to us earlier?

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, it's in the action plan. Thank you.

Chairman: Thank you, Ms. Okpik. I'm just wondering, there are a lot of things in here with different time periods. Has this action plan been approved by the minister's office as something that's going to go ahead?

I guess the part that I would like to see in there is it's in there for tabling these periodic reports as previously stated and providing that information on a regular basis to the minister to be able to table in the House. I just want to make sure that if you agreed with that and if we can look forward to seeing those in the future. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, that is our goal is to produce an annual report on the program to report on numbers. Right now, we're also looking at what type of reporting capability we need to create within the FANS Program.

Currently, the reporting capability we can do right now are total number of

Δ৽/«ኦር። (ጋጎትበJና): 'd৮°௳广, Γ' ୭ናΔለ. «Լቴቴቴ Γ' ኦ•ለኒ]» «ኦርኔንልቦላናσነ]ና «ጌኦስና Γ' ୭ናΔለ‹ ርΔናርጐርጐሁ ርΔ•dላ С«« ጋԺኦኈቴጐኦኦላና «ኦርነግ» ΗΔ ጋԺኦኈቴጐርኦኈቴኦሊ ኦ«ናበግ» ΗΔ Եսսումում

Ρ⁶Λ⁶: ¹d۶⁶αΓ⁶, Δ⁶γ
C⁶bLσ <¹αρΘ΄ Δυσσος
1 ds²αΓ⁶.

ĊPQQ Far VCV4eFarcs PP2A144

assessments, beneficiary/non-beneficiary students accessing post-secondary in the north and in the south, by region, and then also we're looking at expanding and looking at what other types of reporting that we'll have to do for this.

But we have committed to providing an annual report to the legislature on statistics, and then more importantly, we have to look at outcomes, key performance indicators, and that's what we will continue to work on to identify what key performance indicators we would need to be looking at.

Also, in terms of completion, currently, right now, our FANS database does not collect that. So we'll have to look at establishing how we can follow up with students to determine completion of studies. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. Although our Chairman had already asked the question that I wanted to pose, in your opening comments, the work that's going to be done, it's heavy work to be done. The auditor's report is very important.

It seems like there are a lot of discrepancies with the FANS Program and it seems like there's quite a bit of discrepancies or mistakes, especially the staff that are working on the policy, they lack policies and guidelines. I'm glad that they're working on these programs. I'm glad that they have an action plan. You've already identified who will be undertaking the work on this.

I would like to ask the Nunavut Government, I'm not too sure whether this
 ΦαĊʻbCPYL΅°Γ°Σ'
 Δϲ·σϤͽʹΠ

 ΦΡΡͽ·ϹͽϽΓ
 ἐαΡγͽΠͿς
 Δυξως

 Δϲ·σϤͽΠΡωΠς
 Ϥ·Ϳως
 «Γτης
 «Γτης

 Ϥ-Lως
 «ΡΓ΄γα-νος
 «Ντης
 «Ντης

 ʹΥρτης
 «Ντης
 «Ντης
 «Ντης

 Θονος
 «Ντης
 «Ντης
 «Ντης
 «Ντης

 Θονος
 «Ντης
 «Ντης

Δ⁶/«▷ር¹⁶ (ጋጎ,১በJ^c): ¹d/²° ሲ Γ⁶, Γ⁷ ▷⁶/ \⁶. Γ⁷C ላርናር⁶.

ላሬናሬ•: Δሬጐሁና ላለጭሰበበላሙርናጋላጐሁና Ċጐል Δናታዊኦርናር የታላው ርልև ርጐዊው ኦ•ዕልጭታበላንበበጭቴኦኦጐው ኦናቴሮቪሁው Ċ•ዕውጐሁ ለሮሲበላፈጐሁלው ጳጭፆትያበላፈጐሁלው ኦዕላ ኦናዖናጋላጏስጐልቦና ለአሲላናቴትርሲቴኑናበህ Ċ•ዕላ ናቴኦኦትንርኦቲና, ናቴኦኦትንርኦቲና Auditor's Report ላቅሪካኒሲላጋቴ ለጎርሲላጋልና.

 καρικον
 <

has been completed, but when are you going to initiate this review? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Alagalak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. They contain various recommendations. Some have already been acted upon and some have been implemented. For example, in Arviat, the students' files are now being compiled for their travel. They're now being centralized. They're centralizing students' files.

So we're compiling that information and now we're reviewing what kind of goals that other jurisdictions have in Canada in regard to the FANS policy and guidelines.

Our action plan; what needs to be done in short-term, medium-term, some of them are medium-term and some have been identified for longer terms; 12 months plus.

As I stated earlier on that the regulations for the policy has to be reviewed. For example, in six months we will have the policy reviewed. Some of the reviews have been initiated and some of the reviews have not begun. That's what I can say. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. There's going to be quite a few things to do like reviewing and the planning stage. After the review has been initiated on the writing of current and compiling of information, as to what the department anticipates in regard to FANS, is that going to go on at the same time as the review, or are you going to wait until

**Δ⁶/

/ (ጋ¹/₂/₆d^c): ¹d/₅⁶a/₆, Γ¹C ላርናር⁶. Γ¹ አ⁶/₆.**

ራጎ እየቴኦፖሊጭቴኦቦቴ ኦժላ ላጋላሁል Lculu Δ bť/ላ?በኦና Lculu Δ tu Δ

Δ⁰/<<>(Ͻ^ϳ៶, ϒ⁰d<): የਰአ°α, Γ⁰, Γ° ▷⁰Λ७. Γ°C ⊲∟ና≟७.

the results come to get into that? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Alagalak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We will work on the things that are easier to work on. We will implement them as to our findings. We will inform you or the legislature as to what has been completed.

When we need to request for an extended period to review, we'll ask for an extension. We will keep you informed as to what has been completed and what has not been completed, and inform you if we needed more time to implement. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. In the report we see they identify clearly what the problem areas are. When I did my opening statement I stated that our government is quite new and it seems like everything was just dumped into Arviat to work on the FANS Program.

Looking at the amount of time you have had to work, like some will be completed by the fall, will the reports be ready for next steps, or will you be reporting on the next steps in the fall session? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Alagalak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Yes, we will inform you of where we are in our plans. Thank you, Mr. Chairman.

4ωςω: 'dϧ°ωϳ'ο, Δυγ≪ρότο. Δό ο CΔοdΔ Διμοροκού Δί CΦΝΡΛΑΦΟΙΑΛΑΘΟΚΑ τεport-δυσ ΛΛΑΘΕΡΙΑΙΑ ΑΝΕΡΟΔΑΘΟΚΑ ΤΕ ΑΝΕΡΟΚΑΘΑΘΑΘΟΚΑ ΤΑΘΕΡΟΚΑ ΤΑΘΕΡΟΚΑ ΑΝΕΡΟΚΑ ΑΝΕΡΟ

Δ৬/«▶ርና (ጋጎ,৯৬dና): ቫժታً ፈቮ^ቴ, ୮^ኒር ላርናር^ቴ. Γ^ኒ ▷^ቴለ^ቴ.

Chairman: Thank you, Ms. Okpik. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. I have a concern and I believe there's a problem with the staff. I believe that the student loans are not being recorded properly. The history of Nunavut; I'm sure the problem comes with grandfathering the program from the NWT. With regard to people who owe money to FANS, how are you going to deal with that? Are you going to get an individual to work on collecting those loans? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Alagalak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Because we have to allocate financial assistance for students, this will not stop. We will correct the problems that need to be addressed.

In six months, the student has to pay back the loan. In the policy it states after seven months. We will have to use the policy while we are on the reviewing stage. I believe we will have to make quick changes to some of them.

We are now working on student loans. Starting from 1999, the students that had loans and debts, we're now reviewing all of the loans and debts from 1999. We have staff that are thoroughly reviewing solely on this program.

There are individuals collecting responses to the questions within the Department of Justice in regard to the student loans, how they can repay them, and how much we can get back. We have identified quite a few responses to some questions.

