Standing Committee on Oversight of Government Operations and Public Accounts

Report on the Review of the 2019 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on
Support for High School Students and Adult Learners

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Introduction

The 2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners was tabled in the Legislative Assembly on June 4, 2019.

The Standing Committee on Oversight of Government Operations and Public Accounts held a hearing on the Auditor General’s report from September 25 to September 26, 2019. The standing committee’s hearing was televised live across the territory and was open to the public and news media to observe from the Visitors’ Gallery. The transcripts from the standing committee’s hearing may be downloaded from the Legislative Assembly’s website.

During the hearing, staff from the Office of the Auditor General of Canada appeared before the standing committee and senior officials from the Department of Education, Nunavut Arctic College and the Department of Family Services also appeared as witnesses on behalf of the Government of Nunavut.

In 2013, the Auditor General of Canada conducted an audit on Education in Nunavut. That report contained a number of recommendations to the Department of Education. The department did develop an Education Act Implementation Work Plan and its progress in achieving some of the objectives listed in that work plan can be followed in its subsequent Annual Reports which were tabled in March of 2018 for the 2014-2015 and 2015-2016 annual years and, more recently, the Annual Report for 2016-2017 which was tabled on March 4, 2019. While the Office of the Auditor General’s 2019 report is not a direct follow-up to its 2013 report, it was noted that a number of issues identified in the 2013 report were still ongoing.

Also following the 2013 report, a standing committee of the Legislative Assembly conducted a review of the Education Act as mandated within the statute. Additionally, a bill proposing amendments to the Education Act was introduced during the Legislative Assembly of Nunavut’s Fourth Assembly, but did not pass. Currently, Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act, is currently before the Standing Committee on Legislation. This review of the 2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners does not address these initiatives.

The Auditor General’s 2019 report is based on a wide scope audit covering the activities of three different departments or entities and addressing the needs of both youth and adults who are at very different stages of the learning process. As noted by the Assistant Auditor General during the hearing, despite examining differing and distinct circumstances faced by high school students and adult learners, the audit provides an overview of the government’s overall success in providing educational opportunities and supports to Nunavummiut as it progresses towards meeting the obligation of Article 23 of the Nunavut Agreement which is to have a Nunavut workforce that is reflective of the Inuit population of Nunavut.

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Observations and Recommendations

Issue: Government of Nunavut Action Plans

The 2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners contained a total of 12 specific recommendations. These were formally responded to by the entities in the report:

• Department of Education: 9 recommendations
• Nunavut Arctic College: 2 recommendations
• Department of Family Services: 1 recommendation

The responding entities formally agreed to all twelve of the Auditor General’s specific recommendations. The Government of Nunavut submitted an updated response just prior to its appearance before the standing committee during the televised hearing. (Attached as an addendum to this report.) A number of the responses indicated that work towards addressing some of the Auditor General’s recommendations would be initiated in upcoming academic or fiscal years.

Standing Committee Recommendation #1:

The standing committee recommends that the Government of Nunavut provide annual stand-alone updates to the Legislative Assembly on specific actions taken to implement the recommendations contained in the 2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners.

The standing committee further recommends that the Department of Education and Nunavut Arctic College include in their Annual Reports updates on specific initiatives undertaken to address the recommendations contained in the 2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners as well as such information as detailed statistics on drop out rates and the results of assessments conducted, the use of Nunavut Arctic College facilities to provide Nunavut Arctic College funded courses during the evenings, weekends and summer periods, and detailed statistics on the number of College graduates who succeed in gaining employment in their chosen field of study.

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Issue: Departmental Collaboration

While each department or entity audited by the Office of the Auditor General in the 2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners has distinct responsibilities with respect to the supports and services it provides to Nunavummiut, some overlap does exist with respect to the client populations served by each entity.

The Department of Education has responsibility for Kindergarten to Grade 12 School Operations which leads to the graduation of High School students. The Department of Education also has an Advanced Education division for adult learning, including the Pathway to Adult Secondary School program which provides an option for adults to obtain their High School diploma, as well as developing such programs as those which focus on training educators like Student Support Assistants.

The Department of Family Services’ Career Development division develops and implements plans which focus on career and labour market training in order to meet the needs within Nunavut’s labour force, and also provides program development in such areas as apprenticeship. Currently, the Department offers two types of funding programs to support further education: the Financial Assistance for Nunavut Students (FANS) who are attending post-secondary education institutions, and the Adult Learning and Training Support (ALTS) for clients participating in non-post-secondary training programs. Nunavut High School graduates as well as youth who have progressed through the school system without graduating and adults are potential candidates for training opportunities as well as for funding supports.

Nunavut Arctic College offers adult learning opportunities from core Adult Basic Education programs, to delivering the Pathway to Adult Secondary School program, to a number of accredited post-secondary degree programs, including in the field of education. Again, Nunavut High School graduates as well as youth who have progressed through the school system without graduating and adults are potential candidates for ongoing education options delivered by Nunavut Arctic College.

During the course of the hearings, a number of opportunities were identified for departmental or College representatives to conduct outreach activities to guide and inform youth and adults of further education and training opportunities following graduation and, potentially, recruit candidates into programs leading to employment within Nunavut’s labour force.

Standing Committee Recommendation #2:

The standing committee recommends that the Government of Nunavut, in its response to this report, indicate what what actions have been taken to date to improve collaboration between government departments and Nunavut Arctic College to provide guidance and support to both High School students and Adult Learners to further assist them in progressing towards post-secondary and employment opportunities;

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The standing committee further recommends that the Government of Nunavut, in its response to this report, clarify what barriers exist that prevent interdepartmental collaboration;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a summary of where shared areas of responsibility exist between the Deaprtments of Education and Familiy Services and Nunavut Arctic College;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a rationale for why the Financial Assistance for Nunavut Students division is being transferred to the department of Education from the Department of Family Services.

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Issue: Supports for High School Students

During the course of the hearing a number of specific issues were identified with respect to supports for High School students.

Members repeatedly raised the issue of providing opportunities for alternative learning and graduation paths for students. The potential for providing such courses as hands-on programs, pre-trades training, work place training and other non-academic learning options was highlighted. It was noted that providing a greater variety of learning options as well as delivering specialized programs could be an effective means to incentivize youth to stay in school as well as broadening the options they may consider for future careers or employment.

Testimony from witnesses during the hearings revealed that very few high schools across Nunavut had dedicated guidance counsellors and that career planning by students was often not completed. Best practices from other jurisdictions were discussed, including an initiative underway in the NWT to establish a mobile team of guidance counsellors who will travel to provide career planning support to students in different high schools across the territory. Members also discussed school staffing issues and it was noted that the Department of Education is considering laddering opportunities for school staff to access training to be able to take on the guidance counsellor role.

Standing Committee members expressed a number of concerns with the Department of Education’s current methodology for determining staffing levels in Nunavut community schools. Suggestions included re-evaluating the department’s formula for determining staff numbers at schools to take into account student enrolment data instead of attendance data as well as reconsidering whether certain staff members, such as principals, vice-principals or guidance counsellors, should be included when determining the student educator ratios in each school.

Committee members also expressed concerns regarding the Department of Education’s assessment activities. It was noted that departmental assessments currently seem to focus on identifying areas where individual students may require adjustments to succeed in school instead of determining whether students have achieved the specific learning goals of a specific grade level before being promoted to the next level of schooling. Members noted that the overall results of the department’s grade-specific assessments are not made available through such public documents as the department’s annual reports. Given that student preparedness to progress from Grade 9 into the higher level grades was identified as one of the factors determining whether a student could successfully complete Grade 10 and, ultimately, to graduate, some Members were of the view that the department’s assessment policies should be reviewed.

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Standing Committee Recommendation #3:

The standing committee recommends that the Government of Nunavut, in its response to this report, address what options and related timelines are being considered to deliver alternative or multiple graduation options for High School students across Nunavut;

The standing committee further recommends that the Government of Nunavut, in its response to this report, indicate what specific options for hands-on or pre-trades training are being considered for future delivery in Nunavut’s schools;

The standing committee further recommends that the Government of Nunavut, in its response to this report, indicate what specific hands-on or pre-trades training have been delivered in Nunavut’s schools, including such information as what partnerships have been established to deliver hands-on and pre-trades courses and how much funding has been allocated to hands-on and pre-trades courses;

The standing committee further recommends that the Government of Nunavut, in its response to this report, state its position on re-introducing a revised version of the Nunavut Early Apprenticeship Training (NEAT) program in Nunavut schools;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a breakdown of the anticipated costs of establishing a food program in all of Nunavut’s schools including the costs associated with staffing and space allocation in order to support students to stay in school;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a breakdown of what specific activities are being undertaken in order to improve school attendance and encourage students to stay in school;

The standing committee further recommends that the Government of Nunavut, in its response to this report, clearly explain why current school funding formulas are based on attendance data and not enrolment data and what alternatives school funding formulas are being considered;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a cross-jurisdiction summary of how school funding formulas are determined in other jurisdictions across Canada;

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Issue: Supports for Adult Learners

During the course of the hearing, a number of specific issues were identified with respect to supports for Adult Learners.

Members are in full support of efforts being made by the Department of Family Services to conduct further outreach to clients and divert them away from Income Assistance programs and provide encouragement and promote alternatives that lead to training and employment. It was noted that funding and benefits for clients registered under the Adult Learning and Training Support program can be significantly higher than funding and benefits received under the Income Assistance program. Concerns were raised that Income Assistance clients were not always receiving the same supports to undertake training courses as other adult learners. Testimony from witnesses during the hearings indicated that efforts are underway to better integrate client information from both the Income Assistance and the Adult Learning and Training Support programs to better identify ways to support individual clients and their families.

Standing Committee expressed some concern with respect the low number of Adult Basic Education core programs being delivered at the community level and the lack of opportunities for adult learners to access the programming necessary to successfully complete the Pathways for Adult Secondary School requirements to obtain a High School diploma.

It should be noted that just prior to the Standing Committee hearing, a cabinet press release announced that the Funding for Nunavut Students program (FANS) would be returned to the jurisdiction of the Department of Education. When the Auditor General’s audit was being conducted, the FANS program was under the jurisdiction of the Department of Family Services.

Standing Committee Recommendation #4:

The standing committee recommends that the Government of Nunavut, in its response to this report, indicate what consideration has been given to providing financial support for adult learners taking Adult Basic Education core programs;

The standing committee further recommends that the Government of Nunavut identify and act to remove barriers that prevent adult learners from accessing learning opportunities;

The standing committee further recommends that the Government of Nunavut, in its response to this report, describe what financial assumptions are preventing the allocation of dedicated core funding for the delivery of Adult Basic Education core programs including the costs of staffing, space and programming and indicate what the actual cost of delivery of Adult Basic Education Core programs would be.

