

Mr. Chairman. We have not identified exactly what the definition is. We will do a fact-finding meeting with other jurisdictions to find out what their definition means. We will have to review the other jurisdictions. After we review the definition from other jurisdictions then we will be able to write the definition. It'll be completed within three months. Thank you, Mr. Chairman.

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

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. A number of MLAs have heard from their constituents that a broader range of adult education programs should be considered post-secondary education for the purpose of eligibility under FANS.

What are the cost implications of expanding the range of programs for which the students are eligible for FANS funding? Would the GN be able to obtain increased federal funding? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Back in 2002 the living allowance was increased. Since then the funding has not been increased. Students going to college or university are able to apply for funding from FANS. The students that go to Adult Basic Education in the communities are not eligible for FANS because we only provide funding for diploma and certificate programs. Those are eligible under FANS.

For the Adult Learning Strategy we will be considering that and we will be reviewing

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The trades school can receive benefits only if the student is under a diploma or certificate program and if the institution is recognized.

All others have various funding within the Department of Education. For example, the Labour Market Development Agreement, when they do apprenticeship programs, they can be provided benefits from that. We also have training-on-the-job funding. They would be paid \$7.50 per hour. That's the funding we make available for assistance.

For others under income support, if some applicants are going to take training through the Arctic College that's not a certificate or a diploma program, they are provided \$10 per day for assistance.

In regard to what you have asked, we will be considering the policy and regulations once we start reviewing that. Currently, Trades School students are not eligible for FANS. Thank you, Mr. Chairman.

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

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. The Auditor General's Report recommends that the department develop policies on how to take into account funding that students receive from other organizations in determining their eligible FANS benefits.

On paragraph 15, you said that if Kakivak provides funding for a student, they're not eligible for FANS. The students can apply for funding with that.

(interpretation ends) The Auditor General's Report recommends that the department develop policies on how to

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አብይድርግ: ማህተም፣ አብይድርግ። ርዕይ ለማግኘት የሚያስፈልጉትን ስልጠናዎች ለማግኘት ይችላሉ።

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(ጋንታዎች) ለማግኘት የሚያስፈልጉትን ስልጠናዎች ለማግኘት ይችላሉ።

annual basis just to get an idea of what our students are doing and where their needs are. Maybe I could get an explanation as to why that hasn't been done since 2002. Ms. Okpik.

Ms. Okpik: I can't really answer why it hasn't been done after 2002. I know that currently, we did run the report and some of the numbers weren't adding up. We have to find out and go back to see why all of the data is not being captured in that specific report.

Previously to the crystal reporting, staff were requiring it on an Excel spreadsheet database to determine the numbers. So since we have discontinued using the database, we're using the crystal reports and the reports that we can generate from the database.

Like I said, there's a glitch right now in being able to run the tables where the total number of assessments and the total number of people are in those tables. So, before, we would like to actually share tables, we want to make sure that all the numbers add up. We commit to bringing that to the members. (interpretation)

Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. You indicated that prior to having crystal, not so clear, reporting system, it was done up on an Excel spreadsheet. Does the department have those reports, or are they not using it anymore? Are those reports and those numbers gone? Ms. Okpik.

Ms. Okpik: Actually, we still have the numbers but what it would take is for a FANS officer or the supervisor to manually count and look at, manually, the number of students.

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Mr. Peterson: Thank you, Mr. Chairman. Good morning to everyone.

I want to follow-up on some questions that my colleague, Mr. Barnabas, had asked earlier concerning the appropriate definition of post-secondary education for Nunavut. Ms. Okpik said that the department is going to consult with other jurisdictions across Canada.

My question for Ms. Okpik, you've had a lot of time to think about this already. In your mind, or internally, within the department, what is the department leaning towards in terms of a definition of a post-secondary education for Nunavut? Thank you, Mr. Chairman.

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

Ms. Okpik: Thank you, Mr. Chairman. What we're going to be doing is a review of what each jurisdiction has in terms of its definition of post-secondary. I said earlier in one of the questions that some of our needs are different in Nunavut where we have a huge population that has not completed grade 12. So we certainly take that into consideration when we define post-secondary.

We also have different programs in our territory such as the certificate and diploma level, such as jewelry making, that most likely, we will include in our definition. But other than that I can't really comment on other parts of the definition without fully seeing and hearing from our staff as to the specific needs of Nunavummiut and then also how other jurisdictions define post-secondary education. Thank you, Mr. Chairman.

ÀÇÀ (Cáááá): Ááááá, Ááááá. Ááááá.

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take them off the income support, there's more money in income support to redirect it to educational-type programs.

I'm not an expert in financial analysis and all things of that sort but I'm sure you have officials in your department that might.