**Δ⁶/

/*** (ጋጎ/²⁶d^c): ⁵d⁵°° ሲቮ⁶, Γ⁵ ▷⁶Λ⁶. Γ⁵C طر5

4656: 645°0 [6, 4676) (6. 64°0.) $\Delta \lambda \dot{\Gamma}$ ᡆᡃ᠋᠘ᢞᡴᠸᢂ᠋ᢓᡣᢉᠵ᠌ᡐᡃ᠘᠘ᢋ᠘ᢆᡑᠳ᠘᠘ᠮᡎᠤᡒᠬ ᢣ᠋ᡆᢆᡶ᠌ᠫᠻ᠘ᡷᡳ᠒ᢛ᠘᠙᠙᠘ᢗᡒᠾᢛ᠘᠘᠘ $dPC^b L^{cb}C^c C^b D D^c C \Delta^b d D^b U$ Δ C° σ 4%Dd σ ° σ 6. DD5%ZLZ4G6 DD6%D9%D9 ᠙᠘ᡄ᠈ᡠᠯᢗᡥᡏ᠘ᠫᡧ᠘ᡐᡐ᠘᠘ᡧ $CQ_{P} / C = Q_{P} / C / C = Q_{P} / C / C = Q_{P} / C / C$ $dPC^{1}\Lambda^{1}D^{1}$ $C\Delta^{2}\Delta$ $\Delta C^{2}\sigma d^{1}D\Delta^{2}$. $C\Delta^{1}dd$ bႶჼᡟ᠘᠙ᠸᡏ᠘ᢞᠾᡳᡒ᠄᠂ᡏᢣᠲ᠘ᠮᡟ,᠘ᡟ᠘᠙ᠺᡤ᠅.

**Δ⁶/

/ (ጋ¹/₂/₆d^c): ¹d/₅²a/₆, Γ¹C ላርናር⁶.
Γ¹/₅ δ⁶/₆.**

Ρ•Λ•: 'dϧ·αϳ·, ΔͱνϘρϳ·. λίτοΔι, Δράνασε οσρεφοδεροαλαίρ ηλόρος είτο Δεφορεφορερος, ρασ σίτρο αποσίτος Λεαντάτος, ρι σος Γορορορος αποσδερικος δίτο ο ορογορορος.

Ċჼdd dpc<u\%`Ċˤb<C%)< dº/d_º Ű@
ΛcndLndjdu. CΔ°dd 1999-Γ ΛΓdˤjn
dpc<u\%`Ċʻsb<C%)&&c <Δ<<c\Lind%rc
γρΓγ2«-cd>» Ű@.
Δ%baΔ5%NidNsb%)JC Ċ°/L)d<0d<

L°α
 ΔΛ%dΠσ PP>P>,α%σ
 LCUCLA,6%σ \α
 CCT
 ΔΡς-\C΄σι,5%UC Γε\ω΄, %ω%
 ΔΡċ-ΠCP+α, %
 ΔΥ-ΠCP+α
 ΔΥ-ΠCP+α
 ΔΥ-ΠCP-Δ
 ΔΥ-Π

We're reviewing it to make sure that they follow the policy, the total number of debts, the interest rates, and to make sure the application forms were properly filled out, if we're going to accumulate any debts, how we're going to deal with the debts, and how we're going to deal with the old debts.

Those are part of our reviews right now. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Maybe just before we call a break, I know yesterday we took a long time to have a break, a little bit too long. So one quick question I'll ask Ms. Fraser before we go to a break.

On paragraph 20, again, now we find the system that I think was explained earlier, it says, "... we expected," expectation to find something that wasn't there for the department to have a reasonable process to ensure that student applications are processed accurately, and that furthermore they expected to find policies and guidelines on how to apply to FANS regulations and the delivery of the program. Paragraph 21 basically indicates that they didn't have those policies and guidelines in place that the employees can consult with.

I'm just wondering if you can give us... and it's obviously something that they have identified as a concern, having it in here, there is quite a bit if area on that on it. If you could just generally give us some of your concerns with those findings. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. In any program it is not enough to simply have the Act and the regulations. There

 ΔL° Q 'P Γ 'P \mathcal{C} 'C ' \mathcal{C} 'D'. ' \mathcal{C} 'D' Δ 'P \mathcal{C} 'D'. ' \mathcal{C} 'D'.

Δ•/«ኦር• (ጋጎ, ኦ•d^c): 'dታ° ሲቮ•, Γ' ኦ•ለ•. ለቦላር ኦ•ቦσ•በ° σ ላdσ ላጋ• 'የኦኮቦሲ•ር. ላር ኦ/• የር ላለ• ዕበ• \ 'ኔ ነን ት, Γ' ጵና Δ/ J. 'የኦሲላር ኦ•ቦσ•በ° σ.

20-Γ' ¿\ÞՈˤቴჼ›ጋჼ Ⴍ϶ልልჼჄჼቴኦኒር
σλεθδυርርϳჼ ασγγλαθ\ σλείσςς
CΔάστος Λαλά Δτοςσίδιε
Δασαίδιος Δτος
Δυαια
Δυα
Δυαια
Δυαια
Δυαια
Δυαια
Δυαια
Δυα

need to be policies and guidelines to help the staff who are carrying out the program to be able to interpret it, and to say, "How should we be doing certain things?"

The key document that is available in Nunavut is the program guide for students. That, of course, really was done with the intention of explaining the program to students and not to explain it to the people in the department who were actually administering the program.

So as we note in here there are some differences between the regulations and the program guide that need to be clarified and we discussed that earlier. As well, employees may have difficulties, themselves, in terms of the regulations. So they will rely on their own judgment and make decisions. These are not always written down and kept so that you can have different people making different decisions on the same issue. Because of a changeover in staff, this could result in a lot of inconsistencies in a way the program is managed.

So it's very important to have clear guidance, clear interpretation that is intended for the use of program management and not only for the students. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. So maybe we'll take a 15-minute break and come back in 15 minutes if the committee is in agreement.

Some Members: Agreed.

Chairman: 15 minutes, back at five after.

>>Committee recessed at 15:52 and resumed at 16:18

Δ°/«▷ር°» (ጋጎት∩J°): የdታ°௳广, Γ′ Ջና∆ረ. የPbb∆°௳ናσላጭ>J° 15-Гσ′. ▷∩ናσላጭ>J° 15-Γσ′∿ቦ° ላ∿ቦዖጎረ b∩Lትና≟∜ህፈረ. ላ∿ቦ%∧ረ?

 Δ **ር የቦና ԵՈ** \mathbf{L} **ትና**: \mathbf{d} የቦና \mathbf{D} ር.

Δ⁶/ペρር⁶ (ጋጎ/²d^c): 15-Γσ^c, 5 after ▷በናσላ⁶>/.

>>´ω¹⁶bbΔ°a¹⁶C) 15:52Γ bdγ¹bσ¹⁶C) 16:18Γ Chairman: Welcome back everybody after a nice 15-minute break. I guess we could just continue on. Any other members have any questions or comments on the first section of the report? We are at the program governance section, between paragraphs 13 and 27. Go ahead, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I have a question for the Government of Nunavut witness in light of the work plan or action plan that was presented yesterday.

There are a lot of resources required. I am not sure what the staff complement in Arviat is, I think I had heard it was five. If you completed this work plan or action plan over the next six to 12 months, do you have sort of an indication of what it would cost? What resources would you require to implement everything?

Do you have a good idea from the audit report or the performance audit that you are going to do your own work? Do you have an idea if you have five or six staff now? Are you going to require more staff and more resources? Could you give us an indication as to what resources you'll be looking at? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) For the majority of the work we will try to do the work in-house. As we start to get into, I guess, more of the details, we'll get a better idea if there's going to be additional costs, or if there's a need for additional resources.

Certainly, right now, we have a consultant, a contractor working with us, who is reviewing all the student loan files. Once

ἀςία (Ͻʹͱ λ⁶ds): 'dϧ⁶a Γ΄⁶, Δ⁶γ < Φρ΄ς⁶.