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The standing committee further recommends that the Government of Nunavut consider providing more options for part-time adult learners with the addition of evening courses, summer courses and other alternative program delivery options;

The standing committee further recommends that the Government of Nunavut ensure that all Community Learning Centres have enough space to adequately accommodate community needs;

The standing committee further recommends that the Government of Nunavut strengthen the linkages between Income Support programs and the delivery of Adult Basic Education programs;

The standing committee further recommends that the Government of Nunavut provide real alternatives to the Income Support program to adults in Nunavut’s communities;

The standing committee further recommends that Nunavut Arctic College enhance its outreach activities by displaying its promotional videos in Income Support offices in order that Income Support clients may be informed of College programs while they wait for their appointments with the Income Support Worker.

Issue: Commitments to provide information

During the course of the hearings, representatives from Department of Education, Nunavut Arctic College and the Department of Family Services all made a number of commitments to provide additional information to the Standing Committee.

Standing Committee Recommendation #5:

The standing committee recommends that the Government of Nunavut provide the Standing Committee with the information items that were committed to during the course of the hearing on September 25 and 26, 2019, at the earliest opportunity.

The Government of Nunavut’s Updated Responses
to the Report of the Auditor General of Canada to the Legislative Assembly of Nunavut
on Support for High School Students and Adult Learners September 20, 2019

Recommendation
#

OAG Recommendation GN Response Given Update to GN Response

31

The Department of Education
should develop and implement
a strategy that specifies the
actions that it and other
partners will take to help
students graduate from high
school and transition to post-
secondary education and
employment.

Agreed. In the 2019–20 fiscal year, the Department of Education will develop a 10-year strategic plan. Strategies to help students successfully graduate and transition from high school will be included within this plan. Project planning for this began in fall 2018.

Work continues on the development of a 10-year
Department-wide Strategic Plan for the Department of Education.

The strategic plan will be developed in collaboration with our partners, stakeholders, students and staff to ensure we identify and implement the key strategic issues that will improve education in Nunavut.

The strategic planning process is expected to be complete by the end of the 2019-20 school year.

In spring 2018, the Department staffed a new position, within the Advanced Education Division. The focus of this position is to support the transition of adult learners either from high school, post-secondary education, or the labour market.

The Adult and Post-Secondary Education Coordinator’s responsibilities include identifying and assessing the supports needed to make the pursuit of post-secondary training more accessible.

The current focus of the Coordinator is strengthening the Pathway to Adult Secondary School (PASS) program, including reviewing the program for possible inclusion of work placements and cooperative education opportunities.

32

The Department of Education
should take steps to improve the
quality of attendance data.

Agreed. In 2012, the Department of Education began implementing the Student Information System (SIS) to standardize and improve the quality of student data that the Department can access. Data entry is generally done by school staff, with additional support provided remotely by divisional staff. The reliability and accuracy of data entry is impacted by staff vacancies and turnover.

The Department of Education continues to improve the implementation of the Student Information System (SIS). The Department now has the ability to provide targeted video training to staff about the system.

The Department has developed and is implementing online training modules and system manuals for school office administrators, secretaries, and teachers, to ensure that all key users receive training on how to use, and enter data into, the SIS. This support helps to streamline the data-entry process and builds capacity within staff to ensure the overall quality of student data.

The Department recently hired two new staff within its Information Technology division, who will offer increased training support at the school level.

A number of different training sessions will be offered throughout the 2019-20 school year, including those on tracking accurate attendance data targeted towards principals, teachers, and school administrative staff.

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Recommendation
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OAG Recommendation GN Response Given Update to GN Response

38

The Department of Education
should develop and carry out a
strategy to recruit and retain staff
in schools and throughout the
Department. The strategy should:
be based on a needs analysis,
identify and address the
conditions that discourage
working as a teacher in Nunavut,
and identify deliverables and
related timelines and resources.

The Department should
periodically assess the
effectiveness of its strategy and
take corrective action as
required.

Agreed. In the 2019–20 fiscal year, the Department of Education will develop a 10-year teacher retention and recruitment strategy. Project planning for this strategy development began in fall 2018.

The department will be collaborating with a number of stakeholders to develop the comprehensive 10-year Educator Retention and Recruitment Strategy.
The strategy will take a three-pronged integrated approach to improve retention and recruitment:

1. Short-term needs of recruiting and retaining educators
2. Longer-term goal of sustainable development for Inuit and Inuktut-speaking educators
3. Sustainable retention strategies to keep Nunavut educators in teaching roles.

All three approaches will be developed and acted upon simultaneously.

39

The Department of Education
should develop specific actions to
encourage students to enrol in
post-secondary education
programs that would lead to
positions in the Department.

Agreed. The 10-year teacher retention and recruitment strategy being developed in the 2019–20 fiscal year will incorporate actions to encourage students to enrol in post-secondary programs that could lead to careers in the Department of Education.

As the 10-year Educator Retention and Recruitment Strategy is being developed, the Department continues to reach out to Nunavut high school students with information packages promoting careers in education.

GN and Coalition of Nunavut District Education Authorities representatives attended several career fairs and northern trade shows to promote the teaching profession in the territory and throughout Canada.

The Department will assist students to explore a variety of possibilities for post-secondary training by entering into partnerships that will incorporate hands-on learning opportunities through practicums, work experience, job shadowing, and co-op learning. The Department supports Take Your Kids to Work Day.

The Department is exploring alternative scheduling scenarios, offering more support to students and employers embarking on work experience. These scenarios will be tested this fall in two Nunavut high schools.

2019 Take Your Kids to Work Day has been scheduled for Wednesday, November 6, 2019.

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Recommendation
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OAG Recommendation GN Response Given Update to GN Response

44

The Department of Education
should complete its policies and
guidelines on student
assessment and implement them.
It should also complete and
implement the draft directive for
school staff on the steps they can
take to improve student
performance and to further
reduce the gap between
classroom marks and end-of-year
standardized exams.

The Department of Education’s student assessment and reporting policy, framework, and handbook aim to provide guidelines on how to assess students for success and achieve consistency and reliability in assessment practices across Nunavut schools.

The Department has a draft student assessment and reporting policy that is being reviewed following feedback from the Coalition of Nunavut District Education Authorities, which recommended that the Department revise the policy to further reflect Inuit Qaujimajatuqangit. The Department has commenced the reviewing process and the document will be ready for the 2020–2021 school year.

The Manager of Student Assessment position, vacant since March 2018, was filled in August 2019.

Along with the Assessment, Evaluation and Reporting Policy, a framework and handbook are being developed for school staff. The framework, policy and handbook will be ready for implementation in the 2020-21 school year.

The Department will continue its efforts to reduce the gap between end-of-year standardized departmental exams and classroom marks for Grade 12 English.

The process for the development of the Department of Education’s 10- year Department-wide strategic plan is underway and will focus on student success, of which performance on standardized exams is a crucial measure.

Beginning in the 2019-20 school year, the Alberta diploma exam for Nunavut students will be offered twice a year, with two additional opportunities for re-sits added. These additional opportunities to take the diploma exam will offer flexibility and help support student success.

Recognizing the connection between a responsive, welcoming, and safe learning environment and student achievement, the Department is working toward increasing the success rates in the standardized exams through the development of a safe and caring school framework. This framework aims to create a teaching and learning
environment that promotes a sense of achievement among students and educators, thus leading to higher success rates.

The Nunavut Inclusive Education Framework includes the two pillars of Safe and Caring Schools and Student Success.

The Safe and Caring Schools Framework is being finalized during the 2019-20 school year; it will provide guidelines in keeping with Inuit Qaujimajatuqangit principles. The Student Assessment, Evaluation and Reporting Framework, Policy and Handbook will be completed during the 2019-20 school year.

These frameworks will outline processes in schools to foster Tunnganarniq which is required to enhance student strengths, address student needs, and put appropriate resources in place to reduce the gap between classroom marks and end-of-year standardized exams.
Over the next two years, the Department intends to have data analysis systems in place so that policy decisions are informed by data.

Work continues to make full use of the information gathered through SIS, including meaningful analysis of relevant data.

The Department will also initiate the review process of the School Operations Directive: Review of Marks Differential Directive (2013).

Work to initiate the review process of this directive will begin in the 2019-20 school year with the aim to implement the proposed directive in the 2020-21 school year.

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OAG Recommendation GN Response Given Update to GN Response

47

The Department of Education
should complete and implement
its directive and its delivery plan
on distance learning.

Agreed. The Department of Education is finalizing the distance learning directive for students registered in Nunavut Kindergarten to Grade 12 schools for the 2019– 2020 academic year. This directive clarifies the process for students, parents, principals, and district education authorities. It has simplified the process to access distance learning for parents and students.

The Kindergarten-Grade 12 Distance Learning Directive is complete.

The directive clarifies and simplifies the enrollment and reimbursement process for distance learning courses.

The Department will make an effort to initiate the process of developing a delivery plan for distance learning through a collaborative process involving several divisions. The delivery plan will further support implementation.

With the completion of the directive, a comprehensive Distance Learning Delivery Plan is being created for release in the 2020-21 school year.

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The Department of Education
should ensure that high school
students are getting advice on
academic and career options and
that students complete career
and program plans. The
Department should also provide
training and support materials to
school staff on how to give
students career advice.

Agreed. The completion of the career and program planning process is mandatory at Grade 9 and embedded into Aulajaaqtut courses at grades 10 and 11. Schools that have undergone a high staff and administrative turnover may not be following the mandate. To assist schools to better support students in career exploration, course selection, and involving parents in these life choices, the Department of Education will work with Regional School Operations administrators to ensure that school
administrators and staff are aware of the career program planning process and have accounted for this in their Long Range / Year Plans to undertake this process with their students. This data will be used to inform the school’s Education Program Plan (EPP).

To further enhance opportunities for career planning, the Department of Education is currently reviewing the career and program planning process for grades 7, 8, and 9.

The department is also considering developing further training for school staff in this area.

The Department will complete the staffing for the
Curriculum Development Division Transition Team, so that initiatives such as Take Your Kids to Work Day, career fairs, and links to preparing students for a successful life after high school are available to all students.

In summer 2019, the Department of Education filled 2 of the 3 positions on its Curriculum Development Division Transition Team to support students in times of transition, including graduation paths, post-secondary training, and employment.

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Recommendation
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OAG Recommendation GN Response Given Update to GN Response

55

Nunavut Arctic College should
inform high school students about
the various academic programs it
offers and ensure that it keeps
information on its programs and
admission requirements clear
and up to date.

Agreed. The Minister responsible for the Nunavut Arctic College and the Board of Governors have directed the College to see how it can begin to address these gaps. The College has recently begun to overhaul its website and has posted an updated program schedule for the 2019–2020 academic year. The maintenance of a digital presence for the purpose of communicating information with the public is an iterative process, and the College will continue to update and improve its website content for the purpose of providing current and clear information to the public. The College has received additional funding for these activities.