Just one final question, Mr. Chairman, I wanted to ask Ms. Okpik to clarify: how many times can a person apply to the FANS Program and receive funding? Is it one-time only, or is it multiple times? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have students that apply multiple times. So if you go in, for example, for a bachelor's degree, then you can apply for FANS. Once you complete that, then you can go back and apply for a master's program, and then once you complete that, then you can go back and apply for a Ph.D.

I would like to clarify, though, that for people receiving loans, there is a cap. So for example, for Nunavummiut who are non-beneficiaries that have had three years of schooling, for every three years of schooling they receive one year of a basic grant, then they would be eligible for a primary loan. As long as the amount of their primary loan doesn't exceed \$26,000, they can continue to apply and receive benefits from FANS.

For non-beneficiaries, who have not gone through our school system, they can apply for a secondary loan. They can keep applying for the secondary loan as long as it does not exceed \$36,000. Those are the

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የሥራ ለማግኘት የሚችሉ ግለሰቦች ለሌሎች የሚሰጡትን ገንዘብ ለማግኘት ይችላሉ።

የሥራ ለማግኘት የሚችሉ ግለሰቦች ለሌሎች የሚሰጡትን ገንዘብ ለማግኘት ይችላሉ።

ሌሎች (ግለሰብ): ማግኘት የሚችሉ ግለሰቦች ለሌሎች የሚሰጡትን ገንዘብ ለማግኘት ይችላሉ።

ሌሎች: ማግኘት የሚችሉ ግለሰቦች ለሌሎች የሚሰጡትን ገንዘብ ለማግኘት ይችላሉ።

ድጋግ ለማግኘት የሚችሉ ግለሰቦች ለሌሎች የሚሰጡትን ገንዘብ ለማግኘት ይችላሉ።

ድጋግ ለማግኘት የሚችሉ ግለሰቦች ለሌሎች የሚሰጡትን ገንዘብ ለማግኘት ይችላሉ።

<p>answer. (interpretation) Thank you, Mr. Chairman.</p> <p>Chairman: Thank you, Ms. Okpik. Mr. Peterson.</p> <p>Mr. Peterson: Thank you, Mr. Chairman.</p> <p>It was an interesting comment that Ms. Okpik made earlier about the appeals process where students would go to their MLA. I don't think that a program like this should be a political appeal process. MLAs can certainly help their constituents but I don't think it's necessarily the appropriate way. There should be a clearly defined process so that they don't have to go to their MLA after they've exhausted every other avenue.</p> <p>You seem to be saying that people who are rejected don't go to the Department of Education but they go to their MLA. Can you explain to me why you think that is the case? Why would they go directly to their MLA for help rather than go through a defined appeal process with the Department of Education? Thank you, Mr. Chairman.</p> <p>Chairman: Thank you, Mr. Peterson. Ms. Okpik.</p> <p>Ms. Okpik: Thank you, Mr. Chairman. We do have a clearly defined appeal process. When students receive letters where it states that they're not eligible for FANS, there is a statement in there that advise them that there is an appeal process, and that they must appeal within 30 days and to who they appeal to. That's clearly stated.</p> <p>In my past experiences in dealing with issues that have been brought forward by MLAs, I haven't seen a case where a</p>	<p>የድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ልዩ ልዩ ምክር ቤቅ (ጋኒ ጎልድማን): የድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ጎልድማን (ጋኒ ጎልድማን): የድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ፈጣሪ ምክር ቤቅ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ጎልድማን ምክር ቤቅ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ልዩ ልዩ ምክር ቤቅ (ጋኒ ጎልድማን): የድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ጎልድማን (ጋኒ ጎልድማን): የድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ጎልድማን ምክር ቤቅ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p> <p>ጎልድማን ምክር ቤቅ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል። ለድንገተኛ ጥያቄ ላይ ለመታዘብ፣ ልዩ ልዩ ምክር ቤቅ ይኖራል።</p>
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could not. There doesn't seem to be a fair and consistent approach for audit for students. So I'm just wondering if you could comment on that. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Point taken. We've committed to reviewing the travel policy and its application, and we will address this before the start of this coming fall, before the next intake of students. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I guess the other thing, again, on paragraph 51, where it says the auditors indicated that they found no documentation in the files to support the decisions made to issue the payments.

I'm just wondering if you could indicate; you said they have different files all over, but like you said, you looked everywhere and you still couldn't find anything. I'm just wondering why a decision like that could be made without any documentation. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I previously stated, I'm hoping that when the student files are centralized and that all the documentation is located that we can be able to answer these issues.