ΔΛα ΚΙ Σ⁶ Φα Φς υς Γος Γος Α⁶γ Ος Α΄ Γος Α΄ Γος Εδος Α΄ Γος Γος Α΄ Γ

'bP>L&° CL°ddcL° dDc°d>Δ°
Λcλdλ>P<L

Δυγανισης διανισης διανι

Δ⁶/«▷ር^ና» (Ͻ^ϳ\λ⁶d^c): ^ናd፦ ^Δ[†]⁶, Γ¹C ÅC¹⁶. Γ¹ ▷⁶Λ⁶.

ŰΦΡ<ιο (10 Αυράντο Α

we get a better picture of the work that needs to be done, as a result of the review, then I guess we can provide a better picture in terms of what it will actually cost to do the full work on the report.

Right now, it's a bit premature to determine what the costs will be as we are reviewing files and also looking at whether or not we're going to have to, possibly, go for an RFP for the review of the FANS regulations and the Act, too.

I can't commit to providing a definite amount right now, but as we go further into the work plan, then we can certainly look at fully costing out the items. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that answer. Ms. Fraser, in her opening comments, suggested that the committee ask the department to provide us with the action plan, which she did, but she also asked us to encourage you to provide us with regular updates so that we could get the appropriate follow-ups in the future.

I know that you are probably going to do that, but can I get a commitment on the record that you will do that every three to four months, or more often at least with our Standing Committee on Education and Health. I think there's a real urgency to improve this program and regular updates so that we can know what progress you're making, it would be most helpful to, not just this committee, but all the MLAs and ministers. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

ጋየሥዕσናσላጐጋሆ የሥ Λ⊏ሊላናሲያዕቴ ውሊላናዕቴ ውላናኒያርስያ \%የ<'፫ላተ L፫'ጋቦ ላኒ ጋየሥዕσናσላጐጋር ነዕተረ፫ጋ'፫ሲያ ውላናኒያር Δጏኄኄዮ CL७dላ ለ፫ሊላናሊንሊላ፫ና Λ፫ሊላሲσላዖናስያሪና

Δ⁶/«ΡC^c (Ͻⁱ\²⁶d^c): ^cd^c α Γ^c, Γ^c Ρ⁶Λ^c. Γ^c Λ̄C^c.

 Δ **ዕ**ላ የ ነገር ነት የ ነገር ነው ነው የ ነገር ነው ነው ነገር ነው የ ነገር ነው ነው ነገር ነው ነገር ነው ነው ነገር ነው ነገር ነው ነው ነገር ነው ነር ነ

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, definitely. We commit to providing regular updates as one of the other members of the standing committee asked earlier; he wished for us to commit to providing an update to all the MLAs at the start of the fall session and we have committed to that. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I have a question here on paragraph 19; it's a recommendation from the Auditor General. The department's response to that is that the department agrees with the recommendations. The department has prepared a set of draft goals and objectives for the program.

I'm just wondering if you could provide us with some details to the committee on what these goals and objectives are. If they're just in the draft stage right now, when do they plan on having them approved and implemented? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) You are correct. We do have a draft set of goals and objectives that will serve as a guide.

The goals and objectives will speak to the need to provide appropriate student financial assistance for Nunavummiut, the need for sound financial and management controls, the need for clear communication with students and other parties, the need for clear achievable performance measures, and the need to report regularly on our progress. What we need to be sure is that the essence of the program in addressing the needs of Nunavut students is maintained and enhanced as much as possible.

Ρ⁶Λ⁶: 'dϧ⁶α Γ⁶, Δ⁶γ
 (Ͻί, 2⁶d⁶) Δ΄,

 Δ΄¹Lα (1) Δ⁶ (1⁶δ) Δ⁶
 (Δ⁶C⁶δ) Δ⁶

 νσ⁶δ⁶C⁶δ⁶Cσ (1⁶σ) Δ⁶ (1⁶δ) Δ⁶
 (Δ⁶C⁶δ) Δ⁶

 λ⁶C⁶δ⁶δ⁶δ⁶Cσ (1⁶δ) Δ⁶γ
 (Δ⁶C) Δ⁶δ⁶δ

 νσ⁶δ⁶δ⁶δ⁶Cσ (1⁶δ) Δ⁶γ
 (Δ⁶C) Δ⁶γ

 νσ⁶δ⁶δ⁶δ⁶δ⁶γ
 (1⁶C) Δ⁶γ

 νσ⁶δ⁶δ⁶δ⁶γ
 (1⁶C) Δ⁶γ

 νσ⁶δ⁶δ⁶δ⁶γ
 (1⁶C) Δ⁶γ

 νσ⁶δ⁶δ⁶γ
 (1⁶C) Δ⁶γ

 νσ⁶δ⁶δ⁶γ

 Δ _cd_j+^n=b PabPy/bP=abÅ*
P&(N=ac baAcj+L*i+n=CAbdA)
J\$ic=dn_yL+y.
Y>-c=b<ibyDDA*aPl_abl_afLCPdA
bbUPdA ApribCP=bDC A+L bbU
AD=bNCP=b<-c>Cb-CP=cb-C+. Fb-PbAb.

2PJ<2Pハ\\Δ'→ Ċၑd ⟨Δ)'→∩ၑd PœphηJ'
Δbマィ∀ҳ\postection, ⟨Φc'∩'∀\n' ⟨¬Ч\¬

Δ\postection' σ\postection, ⟨Φc'\n'∀\n' ⟨¬Ч\¬

Δ\postection' σ\postection, ⟨Δ\postection \postection \postection \postection \postection

Δ\postection \postection \postection

Δ\postection \postection

Δ\postection \postection

Δ\postection

Δ\postec

 F^{+} Character of the contraction of the contra

What we're currently doing with our draft, we still would like to do a review of other jurisdictions and what other financial programs are out there to look at what other jurisdictions are doing in terms of their objectives and goals, and to make sure that the work that we produce is along the same lines, but keeping into context Nunavut's specific needs. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. On paragraph 22 there is a reference to employees. It states, "Where we found that the employees on leave of absence and the use of casual employees in Arviat program delivery unit are significant." That implies that there is a high turnover, long stretches of key staff being out of the FANS Program, so that people who would necessarily have to contact the FANS staff, like students or their guidance counselors, or parents, they have difficulties contacting the staff.

I am wondering if you could perhaps explain to us how the department intends to address that issue, where you have a lot of leaves of absence and then the high use of casual employees. In particular where it says, "Corporate memory cannot be relied on."

I am wondering if there is some plan in place to bring more continuity to the program, or staff in the Arviat office. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik: Thank you, Mr. Chairman. I'd like to state that our Director of Adult Learning and Post-secondary services, Joy

Δ⁶/«▷ር¹⁶ (ጋኒ\>∩ሀና): ¹d>⁶Φ Γ⁶, Γ¹ ▷⁶Λ⁶. Γ¹C Λ΄C⁶.

 $\Delta^{b}/\mathcal{C}^{cb}$ ($\Delta^{i}/\Delta \cap \Delta^{c}$): Γ^{i} D^{b}/Δ^{b} .

 $\mathbf{D}^{\mathbf{b}}\Lambda^{\mathbf{b}}$ (ጋጎትበሆ): የሀንግ ልት ይርኮ, ልኮ/ የኦርኮ. $\dot{\Delta}$,

Suluk, has been in the Arviat office since 1999, and has directed the FANS Program, as well as Supervisor of the FANS Program, Mary Pameolik, has been with the program since 1999.

If I could comment that some of the use of casuals has resulted on staff going on approved leave. So for example, we have one student loans officer who was a loans officer from 2001-06, and who is currently, right now, the loans officer from 2006 to now.

We have another financial analyst that has been with us since 2001. We have, in the past, used casuals for when staff have gone on approved leave. The FANS supervisor and FANS officers who have been in the office the longest, what is provided to the casuals is the procedures manual. We have a procedures manual specifically for staff that is not what students see from the program guide.

One of the issues that were raised earlier was the use of emails. I think one of the biggest things that will be addressed is with the new filing system that will be coming into place, and the collection of information and directives, it will be centralized. To a certain extent emails and directives have been put in the procedures manual.