During the winter sitting of the Legislative Assembly (February–March 2019), additional base funding was appropriated for the College with the express purpose of creating a marketing, communications, and recruitment team. This team will include a divisional manager,
promotional materials specialist, and two strategic
recruitment coordinators. This funding will be available to the College on 1 April 2019, and the College is already preparing to fill those positions as soon as possible.

The College acknowledges that, due to the size of the territory, some marketing activities will need to remain with individual faculties, divisions, or frontline staff in the communities. As such, the additional expertise of the headquarter division along with the supplemental funding for marketing materials and activities is intended to augment existing activities and help build capacity where necessary, rather than completely centralizing recruitment operations.

The College recognizes the need to inform high school students and mature learners of the academic programs being offered in both the campus communities as well as the community learning centres, and is committed to improving how it communicates and markets its programs and course offerings to Nunavummiut.

The College has recruited staff in our Communications, Marketing and Recruitment division. We now have a Communications Manager, a Promotional Material Specialist and a Recruitment Specialist. The main goal of this division is to utilize marketing campaigns and recruitment outreach activities to increase awareness and understanding of available programs support, as well as increase levels of enrollment through-out the territory. This team will work closely with the Community Learning Centers, campuses, faculty, front-line staff and interested stakeholders to help increase our reach to Nunavummiut across the territory.

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OAG Recommendation GN Response Given Update to GN Response

59

The Department of Education
should, in collaboration with other
departments and partners,
increase students’ access to
opportunities for hands-on
learning, including work
placements or cooperative
education options.

Agreed. The Curriculum Development Division Transition Team in the Department of Education is tasked with increasing awareness of hands-on learning opportunities to staff, students, and parents. The Transition Team will engage partners to ensure that academic and experiential learning opportunities are tied to program planning, course selection, and career pathways.

The Transition Team will review existing barriers limiting the ability of schools to offer hands-on learning opportunities such as work experience and cooperative learning.

The Department worked with external stakeholders to support experiential learning initiatives in spring 2019, including the Nunavut Health Careers Camp held in Iqaluit, and the Iniuniit Career Fair held in Baker Lake.
The Transition Team and the Iqqaqqaukkaringiq Team will review the former Nunavut Early Apprenticeship Training (NEAT) program, to see whether an updated plan for high school students to begin apprenticeship training early can or should be implemented.

The review work is intended to begin during 2019-20 school year.

The Department is also considering how the Pathway to Adult Secondary School Graduation program (PASS) can incorporate work placements and cooperative education options.

The recently hired Adult and Post-Secondary Education Coordinator position is currently reviewing the PASS program for possible inclusion of work placements and cooperative education opportunities to allow adult learners to explore a variety of possibilities for post-secondary training and employment.

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The Department of Education
should review the requirements
needed to obtain a high school
diploma through the Pathway to
Adult Secondary School
Graduation program (PASS) and
determine whether alternative
requirements for obtaining a
Nunavut high school diploma
should be established for adult
learners.

Agreed. The Department of Education is reviewing the requirements needed to obtain a high school diploma through the PASS program. The Department had identified a policy gap for the program wherein it cannot currently issue a high school diploma to graduates of the PASS program unless they have 100 credits.

To address this issue, the Department commissioned a review of the PASS program in April 2018 to identify the policy gaps and offer recommendations for addressing them. While this circumstance has not occurred (to date, all PASS graduates have thus far been issued high school diplomas), the Department has identified the potential for this situation to occur while this policy gap exists.

The Department is currently working on addressing this policy gap so that all graduates of the PASS program can be issued high school diplomas. The Department expects to have this policy gap resolved by the spring of 2019.

A Request for Ministerial Decision formalizing the program’s seven-course graduation requirement was approved in July 2019.

The Department of Education is now collaborating with Nunavut Arctic College to design and implement a directive that will outline the procedures for staff to follow when issuing the secondary school diploma to those who complete the program’s seven-course graduation requirement, which includes the graduation-level course from each of the five general strands and two additional courses at the 30 (Grade
12) level.

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OAG Recommendation GN Response Given Update to GN Response

94

Nunavut Arctic College should
ensure that it collects information
on program applicants
consistently and uses it to inform
decisions such as when and
where to offer adult literacy and
academic upgrading programs.
The College should also ensure
that relevant information is
shared among partners involved
in supporting adult learners, such
as the Department of Education
and the Department of Family
Services.

Agreed. During the 2018–2019 academic year, the Nunavut Arctic College moved up the schedule of
community assessments, which are reports annually collected by College staff in communities and are used to drive determination of which programs are delivered in which community. This enabled College staff to determine upcoming programs in a timelier manner, so that
information could be provided to the public earlier than previously possible.

The College also recognizes a need for more quantitative information to play a role in determining program deliveries at campuses and community learning centres. The College is currently in the midst of implementing a new Student Information System which will allow the College to more easily collapse data into aggregate reports to inform decision making.

The College will initiate, in the upcoming academic year, discussions with the Advanced Education Division of the Department of Education on how the College and the Department can align each organization’s respective information for the purpose of decision making on when and where to offer adult literacy and upgrading programs.

The College will also make an effort to initiate the creation of an ongoing working group of stakeholder departments involved in supporting adult learners, such as the
Department of Education, the Department of Family Services, and potentially the new Department of Human Resources.

The College continues to make strides in this area on different fronts. For example, our College and Distance Learning program continues to engage Nunavummiut in conversations about learner needs in their community. They have streamlined the process for community feedback on program requests, through their Community Needs Assessment.

The College continues to update its website with up-to-date information and material and are working to have information also available in Inuktut and French on the website. We are also working to improve our Student Information System (SIS). The College has recently hired an IT strategic Advisor, and Systems Analyst to help lead the finalization of the SIS project, as well as manage a digitization and reporting project. We believe this work will vastly improve our ability in sharing relevant data to stakeholders, thereby allowing for informed decisions to be made on the strategic direction in academic upgrading, adult literacy and long-term program planning.

The Government of Nunavut’s Updated Responses
to the Report of the Auditor General of Canada to the Legislative Assembly of Nunavut
on Support for High School Students and Adult Learners September 20, 2019

Recommendation
#

OAG Recommendation GN Response Given Update to GN Response

95

The Department of Family
Services should review its
financial aid programs to ensure
that there are no unintended
barriers to adult learners wishing
to upgrade their education.

Agreed. The Department of Family Services is presently reviewing its financial aid programs to ensure that they meet the needs of Nunavummiut. The Department anticipates implementing minor changes in September 2019. Major changes are subject to approval by the Legislative Assembly of Nunavut.

The Department has prepared an analysis of the gaps in financial aid programs using administrative data and student feedback and submitted a business case detailing proposed funding measures to address those gaps.

Operational directives are being revised to address some of the potential barriers uncovered during the Department’s review of post-secondary student supports.

The review of post-secondary student supports took place between October 2018 and July 2019.

Phase 1 – Collection of comparative information from other Canadian jurisdictions on the type and amount of support available to students.

Phase 2 – Interviews with FANS staff about the feedback they receive from students on the type and amount of support provided by FANS.

Phase 3 – Analysis of administrative data to determine if FANS support is meeting the actual costs of tuition, books and fees.

Phase 4 – Creation of models of living costs incurred by students studying in the North and the South.

Phase 5 – Preparation and costing of recommendations to address the most significant shortfalls in student supports

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Bureau du ministre David Joanasie

October 25, 2019

Hon. John Main, MLA
Chair, Standing Committee on
Oversight of Government Operations and Public Accounts
Legislative Assembly of Nunavut
Iqaluit, NU
X0A 0H0

Re: Standing Committee Review on the 2019 OAG Report on Support for High School Students and Adult Learners

Dear Mr. Main:

Thank you for allowing my department to appear and respond to questions during the Standing Committee on Oversight of Government Operations and Public Accounts’ review of the 2019 Auditor General’s Report on Support for High School Students and Adult Learners. During the two day review, members of the Standing Committee posed a number of questions to which my department committed to providing additional information at the earliest opportunity. Please find below our responses to those questions organized by topic.

Comparing Skills and Abilities of Nunavut Students to other Jurisdictions

During the review, Committee members were interested to know how the department compares the level of skills and abilities of Nunavut students to those of students from other jurisdictions. Members further wanted to know if the skills and abilities of students educated in Nunavut were better or the same as students in other jurisdictions in order to ensure that our students are receiving the same level of education as other Canadian students.

The department participates in the Council of Ministers of Education’s Assessment Committee. This committee provides a national forum through which the department can compare assessments of students across Canada and remain up to date on current and effective assessment practices for both northern and southern students.

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Nunavut students have been achieving gains in educational attainment from the period between 2006 and 2016. According to 2016 Census data, almost 7 in 10 Inuit aged 25
to 64 had completed a high school diploma or equivalency certificate in 2016, up from under 6 in 10 in 2006. During the same time period, Inuit also made gains in postsecondary education at every level. In 2016, 10.9% of Inuit aged 25 to 64 had a bachelor's degree or higher, up from 7.7% in 2006. The percentage of Inuit who obtained a college diploma also increased, rising from 18.7% to 23.0% over this period. The department will continue its efforts to improve educational outcomes for Nunavut students.

School Drop-out Rates

Committee members were interested in understanding how long the department has been tracking the true number of drop-outs in the territory and requested the dropout rates be shared with the Standing Committee from as far back as possible.

Statistics Canada calculates drop-out rates for provinces and territories using Labour Force Survey Data of individuals aged 20 to 24 who have not obtained a high school diploma, and are not enrolled in school. The only dropout rate Statistics Canada reported for Nunavut is for the years 2007- 2010, and was 50%. However, this figure does not take into account those individuals who return, or plan to return to school, or those who pursue a secondary school diploma through other pathways, such as the Pathway to Adult Secondary School Graduation Program. In 2012, The Aboriginal Peoples Survey estimated that 15% of Inuit return to school to complete their high school studies.

While the department does not directly measure dropout rates, we recognize the importance of keeping students engaged and in school to maintain attendance and support graduation. The department has been increasingly focusing our resources on student engagement and re-engagement. The department is working on several initiatives to support attendance and family engagement, including development of a Registration and Attendance Policy Tool Kit to support DEAs in developing and implementing community specific registration and attendance policies. My department also works to support family engagement, and plans to launch a new family engagement website in early 2020. The new website will include resources for students,

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parents, and teachers to support life-long learning, and strengthen our ability to help our children grow.

Take our Kids to Work Day

Committee members also expressed an interest in the work my department has been
doing to support Take Our Kids to Work Day. Our department has been participating in
Take Our Kids to Work Day since 2012. Over the last several years, the department’s Communications Division, together with the Curriculum Development Division, have been working to increase awareness of Take Our Kids to Work day by distributing information resources and posting on social media. Take Our Kids to Work Day in 2019 is scheduled for Wednesday, November 6th.