I can't speak for why decisions were made where there was no documentation, but as I've stated, staff haven't been advised that every decision has to be documented with a written record and that is being implemented immediately. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Are there any other questions here? Mr.

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ጉልላይ: ማህተም ማረጋገጥ (ጋራ ጉልላይ) ለሚከተሉት ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል። ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል።

ጉልላይ (ጋራ ጉልላይ): ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል። ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል።

ሌሎች ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል። ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል።

ጉልላይ: ማህተም ማረጋገጥ (ጋራ ጉልላይ) ለሚከተሉት ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል። ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል።

ሌሎች ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል። ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል።

ጉልላይ (ጋራ ጉልላይ): ማህተም ማረጋገጥ ለማድረግ ለሚችሉ ሰራተኞች ላይ ማሳሰቢያ ማድረግ ይገባል።

management system.

I think the key is that we took a sample, so we did not look at the complete population. So the difference there is that there could very well be other loans that are not in the loans management system that is being used to follow up on loans.

So the critical aspect is the need for these reconciliations to ensure that these systems are complete and contain all of the information, especially when needing to go ahead and manage those loans receivables, you need a system that's complete. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lennox. I guess given that, if that was only one, even if there was only one, would that skew the information that is passed on for reporting purposes? Just in this one case, let's say the information does come out and is passed on that would not... with this case or if there were other ones like that, would that then indicate that the information being provided would be inaccurate as opposed to what was actually happening? Mr. Lennox.

Mr. Lennox: Thank you, Mr. Chairman. One of the things that are critical in order to get a handle on the total amount of loans that are indeed outstanding, you need some assurance that the system is complete. What I'm not quite sure on in that particular one, for example, would have, I assume it is not in the \$4 million that's quoted for the amount outstanding that would be an example that one would be missed. I think the maybe the question should go to the department, with respect to that particular one.

That's the kind of issues that arise if a loan is not included in the system. If it's not

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ግብይቱ (ግብይቱ): የዚህ ዓይነት ጥያቄዎች ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ። ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ። ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ። ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ።

ጥያቄ (ግብይቱ): የዚህ ዓይነት ጥያቄዎች ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ። ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ። ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ። ለሌሎችም ማረጋገጫ ስርዓቶች ሊገኙ ይችላሉ።

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in the grant system as well as the primary loan. So there are students that access both avenues.

We'll be working very hard with our Arviat staff as well. So if there is any outstanding information that we need, we will seek from the Arviat office. Like I said, this is a major priority for us to look at our loans files and to be able to address the concerns.

We've worked with the Department of Justice already in posing questions to them, with respect to a lot of the loans questions in terms of, what's the statute of limitations for the collection of loans, if we had determined wrong interest payments? What are our options in possible release for students?

So there are a number of outstanding that we have. We are working with the Department of Justice, but this is one of our main priority areas. (interpretation) Thank you, Mr. Chairman.

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

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

In envisioning the work this \$4 million is quite a large sum of money. If you look at approximately 15 years now the individual who owes money, how many years do they have to owe money before they are forgiven of their loan? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We have asked that

ለኒውዎርክ ሲቲ ብሔራዊ ስብሰባ ላይ ለጠቅላይ ሚኒስትር ጋራ ገቢ ለማግኘት ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል። ለዚህም ማድረግ ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል። ለዚህም ማድረግ ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል።

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ልማት (ጋንታጋሪ): ፊት ለፊት ለሚገኙ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል። ለዚህም ማድረግ ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል።

ሌሎች: ፊት ለፊት ለሚገኙ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል። ለዚህም ማድረግ ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል።

ሌሎችም ለሚገኙ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል። ለዚህም ማድረግ ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል። ለዚህም ማድረግ ለሚችሉ ጥሩ የሆኑ ሰብሰቢዎች ለማግኘት ማድረግ ይቻላል።

I can't comment specifically on what we're going to be doing right now. I have to wait for each of the reviews to take place on every loan file, and then we will break them up by which ones can we collect and which ones we can't collect with that respect.

So we will be able to provide a more in-depth answer once the review of all 600 student loan files have been completed. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I guess one thing that Mr. Lennox pointed that it's right in the regulations on which interest rate is to be used and a different one was used. I'm just wondering if there's an explanation as to how or why that happened because it seems like it's very clear in the regulations of where it should come from, and why a different one was used. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't have an answer for that right now. I would have to go back and ask as to why that was done. I'd also have to have staff look at the student loans manager to make sure that that's not the rate that was entered in the beginning. So I don't know if it's from an IT aspect, or whether it was on human error. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Here we have some that have been identified here in her report.

I am just wondering if the department has let those individuals know that their files were incorrect, or if they've been since corrected. Ms. Okpik.

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