We've instituted a new change to sign offs on any changes to the procedures manual, which means that if a draft is presented, it is presented to the Director of Adult Learning, who in turn, will review the draft and recommend it to the assistant deputy minister so that there is consistent application.

We are, as part of the work plan,

1999-Γσ¹ Δ¹L² ΛC/L²Δσ Ċ¹d Δb¹Λ² bLγρσ¹γς, Γ¹ <Γρς¹Δ CΔb²σ/Lς¹γσ 1999-Γσ¹.

 $\Delta C^{\circ} \Gamma^{\circ} \Delta^{\circ} ba \Delta b \Delta^{\circ} a^{\circ} n C P^{\circ} b^{\circ} C^{\circ} D^{\circ}$ $C \Delta L \Delta^{\circ} b^{\circ} C^{\circ} D^{\circ} A^{\circ} \Gamma^{\circ} C P^{\prime} L^{\prime} D^{\circ}$ $\Delta^{\circ} b^{\circ} L^{\circ} \sigma A^{\circ} < C \Delta^{\circ} ba \Delta b^{\circ} n^{\circ} c_{n}^{b} >^{\circ}.$ $\lambda^{\circ} \Delta^{\circ} D A^{\circ} D^{\circ} 2001-06-1^{\circ}, L^{\circ} a$ $\Delta^{\circ} D A^{\circ} n \Gamma^{\circ} P^{\prime} L C^{\circ} D^{\circ} 2006-\Gamma P^{\prime} D \Gamma^{\prime} D^{\circ} D^{\circ}.$

 Δ C^UC \%PCP%bPLT\% P</br> Δ C^UC \%PCP%bPLT\% P</br> Δ C^UC \%PCP%bPLT\% P</br> Δ CPP
 Δ CP

ϤͰϽ ϤϒʹϒʹͼͰϭϤʹͳͰͿʹ ϤႶϲϷʹͼϹϷͰͺϤϲʹ ϤϒʹϒʹϭϤʹͼʹϧϹͼϥͺϽͺ ϹϹͿͼʹϒͺϧϹͼͺϹͿͼͺϲͺ ϽϧϲͼϥϹϷʹͼʹ϶ϲͺͼϧϲͺͼϧϲͺϲϧϲ ϽϧϲͼϥϹϷʹͼʹͼϧϲ ϒϧ;ϲͼϧ;ͼϒϷϽϲ, Ϲϭϯϲ ϤϒϦϲϧͺϹͼϧϲͼϲϥ;ϹϹ

Δ%6ΦΔβασσ%CC <σΦΠδυσσΩς σιμο

identifying a training component. How we're going to make sure that people will be trained in their positions. With respect to the FANS database, there is a training component. Casuals do not operate the database upon coming into the office. They are walked through the procedures manual until the supervisor or the FANS officer is confident that a casual can put information into the database by themselves. They have no access to that database until they take the module of the database training.

We are going to be taking another look at training and our use of casuals so that there's no inconsistency. For example, there was an issue raised with respect to probation and putting people onto probation. Past practice was that a FANS officer could put a person on probation and that FANS officer may happen to be a casual.

To make sure that doesn't happen, what was instituted is that the FANS officer will now bring any types of these requests to the supervisor at FANS who will sign off on it and make a recommendation to the director in Arviat, who will sign off on it.

So we're looking at different instances to make sure that there is not just a first level of review of a file but to make sure there's a second and third level to ensure that files are consistently being applied, and how loans are applied, or where eligibility is applied is consistent.

We've also had discussions internally about making sure that the supervisor does a spot audit of a casual if there's a new casual to make sure that every day they make sure they review two or three files to ensure that the assessment was done properly and things are consistent with the Act and the regulations.

Δc°σσίση, νρίνες σσίνουν
Λειμνρηνη άνρν λασσίτου
Δύρα Δνή ο Δεσσίνο ανό ο Δοσ Δενό ο Δενό ο Δοσ Δενό ο Δοσ Δενό ο Δοσ Δενό ο Δοσ Δυρο ο Δύρα ο Δυρο ο Δυρο

CΔ°d4 ἀιρργLγρς Lc-Cργη4cς
γάγCργγητιC 4ιL ΔρήΠσ βLγργη
Σρηιάσ CdγάνιΓ 4ηΓηιβηγητο
Σροιβηγητο
CΔ°λ1η 4ιL 4Ω-Cβγητο
Δροιβηγητο
Δροιβηγητο
CΔιγητο
CΔιγ

CALAGOCP%YLK 4%PK%b%PG

ACYLK%C6bbA°a′<C A%baAb%NFG

4dcAGO'd i's <A'<CLbAG^PG

%PF7acb%bCGd%D%

CALGNAWCGJAGL%ic abGNK'JG 4'L

LCYLUJAGL%ic A'GbGAG 4'L

LCUG.

So those are some immediate measures that we put in place, but one of the longer-term one is to look at proper training, and also proper training for the loans manager. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Thank you, Ms. Okpik. Ms. Okpik, can you tell us how many staff you currently have working, or how many employees you have working in the FANS Program in Arviat? Are there other staff located, perhaps, in Iqaluit or elsewhere in Nunavut? Are they involved in the administration or the oversight of the FANS Program? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have a supervisor of FANS located in Arviat. We have two FANS officers also located in Arviat.

We have a student loans officer and we have a senior financial assistant or financial analyst. Those positions are filled. We currently have a vacant special advisor that is vacant and that we hope to fill. It will go out for competition early next month.

We have two casuals right now. One of the casuals will be assisting one of the FANS officers, if possible, along with the summer student to look at the reorganization of the files in the current filing system. The FANS staff in Arviat are the program deliverers.

In Iqaluit we have the financial staff. One

CLbdd dDcbbNrσd&Dc Δc7Lcic%C% %PF2afod&Dc Δceod&NcbrndsDn-D Δ%baΔb%Nrbbod%Dc dLD CΔea γαίδυσίζία αθγαιός Lcrasbod%Cerc CLbddUσα%Dc. fdbeaio, Δbγαρίω.

Δ•/<>C'• (ጋጎ,\(\right): 'd\(\right)=\(\right)'\(\right).
Γ'C \(\hat{\capacita}\)C\(\right).

Δ⁶/«▷ር¹⁶ (ጋጎ,ትበJ⁶): ¹dታ⁶Φ.Γ⁶, Γ¹C ÅC¹⁶. Γ¹ ▷⁶Λ⁶.

 \mathbf{p} • \mathbf{v} •፡ . የባት ወ ር. \mathbf{v} የ \mathbf{v} \mathbf{v} የ \mathbf{v} \mathbf{v} የ \mathbf{v} \mathbf{v} የ \mathbf{v} የ \mathbf{v} \mathbf{v} የ \mathbf{v} የ \mathbf{v} \mathbf{v} \mathbf{v} \mathbf{v} የ \mathbf{v} \mathbf{v} የ \mathbf{v} $\mathbf{$

of the capabilities that we've just put in place right now is for our finance people in Iqaluit to be able to get a snapshot of the student loans manager database as a readonly.

We're working with Community and Government Services, their I.T. Division, as a next step to make sure that there is a back-up done every night so that if we can, at any given time, be able to look at the information with the database. We also have a manager of finance in Arviat now that is providing assistance on a financial level to the FANS staff.

We do have other support staff in Iqaluit that the FANS staff does rely on, for example, Irene, who is the Assistant Deputy Minister. We also have a Policy Director, where any policy or regulation questions are posed to the Director of Policy and Planning. One of our senior advisors here and the ADM are always copied to ensure that they are aware of the questions being posed by Arviat.

One of the things that we followed-up on is to make sure that when a request is made for information for the Policy Director that FANS staff has to indicate a turnaround time; whether it be a one day turnaround time, a five days, or ten days, or more, so that we are providing good client service to our FANS division in Arviat. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank Ms. Okpik for that answer.