School Positions and Qualifications

Committee members further requested a list of all positions in the school and the qualifications needed for each position. Appendix A of this letter includes a detailed breakdown of this information. The positions have been separated by Nunavut Teachers Association (NTA) positions, whose qualifications are set by the Education Act and those positions which are not part of the NTA such as student support assistants and custodial workers. The Department is currently exploring options to standardize the qualifications for the non-NTA positions to improve quality and simplify hiring practices.

Distance Learning – Language Courses

Committee members requested information about the availability of language courses through distance learning. There are several language courses available through distance learning. The current course list includes English courses such as English as a Second Language and Language Arts courses; French; German; Japanese; and Spanish. Currently, the department provides funding for students to enrol in distance learning courses through third party providers. Unfortunately, at this time no third-party providers are offering Inuktitut language courses online.

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The complete list of courses currently offered through distance learning is attached to
this letter in Appendix B. The language courses have been highlighted in yellow for your convenience.

Guidance Counsellors

Committee members also raised questions concerning guidance counsellors. Specifically, the Committee wanted to know if the number of guidance counsellors in the territory has been increasing over the years or if it has remained constant.

Provision of guidance counsellors in schools is based on a decision to assign a guidance counsellor position from the school’s overall teaching quota. The decision is made by the school team, in consultation with the DEA. Most schools do not have guidance counselors because they choose to use their teachers in classrooms to provide as many course options as possible to students.

The number of guidance counsellors in each school can vary by year to year. Schedule C, attached to this letter lists the guidance counsellors available in Nunavut since May 2014.

Student Educator Ratio

Committee members also raised questions concerning the student educator ratio, which is used by the department to allocate teachers to each school. The current student educator ratio formula fluctuates from year to year as enrollment and student attendance changes. These fluctuations create challenges for staffing and staff housing. Further, the current formula does not include all school staff positions, which has led to an inequitable distribution of some positions, such as Student Support Assistants and Language Specialists.

For these reasons, the department is developing a revised formula to capture all school staff positions and ensure a more consistent and equitable distribution of staff across schools. In 2021-22, the department will be putting forward options to improve the current formula. While additional details cannot be provided at this time, the department

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is committed to improving how it allocates resources to ensure that we are meeting the needs of Nunavut’s students.

Weighting of Classroom and Exam Marks

In response to the Committee’s question regarding the weighting of final exams, Nunavut uses Alberta’s curriculum for our grade 12 courses. In the 2015-16 school
year, Alberta Education changed their curriculum and the weighting of students’ final marks from 50 percent course work and 50% departmental exams (50/50) to 70 percent course work and 30 percent departmental exams (70/30).

Both in Alberta and Nunavut concerns were raised regarding the 'heavily weighted' exams in the 50/50 model. Since this change, the school mark provided by the teacher plays a larger role in the final mark of the student. This ensures that the student receives more credit for their on-going school work and the teacher evaluation that occurs throughout the school year.

Multiple Options

Finally, Committee members inquired about the status of the Multiple Options initiative which the department was exploring in 2013. Multiple Options was a career pathway program developed to offer the opportunity for high school students to work towards a specific career pathway through tailored courses aimed at particular fields.

The Multiple Options program was intended to be implemented in 2013, and was piloted in several high schools across the territory. Limitations to program implementation, particularly related to capacity and availability of skilled instructors, led to a change in direction of career pathway support for students.

While the Multiple Options program was never fully implemented, some schools are using material developed for the program to support their students in choosing a path following graduation. Currently, Nunavut students are supported in their career path choices through Aulajaaqtut, a mandatory course for graduation, which contains specific

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Appendix A – Department of Education – School Positions and Qualifications

Position Title Bargaining
Group Educational Requirements

Vulnerable Sector
Check/ Criminal
Record Check

Principal NTA Bachelor of Education Required

Teacher NTA Bachelor of Education Required

Student Support
Teacher NTA Bachelor of Education Required

Learning Coach NTA Bachelor of Education Required

Language Specialist NTA Bachelor of Education Required

Student Support
Assistant NEU

Completion of Adult Basic
Education equivalent to
Grade 12 or higher

Required

School Community
Counsellor NEU

Completion of Adult Basic
Education equivalent to
Grade 12 or higher

Required

Secretary NEU

Office Procedures course at
NAC or Grade 10 equivalent
2 years related work
experience

Required

Custodial Worker NEU No Specific Educational
Requirements Required

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Appendix B – Available Distance Learning Courses

Course Name Subject Grade
Aboriginal Studies 30 SSN3154 12
Accounting Cycle 1 FIN1020 10
Accounting Cycle 1 FIN1020 10
Accounting Cycle 2 FIN1030 10
Accounting Cycle 2 FIN1030 10
Accounting Prep FIN1015 10
Accounting Prep FIN1015 10
AGR Project A AGR1910 10
AGR Project A AGR1910 10
AGR Project B AGR2910 11
AGR Project B AGR2910 11
Agriculture Safety AGR3000 12
Agriculture Safety AGR3000 12
Art 10 FNA1400 10
Art 10 FNA1400 10
Art 10 FNA1400 10
Art 10 FNA1400 10
Art 10 FNA1400 10
Art 10 FNA1400 10
Art 20 FNA2400 11

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Art 20 FNA2400 11
Art 30 FNA3400 12
Art 30 FNA3400 12
Art 7 7310 07
Art 7 7310 07
Art 8 8310 08
Art 8 8310 08
Bible A 7660 07
Bible A - Christian 7660 07
Bible B 8660 08
Bible B - Christian 8660 08
Bible C 9660 09
Bible C - Christian 9660 09
Biologie 30 SCN3230 12
Biology 20 SCN2231 11
Biology 20 SCN2231 11
Biology 20 SCN2231 11
Biology 30 SCN3230 12
Biology 30 SCN3230 12
Biology 30 SCN3230 12
Business in the Canadian Economy MAM3020 12
Business in the Canadian Economy MAM3020 12
Business in the Global Marketplace MAM3030 12

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Business in the Global Marketplace MAM3030 12
Business in the Global Marketplace MAM3030 12
Cake & Pastry FOD2040 11
Cake & Pastry FOD2040 11
Career and Life Management - Human

Sexuality PED0770 10

Career And Life Management - Human
Sexuality PED0770 10

Career And Life Management - No
Sexuality PED0770 10

Career and Life Management - No

Sexuality PED0770 10

Chemistry 20 SCN2796 11
Chemistry 20 SCN2796 11
Chemistry 20 SCN2796 11
Chemistry 30 SCN3796 12
Chemistry 30 SCN3796 12
Chemistry 30 SCN3796 12
Chimie 30 SCN3796 12
Coaching 1 REC2120 11
Coaching 2 REC3120 12
Companion Animals AGR2045 11
Companion Animals AGR2045 11
Computer Science Introduction to Coding CSE1110 10
Contemporary Baking FOD1020 10
Contemporary Baking FOD1020 10

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Control Systems 1 ELT1080 10
Control Systems 1 ELT1080 10
Creating Accessories 1 FAS1060 10
Creating Accessories 1 FAS1060 10
Creating Home Decor FAS2110 11
Creating Home Decor FAS2110 11
Creative Baking FOD3030 12
Creative Baking FOD3030 12
Creators Of Fashion FAS3070 12
Creators of Fashion FAS3070 12
Criminal Law LGS3080 12
Criminal Law LGS3080 12
CTF Robotics 1 7170 07
CTF Robotics 2 8170 08
CTF Robotics 3 9170 09
Cultural Fashions FAS3080 12
Cultural Fashions FAS3080 12
Database 1 INF1050 10
Digital Presentation INF1070 10
Digital Presentation INF1070 10
Digital Technology NET1010 10
Distributing Goods & Services MAM3050 12
Distributing Goods & Services MAM3050 12

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E-Learning & Learning Management
Systems COM1255 10

E-Learning & Learning Management
Systems COM1255 10

Electro-Assembly 1 ELT1010 10
Electro-Assembly 1 ELT1010 10
ELT Project A ELT1910 10
ELT Project A ELT1910 10
Employment Law LGS2020 11
Employment Law LGS2020 11
English 10-1 ELA1105 10
English 10-1 ELA1105 10
English 10-1 ELA1105 10
English 10-2 ELA1104 10
English 10-2 ELA1104 10
English 10-2 ELA1104 10
English 10-4 KAE1780 10
English 20-1 ELA2105 11
English 20-1 ELA2105 11
English 20-1 ELA2105 11
English 20-2 ELA2104 11
English 20-2 ELA2104 11
English 20-2 ELA2104 11
English 20-4 KAE2780 11

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English 30-1 ELA3105 12
English 30-1 ELA3105 12
English 30-1 ELA3105 12
English 30-2 ELA3104 12
English 30-2 ELA3104 12
English 30-2 ELA3104 12
English 30-4 KAE3780 12
English as a Second Language 10-Level 2 ESL1121 10
English as a Second Language 10-Level 3 ESL1122 10
English as a Second Language 10-Level 4 ESL1123 10
English as a Second Language 10-Level 5 ESL1125 10
Environmental Law LGS2030 11
Environmental Law LGS2030 11
ESL Placement Exercise 09
Études sociales 10-1 SST1771 10
Études sociales 10-1 SST1771 10
Études sociales 20-1 SST2771 11
Études sociales 20-1 SST2771 11
Études sociales 30-1 SST3771 12
Études sociales 30-1 SST3771 12
Études sociales 30-2 SST3772 12
Études sociales 30-2 SST3772 12
Études sociales 9 PAT9155 09

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Études sociales 9 PAT9155 09
Experimental Psychology 30 SSN3171 12
Experimental Psychology 30 SSN3171 11
Family Law LGS2010 11
Family Law LGS2010 11
FAS Project A FAS1910 10
FAS Project A FAS1910 10
FAS Project B FAS2910 11
FAS Project B FAS2910 11
FAS Project C FAS2920 11
FAS Project C FAS2920 11
Fashion Illustration 1 FAS1000 10
Fashion Illustration 1 FAS1000 10
Fashion Illustration 2 FAS2000 11
Fashion Illustration 2 FAS2000 11
Fashion Illustration 3 FAS3000 12
Fashion Illustration 3 FAS3000 12
Fast & Convenience Foods FOD1050 10
Fast & Convenience Foods FOD1050 10
FIN Project A FIN1910 10
FIN Project A FIN1910 10
FIN Project C FIN2920 11
FIN Project C FIN2920 11