Reading through the audit it didn't seem that the initial processing of the FANS request was an issue. It sounds like it's

Δ¹৽ρ٠Υ/L
 Δ'Υς
 Δ'Υς
 ΔΟΔΙ
 Δυαδρα
 Δυαδρα
 Δυαδρα
 Δ'Ε΄
 Δ'Ε΄</

Δ⁶/«ÞC¹⁶ (ጋጎ,ትበJ^c): ¹dታ⁶α Γ⁶, Γ¹ Þ⁶Λ⁶. Γ¹C Λ΄C⁶.

ᡭᢗᡃᡳ (Ͻᢩᡃᡳᢣᡣ᠋ᢗ): ᠂ᡏᡟᡷᡆᡤᡃ,᠘ᡟᠰ᠙ᢣᡤ᠅. ᡏ᠘᠘᠂ᡏᡟᡷᡆᡤᡃᢛᡓ᠋᠋ᠴ᠂ᠮ᠈᠈᠙ᠰ᠙᠙ᠵᡤ.

Ċჼd
 Δ°6-L°6-Ω°6

 Λ
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C
 C

very expedient. You indicated in your opening comments that that is a priority; getting the programs funds out to the students.

I found your response to my initial question very interesting because it sounds like you have a lot of work to do. That you're trying to implement a lot of work for six indeterminate staff and casuals.

The Auditor General's Report says, "The use of casuals in the Arviat program delivery unit are significant. Who would the casuals be covering for when the use is significant? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik: Thank you, Mr. Chairman. As I stated earlier, we had staff on long term in Arviat, but we've had staff that has gone on approved leave. When staff have gone on approved leave casuals have been used to be able to ensure that service delivery is not disrupted to clients. That's the use of casuals that we're talking about. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik.

I have a question for Ms. Fraser. Officials that were involved in that. In paragraph 23, 24, and 25 talks about some of the different inconsistencies and things between what's set out in the regulations and what's actually being practiced.

When we look at the misinterpretation in paragraph 24 was one put on probation because they had a grade that was lower than 60 percent, but it doesn't say anywhere in there that they need to have 60 percent grade or more. Also in 25 it says, "Where one student was asked to pay close

LDΔ%/ΓϤʔΠΓσ٠Δ Þʻb%/L٠Δσ ᠨᡐᠲ᠘᠆᠘ᡩᡠ᠖᠆᠘᠆᠘ᡩᡤ P᠘Þᢣᡥᡣᠳ᠘ᠪᡶᡝ᠘ᡩᢗᠬᠳᡆᠻ᠘ᢗ ᢞᠣᠣᠲᢅᡠᢔ.

Δ•/ペレር፣• (ጋጎ, ትጠህና): የ<mark></mark>ժታ_° <mark>ሲ</mark> ፫ ካር ለርካ_°. Γ[、] ኦ•ለ•.

 Δ የ Δ

to \$16,000, where another student in a similar situation was only asked to pay back \$825.

Given those findings in the audit were you able to determine why those decisions were made in those cases? Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. As we note in the report, it is different interpretations of the regulations. Which brings me back to the point that I was making earlier, that it's very important that the people who manage the program have clear guidelines so that they are able to apply the program in a consistent manner.

If I could just comment perhaps on questions around casuals. We weren't questioning the use of casuals. I think that is to be expected in any program; that there will be people who go on leave, or illness, or people who change jobs.

To introduce people and to make sure that there is as easy a transition as possible, one shouldn't have to rely simply on communication from one employee to another, and they should have clear instructions and clear guidance available to them.

As I mentioned earlier, there is a program guide for students, but that would be destined for students. There was mention of the procedures manual but it was largely technical on how to run a computer system.

So we think it's really important that there be the development of policies and guidelines, specifically for staff as to how to apply and deliver the programs. We stress that misinterpretations are being reduced, it's not eliminated completely. Thank you, Mr. Chairman.

>ናΔ/ (Ͻʹ៶ληυς): ʹͼͿϧ·αΓ΄, Δϧ/ϭρϲʹ·. >ͼασ ρσιόσ ρεδρ/εδιόδρυς Δέν. >ρς ρα, γρες στο Γς Ες δα >ης δρογαίτης εξοργαίος στο Ες δοργαίος στο Εξεξερο Εξεξερο Ες δοργαίος στο Εξεξερο Εξεξερο

Chairman: Thank you, Ms. Fraser. I guess once you have identified these two cases, and I indicated here that information supporting decisions is not documented in the files, are you aware of any follow ups that have been done in those particular cases to see if things are being done properly? Like for that program, you would have to pay \$16,000 back as opposed to \$825? Go ahead, Ms. Charron.

Ms. Charron: Thank you, Mr. Chairman. Those cases have been brought to the attention of the department and I would recommend that you ask the question directly to the department as to what action has been taken following our observations.

Chairman: Thank you, Ms. Charron. Ms. Okpik, then if you can enlighten us as to what actions have been taken to look at these cases.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess to state, the procedures manual covers more than the technical side of the database.

I have 31 topics here that range from the roles and responsibilities of each individual working in the FANS office; the communications protocol, residency, student travel, student enrolment, student institution payment, student loans, recoveries, receivables of payrolls, your other scholarships, and T4 processing.

So we do have a procedures manual. Our staff are confident that they can read this material and deliver the program. I think one of the issues is the area around casuals and staff training, and we will address that.

With respect to the 60 percent, there was one case where a casual had put a student

/▷ና፞॰ (ጋቫአቅሪነ: CL७d⊲ Δሮ°σ⊲¹⁶)σርሲት⁶⁶ Δ' ▷ ¹6▷/ሲታ▷/Lሮ¹⁶)⁵. Ċ°α Δሮ°σ⊲¹⁶)σርሲት⁶6 Δ' Ͻናነበር▷¹¹⁶⁶ Λ▷σ¹⁶\▷σ⊲¹⁶)¹⁶. Ċ¹⁶d⊲ ▷ ¹6\C∟▷ና'Ω¹⁶. Δሮ°σ⊲¹⁶)σርሲት⁶6 Δ' ₽▷<¹6 Λ▷σ¹⁶\▷σ⊲¹⁶)¹⁶.

Δ⁶/«ΡC⁶ (Ͻʹ₁²/₂⁶): Γ΄ Ρ⁶/₆, ϽΡረΠΟΡ_CΡ⁶⁶ ⁶ ⁶Δ_CΡ⁶⁶CΡσ⁶L⁶⁶⁶ ⁶Δ_C⁶ ⁶Δ_C

LCP4C° σ b NN5%/LtJe 40%Cbbcc%D σ baabt%N σ e. a σ baabt%N σ e cbda% σ baabt%N σ e cbda% σ bccibece σ thcababaea σ d%D σ b. CL°ablabea σ d%C σ e.

 4^{L} $C\Delta^{\text{b}}dA$ $60->4^{\text{c}}\Omega^{\text{b}}$ $\Delta^{\text{b}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text{c}}\Delta^{\text{b}}\Delta^{\text{c}}\Delta^{\text$

on probation because they did interpret the information in a wrong way. What the rule is is a student has to carry 60 percent of a course load at all times. If the institution identifies what the pass mark is, in this instance, unfortunately, the staff member had seen a student's percentage being under 60 percent and was misinterpreted.

With respect to probations, I've identified that we put in a process to ensure that this doesn't happen so that there's a second and a third of review before this happens, that a FANS officer will not have the authority to put a student on probation anymore. That's the immediate need.

I think that one of the other issues is in terms of documentation. We're addressing the issue of documentation. If you go to the Arviat office right now you will find a binder titled 'Enrolment Forms,' you will find another pile of travel benefits, which are attached to the Visa reconciliation forms.

So what you're finding are different piles of information that should be in one student file, and that's the biggest change that we're making in Arviat, is to make sure that there are students that are by alphabet to easily identify a person by their last name to make sure that they're application forms, they're travel forms, whatever forms that need to be completed are in one central location. That's one of the things.

I think, with respect to 25, I would like to clarify what I think had happened in this instance. Again, there is no documentation, but I do have corporate history that has been provided to me by staff, with respect to an overpayment. There are many scenarios that we encounter within the FANS division.

ΔΦ^LJ^c ⟨CPγ^cJ^c ^cPΓ^cPC^cDΔ^cC^cJσ.

λ^c Δ^cδ(^c ∩Πς^cδ) (L^cC)

Δ^cC^cC^cC) (L^cC) (L^cC)

Δ^cC^cC) (L^cC) (L^cC)

Δ^cC) (L^cC) (L^cC) (L^cC)

Δ^cC) (L^cC) (L^cC) (L^cC)

Δ^cC) (L^cC) (L^cC) (L^cC) (L^cC)

Δ^cC) (L^cC) (L^cC)

With respect to the \$15,000, a family went from Arviat to Cambridge Bay with dependents and a spouse. Travel alone was \$10,000. The first semester they were successful, and because they had a spouse and dependent they weren't entitled to travel back to their community, they had to stay in Cambridge Bay.

January came, classes started, in February the person withdrew from the program. In determining the overpayment we had to fly the family back to Arviat. And then we had to look at the tuition costs, plus the book costs. And then in this case, we also looked at the living allowance payment that was made.

So we provide living allowance payments on the first and the fifteenth of every month. In this case this person withdrew on the second of February so they received their first payment of living allowance. So that first payment is also taken as an overpayment. In addition we have to pay the accommodation of the family in Yellowknife. So all these amounts add up to the \$15,000.

Now when you look at a scenario of \$825, the overpayment would constitute, in this case, the institution that they're attending is in their home community, so therefore, they are receiving only an \$825 living allowance. Most likely, they withdrew after the fifteenth of the month, so therefore, the only cost they have incurred upon withdrawal is the living allowance amount.

In the FANS program, unfortunately, the documentation has not been provided to the OAG office. That's the issue. We have to make sure that our files are consistent. Sometimes things may be done via email. Staff has been instructed to make sure that they print off emails to put them in the

4^LL CΔ^aα \$15,000, Δc Γ 4^aδ4σ Δ^bD^bCη4ⁱJ^aσςΓ Δς4^bC^bDσ ^cPC^aU^bD^bDσ \$10,000-cc P^aDσ ^cD^bU^cCPC, b²V^cΩ^aD^bD^bC^aCPC Δς^aCPC Δ

 [']
 ⁻
 ⁻

central file that will be established for the student. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik.

In this case you say at the time the corporate know that that information wasn't there. Has it since been, as you have indicated, that different factors on what was being determined on what that individual would have to repay.

Since that observation is there so now is that information in their file that outlines how those numbers came about? Ms. Okpik.

Ms. Okpik: Thank you, Mr. Chairman. Currently, we have a FANS officer and a casual that are starting to address all the student files. We hope to have all the files in a central location, with all the information contained in the central file: that would be anything emails on decisions made; any type of actionable item.

At this point I can't say if this specific file has been completed but that's part of the Work Plan that we've undertaken to do is to redo our filing system in Arviat so that all the documentation is available in the student's file. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. A question for Ms. Okpik; I'm not quite clear here on paragraph 21, the Auditor General stated or found that the FANS Program does not have policy guidelines that employees can consult.

And then in your work plan, you're talking about providing training to staff, institute, and monitoring, but then in your response

ʹϭϧ^ͼϼͺϳ·ͺͺϪϧϽϭϷϳ

Δν/<>C'• (Ͻϳ/ΥΠ): 'd۶-Φϳ-, Γ, Ρ₀/₉.

 Δ^{L} C^{Q} $C\Delta^{b}$ Δ^{L} Δ^{b} C^{C} Δ^{b} $\Delta^{$

Ċ°Q Þ'ÞΛÞÞ°σΊL° CΔL⊂ ϽϞႱϧʹς ΛΥLϲʹΊL'Ϟ" ÞΊΦϲΪLΰϤΠʹΓΓΦ" ΠΠϚΊϤΠʹʹΓΓΦ" Q ΔΔΫΥΥLΚ" ΊΦΔ" ἀΝΡΠς Γ΄ ΡΙΛ. Γ΄ ΦΙΛ.

Ρ⁶/Λ⁶ (ϽʹϞΑΛυ⁶): 'dϧ⁶α-Γ˙⁶, Δ⁶γ

L⁶α-Φγ⁶ CΔ⁶α bLλ⁶6[†]Γ⁶L^c CΔ⁶da⁶[†]U^c

P⁶α-Φγσ⁶ Δσ⁶ση⁶ηο^c bLγ⁶α⁵ση⁶⁵

CΔ⁶dη Πης⁶α⁶U^c ησργ⁶Γ⁶ Δσ⁶ση^c

Ͻ⁶υ⁶ς⁶α⁶ση^c ησργ⁶ ησργ⁶

Σ⁶υ σ⁶ση⁶ Δγη⁶ς Δ⁶ση⁶ς ασργ⁶ς ασργ⁶ς

▷'bʔ°௳™ՐՐϽ∿Ს ൎĽ°௳▷σ∿Სσ
ΛϧሲʹቴʹϹ▷ፈĽL∿ൎᲡና ĊጎፈͿჀႱႠጢፈና βረላσ
ΔϲՐϧʹʹႱና ΔʹቴϧαΔϧʹϭϭʹϭϲͺϧϧႶ°ϼና
<՜௳▷ՈϧʹϲʹϹϧͺͼʹͼͿϥ ΠΩͼϧΔͼ
ϽʹͼͿΔϪʹʹϧʹϲʹϧϧϧϧϧͼʹ϶϶ϭͺϭʹϗϥϭϲʹϽʹͼ ΠΩϛʹͼʹϹϦϟʹ·ϥϧϧϧϧͼʹͼʹ϶ϧͺϪϧϥϭϲʹϦʹͼ ΠΩϛʹͼʹϭͿϦʹϒͼϼϲͺͺʹϥϧϧͺϪϧϥϭϧϲʹϧ

 Δ^{m} ba Δ 570% Δ^{m} ba Δ 5% Δ^{m} ba Δ 6% Δ^{m} ba Δ 6% Δ^{m} ba Δ 6% Δ^{m} ba Δ 7% Δ^{m} ba Δ 8% Δ^{m} ba Δ 8% Δ^{m} ba Δ 9% Δ^{m} ba Δ 9% Δ^{m} ba Δ 9% Δ^{m} ba Δ 9% Δ^{m} ba $\Delta^$

to the Auditor General's recommendation just above paragraph 28, you said that all staff will receive training on the application of the guidelines and policies to ensure consistency in application.

So my question, I guess, would be: if the Auditor General is saying that you don't have policies and guidelines yet or at least at the time, are you telling us that you do have guidelines and policies now, and therefore you can train your staff again right away? Or, is training underway as we speak? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, we have a procedures manual that every staff member is in receipt of.

In that procedures manual, if there are any changes to procedures it's documented and it's put in the procedures manual. Previous to this, all staff and casuals were brought through the procedures manual, and it was either the supervisor or one of the FANS officers to walk a casual through all the processes.

There are checklists for all the documentation that needs to be provided, but also recognizing that there's going to be review of the Act and the regulations to bring it into consistent application, it's going to be, I guess, a parallel process of current practice.

Also, once the review of the Act and the regulations are done and there are changes, then we will have to do a parallel process of making sure that our staff are provided with the interpretation and the clarification needed for any changes that may take place

 >σ°b°b°b°
 4)
 28 °dċσ

 >°b°b°
 4°ba
 4°ba

Ċ゚ฉ CԿLԿYLধԿYÞԿN ÞYb<
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 4)
 <

 Δ የ Δ

Ρ⁶Λ⁶: 'dϧ⁶αΓ΄⁶, Δ⁶/«ΡΟϹ΄⁶⁶. (Ͻʹϧλ⁶d⁶) Ϲ⁶α ΛΡ/Λ, ⁶νρο Α⁶νο Γ L C U ⁶νς Γ Δ⁶⁶νο Δ⁶νηο Α⁶νο Α⁶νο Γ⁶νο Α⁶νο Γ⁶.