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FOD Project A FOD1910 10
FOD Project A FOD1910 10
FOD Project B FOD2910 11
FOD Project B FOD2910 11
FOD Project D FOD3910 12
FOD Project D FOD3910 12
Food Basics FOD1010 10
Food Basics FOD1010 10
Food Presentation FOD3060 12
Food Presentation FOD3060 12
FOR Project B FOR2910 11
FOR Project B FOR2910 11
Forensic Science Studies 35 (5 cr) LDC3754 12
Forensic Science Studies 35 (5 cr) LDC3754 12
Forensic Science Studies 35 (5 cr) LDC3754 12
Forensic Studies 25 LDC2569 11
Forensic Studies 25 LDC2569 11
Forensic Studies 25 LDC2569 11
Forensic Studies 35 (3 cr) LDC3569 12
Forensic Studies 35 (3 cr) LDC3569 12
Forensic Studies 35 (3 cr) LDC3569 12
Forest Ecology in Regions of Canada FOR1020 10
Forest Ecology in Regions of Canada FOR1020 10

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Forest Protection & Stewardship FOR2010 11
Forest Research & Development FOR3080 12
Forest Research & Development FOR3080 12
Forest Use & Protection FOR1100 10
Forest Use & Protection FOR1100 10
Forestry Protection & Stewardship FOR2010 11
Forests & Society FOR1010 10
Forests & Society FOR1010 10
Foundations for Training 1 REC1040 10
Foundations for Training 1 REC1040 10
Foundations for Training 2 REC2040 11
Foundations for Training 2 REC2040 11
French 10-3Y FSL1093 10
French 10-3Y FSL1093 10
French 10-3Y FSL1093 10
French 20-3Y FSL2093 11
French 20-3Y FSL2093 11
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French 30-3Y FSL3093 12
French 30-3Y FSL3093 12
French 30-3Y FSL3093 12
French 4 4350 04
French 5 5350 05

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French 6 6350 06
French 7 7350 07
French 8 8350 08
French 9 9350 09
French Language Arts 10-1 FLA1304 10
French Language Arts 10-1 FLA1304 10
French Language Arts 10-2 FLA1132 10
French Language Arts 20-1 FLA2304 11
French Language Arts 20-1 FLA2304 11
French Language Arts 20-2 FLA2132 11
French Language Arts 30-1 FLA3304 12
French Language Arts 30-1 FLA3304 12
French Language Arts 30-2 FLA3132 12
French Language Arts 30-2 FLA3132 12
French Language Arts 9 PAT9101 09
French Language Arts 9 PAT9101 09
French Placement Exercise 09
Gardening AGR1055 10
Gardening AGR1055 10
General Psychology 20 SSN2172 11
General Psychology 20 SSN2172 11
General Sociology 20 SSN2176 11
General Sociology 20 SSN2176 11

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Bureau du ministre David Joanasie

German Language and Culture 10-3Y GER1315 10
German Language and Culture 10-3Y GER1315 10
German Language and Culture 10-3Y GER1315 10
German Language and Culture 20-3Y GER2315 11
German Language and Culture 20-3Y GER2315 11
German Language and Culture 30-3Y GER3315 12
German Language and Culture 30-3Y GER3315 12
Health 7 7130 07
Health 7 7130 07
Health 7 7130 07
Health 7 - Christian 7130 07
Health 7 - Christian 7130 07
Health 8 8130 08
Health 8 8130 08
Health 8 8130 08
Health 8 - Christian 8130 08
Health 8 - Christian 8130 08
Health 9 9130 09
Health 9 9130 09
Health 9 9130 09
Health 9 - Christian 9130 09
Health 9 - Christian 9130 09
Health Services Foundations HSS1010 10

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Health Services Foundations HSS1010 10
Homeschool Support 1 - 9 HS600 01
HSS Project B HSS2910 11
HSS Project B HSS2910 11
HSS Project C HSS2920 11
HSS Project C HSS2920 11
Indoor Plants AGR2095 11
Indoor Plants AGR2095 11
INF Project B INF2910 11
INF Project B INF2910 11
Injury Management 1 REC1020 10
Injury Management 1 REC1020 10
Introduction To Agriculture AGR1010 10
Introduction to Agriculture AGR1010 10
Introduction to Animal Basics AGR1040 10
Introduction To Animal Basics AGR1040 10
Introduction to System Scaffolding LDC1007 10
Introduction to System Scaffolding LDC1007 10
Japanese Language and Culture 10-3Y JLC1097 10
Language Arts 1 0101 01
Language Arts 1 0101 01
Language Arts 1 - Christian 0101 01
Language Arts 1-3 - Personalized Learning PL0405 01

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Language Arts 2 0201 02
Language Arts 2 0201 02
Language Arts 2 - Christian 0201 02
Language Arts 3 PAT0300 03
Language Arts 3 PAT0300 03
Language Arts 3 - Christian PAT0300 03
Language Arts 4 0405 04
Language Arts 4 0405 04
Language Arts 4 0405 04
Language Arts 4 - Christian 0405 04
Language Arts 4 - Christian 0405 04
Language Arts 4-6 - Personalized Learning PL0405 04
Language Arts 5 0505 05
Language Arts 5 0505 05
Language Arts 5 0505 05
Language Arts 5 - Christian 0505 05
Language Arts 5 - Christian 0505 05
Language Arts 6 PAT0600 06
Language Arts 6 PAT0600 06
Language Arts 6 PAT0600 06
Language Arts 6 - Christian PAT0600 06
Language Arts 6 - Christian PAT0600 06
Language Arts 7 7100 07

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Language Arts 7 7100 07
Language Arts 7 7100 07
Language Arts 7 - Christian 7100 07
Language Arts 7 - Christian 7100 07
Language Arts 7-9 - Personalized Learning PL0405 07
Language Arts 8 8100 08
Language Arts 8 8100 08
Language Arts 8 8100 08
Language Arts 8 - Christian 8100 08
Language Arts 8 - Christian 8100 08
Language Arts 9 PAT9100 09
Language Arts 9 PAT9100 09
Language Arts 9 PAT9100 09
Language Arts 9 - Christian PAT9100 09
Language Arts 9 - Christian PAT9100 09
Language Arts 9-4 PAT9104 09
Laptops & Peripherals NET2080 11
LGS Project B LGS2910 11
LGS Project B LGS2910 11
Local Area Networks NET2070 11
MAM Project D MAM3910 12
MAM Project D MAM3910 12
Mathematics 1 0106 01

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Mathematics 1 0106 01

Mathematics 1-3 - Personalized Learning PL0106 01

Mathematics 10-3 MAT1793 10

Mathematics 10-3 MAT1793 10

Mathematics 10-3 MAT1793 10

Mathematics 10-4 KAE1782 10

Mathematics 10C MAT1791 10

Mathematics 10C MAT1791 10

Mathematics 10C MAT1791 10

Mathematics 2 0206 02

Mathematics 2 0206 02

Mathematics 20-1 MAT2791 11

Mathematics 20-1 MAT2791 11

Mathematics 20-1 MAT2791 11

Mathematics 20-2 MAT2792 11

Mathematics 20-2 MAT2792 11

Mathematics 20-2 MAT2792 11

Mathematics 20-3 MAT2793 11

Mathematics 20-3 MAT2793 11

Mathematics 20-3 MAT2793 11

Mathematics 20-4 KAE2782 11

Mathematics 3 PAT0310 03

Mathematics 3 PAT0310 03

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Mathematics 30-1 MAT3791 12

Mathematics 30-1 MAT3791 12

Mathematics 30-1 MAT3791 12

Mathematics 30-2 MAT3792 12

Mathematics 30-2 MAT3792 12

Mathematics 30-2 MAT3792 12

Mathematics 30-3 MAT3793 12

Mathematics 30-3 MAT3793 12

Mathematics 30-3 MAT3793 12

Mathematics 31 MAT3211 12

Mathematics 31 MAT3211 12

Mathematics 4 0406 04

Mathematics 4 0406 04

Mathematics 4-6 - Personalized Learning PL0106 04

Mathematics 5 0506 05

Mathematics 5 0506 05

Mathematics 6 PAT0610 06

Mathematics 6 PAT0610 06

Mathematics 7 7110 07

Mathematics 7 7110 07

Mathematics 7-9 - Personalized Learning PL0106 07

Mathematics 8 8110 08

Mathematics 8 8110 08

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Mathematics 9 PAT9110 09
Mathematics 9 PAT9110 09
Mathematics 9-4 PAT9111 09
Mathématiques 10 Commun MAT1791 10
Mathématiques 10 Commun MAT1791 10
Mathématiques 20-1 MAT2791 11
Mathématiques 20-1 MAT2791 11
Mathématiques 20-2 MAT2792 11
Mathématiques 30-1 MAT3791 12
Mathématiques 30-1 MAT3791 12
Mathématiques 30-2 MAT3792 12
Meal Planning 1 FOD1040 10
Meal Planning 1 FOD1040 10
Milk Products & Eggs FOD2060 11
Milk Products & Eggs FOD2060 11
Music 10 FNA1424 10
Negligence Law LGS3040 12
Negligence Law LGS3040 12
NET Project B NET2910 11
NET Project B NET2910 11
NET Project C NET2920 11
NET Project C NET2920 -1
Network Media & Devices NET2040 11

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Network Media & Devices, Security NET3100 11
Network Protocols NET2060 11
Network Structures NET2030 11
Nurturing Children HSS2020 11
Nurturing Children HSS2020 11
Nutrition for Recreation Activities & Sport REC2010 11
Nutrition for Recreation Activities & Sport REC2010 11
Open System Interconnection NET2050 11
Personal Psychology 20 SSN2171 11
Personal Psychology 20 SSN2171 11
Photography - Introduction COM1205 10
Photography - Introduction COM1205 10
Physical Education 10 PED1445 10
Physical Education 10 PED1445 10
Physical Education 10 PED1445 10
Physical Education 10 PED1445 10
Physical Education 20 PED2445 11
Physical Education 20 PED2445 11
Physical Education 30 PED3445 12
Physical Education 30 PED3445 12
Physical Education 7 7160 07
Physical Education 8 8160 08
Physical Education 9 9160 09

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Physics 20 SCN2797 11
Physics 20 SCN2797 11
Physics 20 SCN2797 11
Physics 30 SCN3797 12
Physics 30 SCN3797 12
Physics 30 scn3797 12
Physique 30 SCN3797 12
Plant Propagation AGR1050 10
Plant Propagation AGR1050 10
Private Law LGS1010 10
Private Law LGS1010 10
Promotion - Sales Techniques MAM3040 12
Promotion - Sales Techniques MAM3040 12
Property Law LGS3010 12
Property Law LGS3010 12
Psychology - Abnormal 35 LDC3155 12
Psychology - Abnormal 35 LDC3155 12
Public Law LGS1020 10
Public Law LGS1020 10
Relationship Law LGS1030 10
Relationship Law LGS1030 10
Relationship Law - Rocky View School
Division No. 41 (A.1190) LGS1030 10