C%GQ VD\DQA@DQ TCPLQQQ
A\phip_ipQq
VD\UPPQ
VQ\UPPQ
<p

in the Act and the regulations.

So there will be parallel things happening but before this happens, we need to make sure that any casuals that we have coming on are familiar with all the processes that we currently follow, we have put it in place to make sure that daily audits of new casuals and their files will be taking place in conjunction with the work that will be done in the work plan. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Ms. Fraser, do you want to add something?

Ms. Fraser: Yes, Mr. Chairman. Thank you very much. I would just like to clarify what we're referring to here is really interpretations of the regulations and the Act. So guidelines about how to interpret certain things. The procedures manual touches more operational procedures like computer system matters and that sort of things. There need to be procedures that are as clear for staff and clearer guidance on how to interpret the regulations and the Act. And, I think the deputy also mentioned that.

So if I could just note, I'm not sure where exactly it is in the action plan but I think that might be worthwhile having a specific item that there will be guidance prepared and documentation provided to staff to assist them in that responsibility. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. Anyone else? I think we will move on, I guess, we're on the first section. I think that the next section is the Assessment of Applications and the Issuing of Benefits Report. It's paragraph 28 to 44.

I know you talked about it in your opening

 $\Lambda^{\varsigma}d^{1}$

ACP cdot P cdot P

Δ⁶/«▷ር⁶ (ጋጎ²/₆): ⁶d²⁶ ሲ[†]⁶, Γ⁴ ▷⁶/₆. Γ⁴ የናልረ, Δ<u>C</u>Γ

ΡΥΥΡΟΊΟ ΑΡΕΊΤΡΟ ΤΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΟ ΕΝΕΙΤΟ ΕΝΕΙΤΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡΟ ΕΝΕΙΤΑΙΡ

comments and it has been mentioned a couple of times here, and I think the importance here. In paragraph 31 where they say, "They don't have an absence of a definition of a post-secondary institution, post-secondary level." As a result of that you indicated that you just grabbed a legal interpretation.

Just maybe get some thoughts from you as to why you think that it's so important that something like that be clearly defined? Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. Again, it's really the interpretation of what the Act and regulations mean. We are not questioning the fact that in Nunavut, given the particular circumstances the post-secondary education in the broad term could be someone attending an institution and that the person themselves may not necessarily have a grade 12 diploma. That needs to be specified because right now it's kind of up to the judgment of the program officers, as to whether someone applies is eligible or not.

So it comes back, I think we can tie that back to the whole issue of what are the objectives of the program, and what are you trying to achieve, and then the definition should flow from that as well.

So it's really clarifying that and defining what is post-secondary in the context of this program. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. I just want to clarify for the record here where you point out some of the other observations here of paragraph 34, where it says, "We found that 21 percent were registered in education programs where they did not require a diploma or equivalent, or registered in a non-

 Perpendicular
 Perpendicular

 31-L Perpendicular
 VC.P. Perpendicular

 የዓራት ሚያም ነው።
 VC.P. Perpendicular

 VC.P. Perpendicular
 VC.P. Perpendicular

 <

۵۰۲، به مه ۱۳۵ کا ۱۳۰۲ بن کا ۱۳۵ کا ۱۳ کا ۱۳۵ کا ۱۳ کا ۱۳۵ کا ۱۳ کا ۱۳۵ کا ۱۳ کا

aጋaΔ%CPና Λ 4 $\dot{\nu}$ Λ 4 $\dot{\nu}$ 6 $\dot{\nu}$ 6 $\dot{\nu}$ 6 $\dot{\nu}$ 6 $\dot{\nu}$ 7 $\dot{\nu}$ 6 $\dot{\nu}$ 6 $\dot{\nu}$ 7 $\dot{\nu}$ 7 $\dot{\nu}$ 7 $\dot{\nu}$ 7 $\dot{\nu}$ 8 $\dot{\nu}$ 9 \dot

designated institution." But that's just based on the legal interpretation and not the practice that has been in place by the department? Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. One would certainly expect that there is an Act; there is legal document that says, "Post-secondary education," it's how do you interpret that? In the absence of any other interpretation, one would go to a legal definition and that's how it is generally interpreted. I think that's why we indicate that we use this legal interpretation.

So I think technically, if people use this legal interpretation they could then say, as we note in paragraph 34, that those students who do not have a high school diploma, could technically not be eligible for that program. So that's why it's very clear. It is very important that if the government is to provide funding to students who do not have a high school diploma, or registered in a non-designated institution, that this would be clear that it is admissible under the program.

Again, coming back to what is the program trying to accomplish? Who is eligible for it? Quite frankly, it shouldn't be up to the program officer to decide if someone is eligible, or not. Those criteria should be very clear right from the very beginning. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser.

Maybe I'll ask Ms. Okpik. Given the observations that were made here and given the legal definition is not may be what the department has been following. Given that what criteria do you guys use in the absence of anything to determine what post-secondary, what's a designated

>ናΔ/ (Ͻʹͱ>ϧϤʹ): ʹϤϧ·αͺΓ·, Δν/«ϷϹʹ··. Ϲʹ·α ΛʹͼͿϧʹ;ϥʹͼ·ʹͼʹ««/·σ·ϒρ
ʹϧϼͼ ϽϷϲϷͼϹϷϲʹ·ΫͿͼ? ΛϹʹϧ·ϹͶ·ʹͻ ϽϷʹ·Γ· Ϥϒ·Γ· ϽϷϲϷ϶Ϲϻ· LϲͺͿϧ·Γ·ϫϲ, LϲͺͿͼ ϽϷʹϧͼ ͼ ʹϷΓʹ϶αͺΓϤʹϧϲʹϧͿͿϲϲ ϽϷϲϷͼϧͿϲͺϹͿͼϧͺϹ ΛʹϲͿϹʹͻͿ Ϲʹ·α LϲͺͿͼϧͺͿͼ ϽϷϲϷ϶ϽϹϒϧϷϲ ϭϽʹϧϲϲϧͼͿ.

'6Δ% Ċ°Δ Λ⊂Λ'⊀ΠΡΚ% ΡΥΓ'
Λ'Τ', Α'Τ', Α'Τ',

Δ•/ペレርና• (ጋጎአትዕና): ናሪታ ሲቮ•, Γኣ ቃናΔረ.

institution? I know like you said earlier, a lot of the students coming forward are mature students, and may not have their high school graduation certificate.

What criteria is used to determine the definition what's considered a post-secondary institution and what programs would be allowed funding for a student to be enrolled in and receive funding from FANS? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) First of all to say that we agree that we need to develop a definition for post-secondary education and that is included in the work plan for completion.

Currently, how we determine eligibility for post-secondary is it must be a certificate or a diploma program and it must be a recognized designated instituted. I have here in my binder; there's a designation list provided by the Canada Student Loan Program where they identify all of the approved institutions, we follow that list of approved institutions. It's part of the checklist that our FANS officers review in determining they have to check the place that will be attended to make sure it's on that list.

There are also other programs that are affiliated with post-secondary institutions. So if you look at Nunavut Sivuniksavut, for example, that is affiliated with Carleton University. They are receiving credit from Carleton University; therefore it is part of a recognized institution. So that is the basis on when we define eligibility for post-secondary; it's a certificate program or a diploma program. If we look at Nunavut Arctic College, we have certificate level and diploma level programs.

'boa') ታ Lcu' ታ 4) 'b' ር ሴ ለ ጋዮ ሀታ ላ 'b' የተመሰረ ነው የተመሰረ

The institution set their own entrance requirements and as long as they're accepted into the institution, then we deem that as them being eligible for that institution, and then we look, again, to see if they're on the list. And that determines if they're eligible as an institution. Thank you.

Chairman: Thank you, Ms. Okpik. As you indicated, all of the college programs are either certificate or diploma programs. Are you saying that anybody going to Nunavut Arctic College is eligible for FANS for any of the programs that they offer? Ms. Okpik.

Ms. Okpik: It depends; there's an assessment done. If they were suspended or were on probation, then they wouldn't be eligible. It has to be a certificate or a diploma level program consisting of 12 weeks or more. That's the criteria in determining whether a person will be funded for FANS. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. How do you determine what a certificate is? I can go print one off with my computer, and give it to you, saying, 'You Survived the Standing Committee Hearing' Certificate, but how do you determine what is considered a certificate program that's offered through the college? Ms. Okpik.

Ms. Okpik: The certificate and diploma levels are determined by Nunavut Arctic College. We don't determine that. As long as it's deemed a certificate or a diploma program, and if on the recognized institution list, then they would be eligible for FANS.

Chairman: Thank you, Ms. Okpik. I don't know if it's something, I know maybe when there were consultation tours on

 $\Lambda 4^{\circ} \Delta P \Lambda \dot{C}^{\circ} \gamma \Lambda^{\circ} \Delta C^{\circ} \sigma \dot{A} \dot{A} \Gamma^{\circ}.$

Δ৽/«ኦሮ» (ጋኒት/በJ:): 'dሃ°ഫ广, Γ' ኦ°Λ°.

▷'b%bኦሀልና ለር'ጋ\'ልዛΓ ለርሊ'ላበርር'

Δር\ሊንኦነላበር'፦ ላዛሬጋሪ°ሴ ለኆሴኦበር'፦

Δር°ጋ\'ልኦሀጋላዖበና Δር° መላዖበካ\"ቦ° መ

Δር° መላኘዕርኦሀበኮ 'bዾ∆ኮዕኦጐ<?? 'dሃ°ഫ፫ኮ.

Γ' ኦ•ለኮ.

>^•^• (ጋቫትበሀና): L፫•bታና•ጋና•,
ና₽፫ናንሲና•ርኦና•bናታና•ጋና ፚና•bና•በርኦ<ር
ናbኦትና•ርኦ<ርኃኖታና ለተኖሲኦ•በርኦሁታምቦናጋና
የተላወ ልርካሲታኦንተበና ኦኖዲኃኖታና
ለተኖሲኦቦበርሲላታና ልርተወላናታዮና 12-ውና
ለሲተላንተያውና ኦየሀርውናጋ ልርተወላናቀር ርኖ୧
L፫ሀቃና. ናbኦትቦላንበቦናቴናርና•ርቃና
የሲኦታና•ርንኖሲናወላናኒትዕና ልርተወላና•በ
ላካህታዮታና. ናdታዮሲናት.

Δ⁶/«ρC⁶ (ϽʹϞΡηJ⁶): ⁶dϧ⁶α Γ⁶, Γ⁷ Ϸ⁶Λ⁶.

δ⁶bρ⁷σ⁶σ⁶σ⁷α Δ⁷σ⁷α δ⁷σ¹α δ⁷

Ρ•Λ• (Ͻʹ϶ΑΠͿʹ): Δϲ·ʹϧϷϒΫʹΓ΄ ΛͼʹͼϷΠϹʹͼϭʹʹ϶ʹ ΔϲʹʹͼϭΡΠΓʹ϶Ϸϲʹʹ ϼͼͺ ϒϲʹϽϒʹϐʹʹ·Ͱͼͼͺ ϹΔͰʹͼϪʹϽϲʹʹϧͰͼʹϹͼʹʹͰͼͼͺ Δϲ·ʹϲϧϷʹϞΠϹʹͼϭͼʹʹͼͺ Δϲ·ʹϲϧϷʹϞΠϹʹͼϭͼʹʹ Δϲ·ʹͼͼͺ Δϲ·ʹͼͼͺ Λͼʹͼͼ Κͼͼͼ Κͼͼͼ Δενανος (Ͻʹ϶ϒΠ΄) Λενανος (Ͻʹ϶ϒΠ΄) Δενανος (Ͻʹ϶ϒΠ΄) Δενανος (Ͻʹ϶ϒΝΤ) college, one of the biggest concerns we heard all over the place was the students taking the ABE Program weren't eligible for FANS. Do they get a certificate when they're done that course? I guess is my question. Ms. Okpik.

Ms. Okpik: Thank you, Mr. Chairman. Adult Basic Education is not deemed certificate or diploma level; therefore they are not entitled to FANS benefits. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I know you said that you guys had no control over that. You just indicated earlier that the majority of the students that are coming in are mature students that don't have a grade 12 certificate.

As Ms. Fraser pointed out in her report that only 25 percent of students that enter into high school actually finish. Given that statistical information and background, you would think that is probably the most popular and needed program offered through the college, and yet students that want to pursue excellence is why they go back, aren't eligible for any funding to be able to do so. Yet someone can go in and do a jewelry course, something like that and get funding for it, whether they have a diploma or not?

Is that something that you're looking at addressing somehow in your Work Plan, or looking at, as far as eligibility criteria for people who are eligible, and what programs are eligible? If it's not clearly defined already, other than just because the college says, "It's not a certificate program; well you're out of luck."

Is that something that you look at including

Δ⁶/«ΡϹʹ⁶: ¹d/⁶α Γ⁶, Γ¹ Ρ⁶Λ⁶.

ΔΡα⁶⁶Γα⁶/Ρο⁶? Ρ¹σ¹σ¹σ Ρα⁶σ Ρα⁶σ Γα¹σ Γα⁶α Γα⁶σ Γα⁶σ Γα⁶α Γ

in your review? Ms. Okpik.

Ms. Okpik: Thank you, Mr. Chairman. It's not something that we're currently looking at in the review. However, the Department of Education, through out Adult Learning Division, we're looking at establishing mature graduation that would assist students to ensure that they get a grade 12. That's one thing that we're working on.

As a former adult educator I can say that there are different levels of ABE, Adult Basic Education, starting from levels 110 through 160, and any of the certificate or diploma level programs need a completion of a certain ABE. I believe it may be ABE 150, where they have to have completed that as entrance requirements for English, Math, Science, and Inuktitut, I do believe. It was like that when I was an adult educator.

When I was the ADM we did preliminary cost estimates of what it would take to fund students in ABE, you would look basically at doubling, possibly tripling the amount of the FANS budget to be able to provide benefits to ABE students across the territory. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Maybe before we go on I want to recognize the clock. It's about 10 after five and I know that people have interviews lined up; phone interviews shortly. So I think we could just ask if we recess for this evening and given the schedules and everything for tomorrow, maybe we could look at starting at 9:30, or 9:00.

Do you want to start right at 9:30? Give you guys an hour to go into the office.

Thank everyone for coming and we'll reconvene at 9:30 tomorrow morning.

ۮ ط ۱۹۲۶م ۱۲ کے ط خ ح ک ۲۰ که که.

▶•Λ• (ጋጎዶ•dና): የdታ°αΓ⁺, Δ•ν</br>
የΓናንα°ν
Δc°σ

Δ~\Δ\>\forage \cdot \cd

ጋ°ቦርሊታኦበናጋ°ሁ ላየ°ቦ°ውና
Γ'ላኦላርኦ°ተሁናር 'ቴፊጐ
ቮ፞፞፞፞ዾኦታ'ቴናበናበσላጐበና ጋር ሀናልና 12-ርናሎጋታ
ዜናዖልበና ጋላጐኒ ቦና, ለጐሁለላበ ጋላና ጋቦና ጋ
ቮ፞፞፞፞፞፞፞፞፞፞ዾኦነሪና ላጋጐርኦለትላልና ር፟፟፟፟ዼኞጐሁና
ልርተውላጐበውና ኦውጐንቦላና ጋቦና
የለላውኦሁታርኦጐጋ° ውሲያና ልጋላውሮቪጐ.
'ቫታኄሲቮኄ, ልቅሃዊኦርጐ.

'bÞ<< ΛΓ4'σ4%)J< 9:30-Γ? 4'_ል'Γ΄bΔ°α'σ4ና'γ Δb'sς-Ε΄%.

ʿdታ°αΓ˙, ʿbΔUʿZ, 9:30-Γ ΛΓϤċጢዎJʿ ▷ʻċὑď.

Thank you.	śdy°a广b.
>>Committee adjourned at 17:10	>>bNLσ% _0%b%>% 17:10Г