Religious Studies Koinonia 15 LDC1018 10

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Religious Studies Koinonia 15 LDC1018 10
Religious Studies Koinonia 25 LDC2018 11
Religious Studies Koinonia 25 LDC2018 11
Religious Studies Koinonia 35 LDC3018 12
Religious Studies Koinonia 35 LDC3018 12
Reproduction & Readiness for Parenting HCS3050 12
Reproduction & Readiness for Parenting HCS3050 12
Retail Accounting 1 FIN2020 11
Retail Accounting 1 FIN2020 11
Retail Accounting 2 FIN2030 11
Retail Accounting 2 FIN2030 11
Robotics 1 ELT1130 10
Robotics 1 ELT1130 10
Robotics Applications ELT1140 10
Robotics Applications ELT1140 11
Science 1 0108 01
Science 1 0108 01
Science 1 - Christian 0108 01
Science 1-3 - Personalized Learning PL0108 01
Science 10 SCN1270 10
Science 10 SCN1270 10
Science 10 SCN1270 10
Science 10-4 KAE1783 10

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Science 14 SCN1288 10

Science 14 SCN1288 10

Science 14 SCN1288 10

Science 2 0208 02

Science 2 0208 02

Science 2 - Christian 0208 02

Science 20 SCN2270 11

Science 20 SCN2270 11

Science 20 SCN2270 11

Science 20-4 KAE2783 11

Science 24 SCN2288 11

Science 24 SCN2288 11

Science 24 SCN2288 11

Science 3 0308 03

Science 3 0308 03

Science 3 - Christian 0308 -1

Science 30 SCN3270 12

Science 30 SCN3270 12

Science 30 SCN3270 12

Science 4 0408 04

Science 4 0408 04

Science 4 - Christian 0408 04

Science 4 - Christian 0408 04

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Science 4-6 - Personalized Learning PL0108 04

Science 5 0508 05

Science 5 0508 05

Science 5 0508 05

Science 5 - Christian 0508 05

Science 5 - Christian 0508 05

Science 6 PAT0640 06

Science 6 PAT0640 06

Science 6 PAT0640 06

Science 6 - Christian PAT0640 06

Science 6 - Christian PAT0640 06

Science 7 7140 07

Science 7 7140 07

Science 7 7140 07

Science 7 - Christian 7140 07

Science 7 - Christian 7140 07

Science 7-9 - Personalized Learning PL0108 07

Science 8 8140 08

Science 8 8140 08

Science 8 8140 08

Science 8 - Christian 8140 08

Science 8 - Christian 8140 08

Science 9 PAT9140 09

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Science 9 PAT9140 09
Science 9 PAT9140 09
Science 9 - Christian PAT9140 09
Science 9 - Christian PAT9140 09
Science 9-4 PAT9141 09
Service Rig Floorhand 15 LDC1239 12
Sewing Fundamentals FAS1030 10
Sewing Fundamentals FAS1030 10
Short-order Cooking FOD3070 12
Short-order Cooking FOD3070 12
Sketch, Draw & Model DES1010 10
Sketch, Draw & Model DES1010 10
Small Business Law LGS3050 12
Small Business Law LGS3050 12
Snacks & Appetizers FOD1030 10
Snacks & Appetizers FOD1030 10
Social Studies 1 0103 01
Social Studies 1 0103 01
Social Studies 1 - Christian 0103 01
Social Studies 1-3 - Personalized Learning PL0103 01
Social Studies 10-1 SST1771 10
Social Studies 10-1 SST1771 10
Social Studies 10-1 SST1771 10

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Social Studies 10-2 SST1772 10

Social Studies 10-2 SST1772 10

Social Studies 10-2 SST1772 10

Social Studies 10-4 KAE1781 10

Social Studies 2 0203 02

Social Studies 2 0203 02

Social Studies 2 - Christian 0203 02

Social Studies 20-1 SST2771 11

Social Studies 20-1 SST2771 11

Social Studies 20-1 SST2771 11

Social Studies 20-2 SST2772 11

Social Studies 20-2 SST2772 11

Social Studies 20-2 SST2772 11

Social Studies 20-4 KAE2781 11

Social Studies 3 0303 03

Social Studies 3 0303 03

Social Studies 3 - Christian 0303 03

Social Studies 30-1 SST3771 12

Social Studies 30-1 SST3771 12

Social Studies 30-1 SST3771 12

Social Studies 30-2 SST3772 12

Social Studies 30-2 SST3772 12

Social Studies 30-2 SST3772 12

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Social Studies 4 0403 04

Social Studies 4 0403 04

Social Studies 4 0403 04

Social Studies 4 - Christian 0403 04

Social Studies 4 - Christian 0403 04

Social Studies 4-6 - Personalized Learning PL0103 04

Social Studies 5 0503 05

Social Studies 5 0503 05

Social Studies 5 0503 05

Social Studies 5 - Christian 0503 05

Social Studies 5 - Christian 0503 05

Social Studies 6 PAT0650 06

Social Studies 6 PAT0650 06

Social Studies 6 PAT0650 06

Social Studies 6 - Christian PAT0650 06

Social Studies 6 - Christian 0603 06

Social Studies 7 7150 07

Social Studies 7 7150 07

Social Studies 7 7150 07

Social Studies 7 - Christian 7150 07

Social Studies 7 - Christian 7150 07

Social Studies 7-9 - Personalized Learning PL0103 07

Social Studies 8 8150 08

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Social Studies 8 8150 08
Social Studies 8 8150 08
Social Studies 8 - Christian 8150 08
Social Studies 8 - Christian 8150 08
Social Studies 9 PAT9150 09
Social Studies 9 PAT9150 09
Social Studies 9 PAT9150 09
Social Studies 9 - Christian PAT9150 09
Social Studies 9 - Christian PAT9150 09
Social Studies 9-4 PAT9152 09
Soups & Sauces FOD2070 11
Soups & Sauces FOD2070 11
Spanish Language and Culture 10-3Y SPN1345 10
Spanish Language and Culture 10-3Y SPN1345 10
Spanish Language and Culture 20 3Y SPN2345 11
Spanish Language and Culture 20-3Y SPN2345 11
Spanish Language and Culture 30-3Y SPN3345 12
Spanish Language and Culture 30-3Y SPN3345 12
Sport & Society REC3140 12
Sport & Society REC3140 12
Sport Psychology 1 REC1050 10
Sport Psychology 1 REC1050 10
Spreadsheet 1 INF1060 10

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Spreadsheet 1 INF1060 10
SuccessMaker (Grades 1-8) 1004 01
Telecommunications 1 NET2110 11
Textile Arts 1 FAS1190 10
Textile Arts 1 FAS1190 10
The Business Organization MAM3010 12
The Business Organization MAM3010 12
TOU Project B Career Exploration TOU2910 11
TOU Project B Career Exploration TOU2910 11
Tourism - Destination Management TOU3060 12
Tourism - Destination Management TOU3060 12
Tourism - The Attractions Industry TOU1070 10
Tourism - The Attractions Industry TOU1070 10
Tourism - The Tourism Sector TOU1010 10
Tourism - The Tourism Sector TOU1010 10
Visual Composition COM1005 10
Visual Composition COM1005 10
Word Processing 1 INF1030 10
Word Processing 1 INF1030 10
Workplace Safety Practices HCS3010 12
Workplace Safety Practices HCS3010 12
Workplace Safety Systems HCS3000 12
Workplace Safety Systems HCS3000 12

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Workstation Technology & Operations NET2020 11

World Geography 30 SSN3166 12

World Geography 30 SSN3166 12

Yeast Products FOD3040 12

Yeast Products FOD3040 12

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Appendix C – Guidance Counsellors in Nunavut Since 2014

Date Qikiqtani Kivalliq Kitikmeot Total

May 2014 1.5 (1 Iqaluit, 0.5 Pond Inlet)

2.5 (1 Arviat, 1 Rankin Inlet,

0.5 Naujaat) 0 4

May 2015 1.5 (1 Iqaluit, 0.5 Pond Inlet) 2 (1 Arviat, 1 Rankin Inlet) 0 3.5

May 2016 1.5 (1 Iqaluit, 0.5 Pond Inlet) 2 (1 Arviat, 1 Rankin Inlet) 0 3.5

May 2017 1 (1 Iqaluit) 1 (1 Rankin Inlet) 0 2

May 2018 2 (2 Iqaluit) 2 (1 Arviat, 1 Rankin Inlet) 1 (1 Cambridge Bay) 5

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᑭᐅᔾᔪᑎᖏᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐅᓂᒃᑳᓕᐊᖓᓂ ᕿᒥᕐᕈᔭᐅᔾᔪᑎᓄᑦ 2019-ᒥ ᐅᓂᒃᑳᖓᓐᓂ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᐊᖅᑎᒻᒪᕆᐅᑉ ᑲᓇᑕᒥ ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᕐᕕᐊᓄᑦ ᐃᑲᔪᖅᑕᐅᓂᖏᓐᓄᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ

ᒪᒃᐱᒐᖅ 1 ᒪᒃᐱᒐᕐᓂ 31

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᑭᐅᓂᖓ ᑲᑎᒪᔨᕋᓛᑦ ᐅᓂᒃᑳᓕᐊᖓᓂ ᕿᒥᕐᕈᔭᐅᔾᔪᑎᓄᑦ 2019-ᒥ ᐅᓂᒃᑳᖓᓐᓂ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᐊᖅᑎᒻᒪᕆᐅᑉ ᑲᓇᑕᒥ ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᕐᕕᐊᓄᑦ ᐃᑲᔪᖅᑕᐅᓂᖏᓐᓄᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐱᕕᖃᖅᑎᑕᐅᔪᓐᓇᕐᒪᑕ ᖁᔭᓕᕗᑦ ᑭᐅᔪᕕᖃᖅᑎᑕᐅᓗᑎᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᐊᑐᓕᖁᔭᐅᔾᔪᑎᐅᓚᐅᖅᑐᓂᑦ ᐅᓂᒃᑳᓕᐊᖓᓐᓂᑦ ᕿᒥᕐᕈᔾᔪᑎᖏᓐᓄᑦ 2019 ᐅᓂᒃᑳᑦ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᐊᖅᑎᒻᒪᕆᐅᑉ ᑲᓇᑕᒥ ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᕐᕕᐊᓄᑦ ᐃᑲᔪᖅᑕᐅᓂᖏᓐᓄᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ.

ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᐊᖅᑎᒻᒪᕆᐅᑉ ᑲᓇᑕᒥ ᖃᐅᔨᓴᖅᓯᒪᔭᖏᑦ ᐱᒻᒪᕆᐊᓘᒻᒪᑦ ᐱᓕᕆᔾᔪᑎᔅᓴᔪᓂᑦ, ᐊᒻᒪ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐊᖏᖃᑎᖃᖅᑐᑦ ᐊᑐᓕᖁᔭᐅᔾᔪᑎᖏᓐᓂᑦ ᐋᖅᑭᓱᖅᓯᒪᔭᖏᑦ ᑖᒃᑯᓇᓂ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ, ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐊᖏᖅᓯᒪᕗᑦ ᑲᑐᔾᔨᓂᒃᑯᑦ ᐱᓕᕆᖃᑎᒌᓐᓂᐊᖅᑐᑦ ᕿᒥᕐᕈᖃᑎᒌᓪᓗᑎᑦ ᐊᑐᓕᖁᔭᐅᔾᔪᑎᓂᑦ ᐊᒻᒪ ᐱᔨᑦᑎᕈᑎᖏᑦ ᐱᐅᓯᕚᓪᓕᖁᓪᓗᒋᑦ ᐊᒻᒪ ᐱᕕᖃᖅᑎᑕᐅᒃᑲᓐᓂᕐᓗᑎᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ.

ᑲᑎᒪᔨᕋᓛᓄᑦ ᐊᑐᓕᖁᔭᑦ #1:

ᑲᑎᒪᔨᕋᓛᑦ ᐊᑐᓕᖁᔨᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ ᐱᖁᔨᕗᑦ ᐊᕐᕌᒍᑕᒫᖅ ᐃᒻᒥᒃᑰᖓᔪᒥᑦ ᐅᓂᒃᑳᓕᐅᖃᑦᑕᕐᓗᑎᑦ ᑐᓴᖅᑎᑦᑎᔾᔪᑎᔅᓴᓂᑦ ᒪᓕᒐᓕᐅᕐᕕᒻᒧᑦ ᖃᓄᐃᓕᐅᖅᓯᒪᒻᒪᖔᑕ ᐊᑐᓕᖅᑎᑦᑎᓂᕆᔭᖏᓐᓂᑦ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᓂᑦ ᐱᓯᒪᔪᓂᑦ ᑖᒃᑯᓇᙵᑦ 2019 ᐅᓂᒃᑳᑦ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᐊᖅᑎᒻᒪᕆᐅᑉ ᑲᓇᑕᒥ ᐃᑲᔪᖅᑕᐅᓂᖏᓐᓄᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ.

ᑭᐅᔭᐅᓂᖓ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᖁᔭᓕᕗᑦ ᐊᑐᓕᖁᔭᐅᔾᔪᑎᐅᔪᓂᑦ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᐊᖅᑎᒻᒪᕆᒃ ᑲᓇᑕᒥ ᐊᒡᓚᒡᕕᐊᓂᑦ ᓴᖅᑭᑎᑦᑎᒻᒪᑕ ᓇᓗᓇᐃᖅᓯᒪᔪᑦ ᐅᓂᒃᑳᓕᐊᕆᓯᒪᔭᖏᓐᓂᑦ ᐃᑲᔪᖅᑐᐃᓐᓂᕐᒥᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᑖᒃᑯᐊᓗ ᐊᑐᓕᖁᔭᓯᒪᔪᑦ ᑲᔪᓯᑎᑕᐅᔪᓐᓇᖁᓪᓗᒋᑦ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᔪᑦ. ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ ᑐᓴᖅᑎᑦᑎᖃᑦᑕᕐᓂᐊᖅᑐᑦ ᐱᕙᓪᓕᐊᓯᒪᓂᕆᔭᖏᓐᓂᑦ ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᕐᕕᐊᓄᑦ ᖃᓄᐃᓕᐅᖅᐸᓪᓕᐊᓕᕐᒪᖔᑕ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᓂᑦ ᐱᓕᕆᐊᕆᓯᒪᓕᖅᑕᖏᓐᓂᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᒻᒪᑕ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᓄᓇᕗᒻᒥ

ᒪᒃᐱᒐᖅ 2 ᒪᒃᐱᒐᕐᓂ 31

ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓪᓗ ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᓂᑦ ᐅᓂᒃᑳᓕᐊᖏᓐᓂᑦ ᐃᓚᓕᐅᔾᔨᖃᑦᑕᖁᔨᓪᓗᑎᑦ ᐱᓕᕆᐊᕆᓯᒪᔭᖏᑦ ᖃᓄᐃᑦᑑᒻᒪᖔᑕ ᑖᒃᑯᐊ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᑦ ᒪᓕᓪᓗᒋᑦ ᓇᓗᓇᐃᖅᓯᓗᑎᑦ ᐅᖃᖅᑕᐅᓯᒪᔪᓂᑦ 2019 ᐅᓂᒃᑳᑦ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᐅᖅᑎᒻᒪᕆᒃ ᑲᓇᑕᒥ ᐃᑲᔪᖅᑐᐃᓐᓂᕐᒧᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐱᖃᓯᐅᑎᓗᒋᑦ ᑐᑭᓯᔾᔪᑎᔅᓴᑦ ᓈᓴᖅᑕᐅᓯᒪᔪᑦ ᓄᖅᑲᖃᑦᑕᖅᑐᑦ ᐊᒥᓲᓂᖏᑦ ᐊᒻᒪ ᖃᓄᐃᔅᓯᒪᓕᕐᒪᖔᑕ ᖃᐅᔨᖅᑕᐅᔾᔪᑎᓯᒪᔪᑦ, ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᓂᖏᑦ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᓂᕆᕙᑦᑕᖏᑦ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᓄᑦ ᐅᓐᓄᒃᑯᑦ, ᐱᓇᓱᐊᕈᓯᐅᓪᓗ ᓄᙳᐊᓂ ᐊᒻᒪ ᐊᐅᔭᐅᑎᓪᓗᒍ, ᐊᒻᒪ ᓈᓴᖅᑕᐅᓯᒪᔪᓂᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥ ᐱᔭᕇᖅᓯᖃᑦᑕᖅᑐᑦ ᐃᖅᑲᓇᐃᔮᖅᑖᖅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᓂᖏᓐᓄᑦ ᓂᕈᐊᒐᕆᓯᒪᔭᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᑦ.

ᑭᐅᔭᐅᓂᖓ:

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓪᓗ ᐃᓚᓕᐅᔾᔪᖃᑦᑕᕐᓂᐊᖅᑐᑦ ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᓄᑦ ᐅᓂᒃᑳᓕᐊᖏᓐᓂᑦ ᖃᓄᐃᓕᐅᖅᐸᓪᓕᐊᓯᒪᒻᒪᖔᑕ ᐱᓕᕆᐊᖃᖅᑎᓪᓗᒋᑦ ᑖᒃᑯᓇᙵᑦ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᓂᓄᐊᖅᑎᒻᒪᕆᒃᑯᑦ ᑲᓇᑕᒥ ᑎᑎᕋᕐᕕᖓᓐᓂᑦ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᓂᑦ, ᐊᒻᒪ ᖃᐅᔨᓴᖅᑕᐅᓯᒪᓕᖅᑐᑦ ᖃᓄᐃᓐᓂᕆᔭᖏᓐᓂᑦ (ᑭᒡᓕᖃᕐᓗᑎᑦ ᐊᑐᖅᑕᐅᖁᔭᐅᔪᓂᑦ ᑐᑭᓯᒋᐊᕈᓐᓇᕐᓂᕐᒧᑦ ᐊᒻᒪ ᓴᐳᑎᔭᐅᓯᒪᓂᖏᓐᓄᑦ ᑲᓐᖑᓇᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᖁᔭᕐᒥᑦ), ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᐅᓐᓄᒃᑯᑦ, ᐱᓇᓱᐊᕈᓯᐅᑉ ᓄᙳᐊᓂ ᐊᒻᒪ ᐊᐅᔭᒃᑯᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᕙᑦᑐᓂᑦ.

ᓄᖅᑲᖅᐸᒃᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥᑦ ᐊᒥᓲᓂᖏᑦ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓂᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 12-ᒧᑦ, ᑲᓇᑕᒥᑦ ᑭᒡᓕᓯᓂᐊᖅᑎᒃᑯᑦ ᓈᓴᐃᓯᒪᕗᑦ ᓄᖅᑲᖅᐸᒃᑐᑦ ᐊᒥᓲᓂᖏᓐᓂᑦ ᑲᓇᑕᒥᑦ ᒐᕙᒪᐃᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓂᑦ ᐃᖅᑲᓇᐃᔭᕈᓐᓇᖅᑐᓂᑦ ᖃᐅᔨᓴᕈᑎᐅᓯᒪᔪᓂᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᑯᓂᑦ ᐃᓄᖕᓄᑦ ᐅᑭᐅᓕᖕᓂᑦ 20−ᒥᑦ 24−ᒧᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᙱᑦᑐᑦ, ᐊᑎᖃᖃᑕᐅᓐᓇᑎᓪᓗ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ

ᐅᓂᒃᑳᓕᐅᕈᓐᓇᖅᑐᑦ ᑖᒃᑯᓂᖓ ᓈᓴᖅᑕᐅᓯᒪᓗᑎᑦ, ᑭᓯᐊᓂᓕ, ᑖᓐᓇ ᐃᓱᒪᒋᔭᖃᙱᑦᑐᖅ ᐃᓄᖕᓂᑦ ᐅᑎᖅᓯᒪᔪᓂᑦ, ᐅᑎᕈᒪᔪᓂᒡᓘᓐᓃᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ, ᑖᒃᑯᐊᓘᓐᓃᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᔪᑦ ᐊᓯᖏᑎᒍᑦ, ᓲᕐᓗ ᐊᖅᑯᑎ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᖕᓂᖏᓐᓄᑦ ᐱᔭᕇᕈᓯᐊᒧᑦ ᐱᓕᕆᓗᐊᒃᓴᒥᑦ.

ᓯᓚᑦᑐᓴᕐᕖᓪᓗ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᓂᖏᓪᓗ, ᓯᓚᑦᑐᓴᕐᕕᒃᑯᑦ ᐊᑐᐃᓐᓇᐅᒪᑦᑎᐊᕐᒪᑕ ᑕᒪᑐᐃᒥᖓ ᑐᑭᓯᑎᑦᑎᒋᐊᕈᑎᔅᓴᒥᑦ ᐅᓂᒃᑳᓕᐅᕈᓐᓇᕐᓗᑎᑦ ᐊᕐᕌᑕᒫᖅᓯᐅᑎᒥᑦ ᐅᓂᒃᑳᖏᓐᓂᑦ. ᐱᔾᔪᑕᐅᔪᑦ ᐊᔾᔨᒌᙱᑦᑐᑦ ᐊᒥᓱᑦ ᐃᑲᔪᖅᑐᐃᔾᔪᑕᐅᓂᐊᖅᑐᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᓂᕆᔭᖏᑕ ᑕᒪᒃᑯᐊ ᐃᓪᓗᖁᑎᖏᑦ ᓯᕗᓂᕆᐊᓂᐊᖅᑕᑎᓐᓂᑦ. ᐅᑯᓂᖓ ᐃᓚᖃᖅᑐᑦ: ᓄᓇᓕᓐᓂᑦ ᐱᔭᕆᐊᓖᑦ ᖃᐅᔨᓴᖅᑕᐅᔭᕆᐊᖃᖅᑐᑦ, ᐅᖃᐅᓯᖃᖅᓯᒪᔪᓂᑦ ᓄᓇᓕᓐᓂᑦ ᑐᔅᓯᕋᐅᑕᐅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑎᔅᓴᐃᑦ ᓄᓇᓕᒻᒧᑦ; ᑖᓐᓇᓗ ᖁᓕᓄᑦ−ᐅᑭᐅᓄᑦ ᖃᓄᖅᑑᕈᑎᐅᓪᓗᓂ ᐸᕐᓇᐅᑎ, ᓇᓗᓇᐃᖅᓯᓯᒪᔪᑦ ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥᐅᑦ ᖃᓄᐃᑦᑐᓂᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᓂᑦ ᓯᓚᑦᑐᓴᕐᕕᒻᒥᑦ

ᒪᒃᐱᒐᖅ 3 ᒪᒃᐱᒐᕐᓂ 31

ᐱᑕᖃᖁᔨᒻᒪᖔᑕ ᐸᕐᓇᐅᑎᖏᓐᓂᑦ ᓯᕗᓂᕆᓛᖅᑕᑎᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑕᐅᖃᑦᑕᕈᒫᖅᑐᓂᑦ. ᑭᖑᓪᓕᖅᐹᒥᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐱᓕᕆᖃᑎᖃᕐᓂᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᓐᓂᑦ ᐊᒻᒪ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᔨᐅᔪᓂᑦ ᐱᓕᕆᕝᕕᓐᓂᑦ ᕿᒥᕐᕈᖃᑎᒌᑦᑐᑦ ᖃᓄᖅ ᑲᑐᔾᔨᒋᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐊᒥᓲᓂᖅᓴᓂᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᓐᓇᖅᑐᓂᑦ ᓄᓇᓕᖕᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕕᓐᓂᑦ. ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᕿᒥᕐᕈᒋᐊᒃᑲᓐᓂᕈᒪᓪᓗᑎᑦ ᖃᓄᐃᓕᕆᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᖃᓄᑐᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᒋᖃᑦᑕᖅᑕᖏᓐᓂᑦ ᐱᒋᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᐱᓕᕆᖃᑎᖃᕐᓂᒃᑯᑦ ᓄᓇᕗᒻᒥ ᐱᓕᕆᕝᕕᖃᖅᑎᐅᔪᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᐅᖃᑦᑕᖅᑐᓂᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᕐᒥᓪᓘᓐᓃᑦ ᓄᓇᕗᒻᒥ ᓄᓇᓕᖏᓐᓂᑦ.

ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐱᕙᓪᓕᐊᑎᑦᑎᓂᕆᔭᖏᓐᓂᑦ ᑲᔪᓯᕙᓪᓕᐊᖏᓐᓇᖅᑐᓂᑦ ᓂᐅᕐᕈᑎᔅᓴᓕᕆᓂᕐᒥᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᔅᓴᓯᐅᕐᓂᕐᒥᑦ ᐊᒻᒪ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᓂᕐᒧᑦ ᐱᓕᕆᕝᕕᒻᒥᑦ. ᑖᓐᓇ ᐱᓕᕆᕝᕕᒃ ᑐᕌᒐᖃᖅᑎᑕᐅᒐᔭᕐᓗᓂ ᐱᓕᕆᐊᔅᓴᖏᓐᓂᑦ ᐱᕙᓪᓕᐊᑎᑦᑎᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᐅᖃᖅᑕᖅᓯᒪᔪᑦ ᐱᔭᕇᖅᓯᓯᒪᔪᓂᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᖃᑎᒌᒍᑎᒥᑦ . ᑕᒪᓐᓇ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓐᓂᑦ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᓂᖃᖅᑎᑦᑎᔾᔪᑕᐅᒐᔭᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᓯᓚᑦᑐᓴᕐᕕᒻᒦᒍᓐᓃᖅᑎᓪᓗᒋᑦ, ᓯᕗᓂᕐᒥᑦ ᑐᓴᕆᐊᒃᑲᓐᓂᕐᕕᖃᕈᑕᐅᖃᑦᑕᕋᔭᖅᑐᖅ ᐊᐱᖅᓱᖅᑕᐅᓗᑎᑦ ᖃᐅᔨᓴᕈᑎᒧᑦ ᑕᐃᓐᓇ ᐱᔭᕇᖅᓯᓯᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓯᓚᑦᑐᓴᕐᕕᒻᒥᑦ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᔾᔪᑎᐅᔪᖅ

ᐱᒋᐊᖅᑎᑕᐅᓯᒪᓕᖅᑎᓪᓗᒍ, ᐊᒻᒪ ᓯᓚᑦᑐᓴᕐᕕᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᓇᓃᓕᕐᒪᖔᑕ ᖃᐅᔨᒪᔾᔪᑕᐅᖃᑦᑕᕋᔭᖅᑐᖅ ᓯᓚᑦᑐᓴᕐᕕᒻᒦᒍᓐᓃᑎᓪᓗᒋᑦ.

ᑲᑎᒪᔨᕋᓛᓄᑦ ᐊᑐᓕᖁᔭᐅᔪᖅ #2:

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᒻᒪᑕᑲᑎᒪᔨᕋᓛᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ, ᐅᓂᒃᑳᓕᐊᖑᔪᖅ ᑖᓐᓇ ᐱᓪᓗᒍ, ᓇᓗᓇᐃᖅᓯᓯᒪᖃᑦᑕᕐᓂᐊᖅᑐᑦ ᖃᓄᐃᓕᐅᖅᓯᒪᓕᕐᓂᖏᓐᓂᑦ ᐅᓪᓗᒥᒧᑦ ᐱᐅᓯᕚᓪᓕᖅᑎᑦᑎᒍᑎᔅᓴᓄᑦ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖏᓪᓗ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᑲᑐᔾᔨᓯᒪᓂᖏᓐᓄᑦ ᑐᑭᒧᐊᖅᑎᑦᑎᓂᕆᔭᖏᓐᓂᑦ ᐃᑲᔪᖅᑐᐃᓂᒃᑯᑦ ᑕᒪᒃᑮᓐᓂᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓕᓂᐊᖅᑎᓂᑦ ᐊᒻᒪ ᐃᑲᔪᖅᑕᐅᒋᐊᒃᑲᓐᓂᕐᓗᑎᑦ ᐃᓕᓐᓂᐊᕆᐊᒃᑲᓐᓂᖁᓪᓗᒋᑦ ᐊᒻᒪ

ᐃᖅᑲᓇᐃᔮᖅᑖᖅᑎᑕᐅᔪᓐᓇᖁᓪᓗᒋᑦ;
ᑭᐅᔭᐅᓂᖓ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐃᓕᓴᖅᓯᓯᒪᔪᑦ ᐊᒥᓱᓂᑦ ᐋᖅᑭᒋᐊᕈᓐᓇᕐᕕᖃᕐᒪᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᓂᒃᑯᑦ ᐃᑲᔪᕈᑕᐅᔪᔅᓴᐅᓂᐊᕐᓗᓂ ᐃᓐᓇᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐊᒻᒪ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ.

ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐱᔭᔅᓴᓂᑦ ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ, ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ, ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᒃᑯᑦ ᐱᓕᕆᐊᔅᓴᓂᑦ ᑐᕌᖓᔪᓂᑦ ᐃᑲᕈᑎᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑐᕌᖓᔪᓂᑦ ᐱᓕᕆᐊᖃᖃᑕᖅᑐᑦ.

ᒪᒃᐱᒐᖅ 4 ᒪᒃᐱᒐᕐᓂ 31

ᑖᒃᑯᐊ ᐊᑕᓃᑦᑐᑦ ᓇᓗᓇᐃᖅᓯᔪᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᓯᒪᓕᖅᑐᓂᑦ ᐱᐅᓯᕚᓪᓕᖅᑎᑦᑎᓇᓱᐊᓐᓂᕐᒧᑦ ᑲᑎᔾᔨᖃᑎᒌᓐᓂᕆᖃᑦᑕᖅᑕᖏᓐᓂᑦ:

• ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᖃᑎᒌᑦᑐᑦ
ᐱᕙᓪᓕᐊᑎᑦᑎᓂᕐᒥᑦ ᑖᔅᓱᒥᖓ ᑐᕌᒐᖓᓐᓂᑦ ᐊᓯᔾᔨᕆᐊᖅᑕᐅᓯᒪᔪᒥᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒥᑦ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ
ᐃᓚᒋᔭᐅᖃᑕᐅᒻᒪᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒧᑦ ᐅᖃᐅᔾᔨᒋᐊᖅᑏᑦ ᑲᑎᒪᔨᖏᓐᓂᑦ ᑖᒃᑯᐊ ᑲᑎᒪᖃᑦᑕᖅᑐᑦ ᓈᒻᒪᓕᕋᐃᒻᒪᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ ᑲᑎᒪᔾᔪᑎᖃᖅᑐᑎᑦ, ᐃᓚᒋᔭᐅᓗᓂ ᖁᓕᕇᓕᖅᑎᔅᓯᒪᔪᒥᑦ ᐃᑲᔪᕈᑎᖃᕐᓂᐊᖅᑐᑦ ᐃᓯᖅᐸᓪᓕᐊᔪᓄᑦ ᐊᓂᕙᓪᓕᐊᔪᓄᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᓂᓕᕆᓂᕐᒥᑦ.

o ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᑲᑎᒪᖃᑎᖃᖃᑦᑕᖅᓯᒪᓚᐅᖅᑐᑦ ᐃᑎᓂᖅᓴᒥᑦ ᐱᓇᓱᐊᕈᒪᓪᓗᑎᑦ

ᑲᑎᒪᖃᑎᒋᔭᐅᓪᓗᑎᑦ ᓂᐅᕙᓐᓛᓐᒥ ᒥᒧᐊᕆᐅ ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᖓᓗ (ᑖᓐᓇ ᐱᓕᕆᖃᑎᒌᖑᓯᒪᔪᖅ ᓯᓚᑦᑐᓴᕐᕕᔾᔪᐊᖅ ᐊᓯᔾᔨᓱᖅᑕᐅᓚᐅᖅᑎᓪᓗᒍ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ) ᓯᕗᓪᓕᐅᔾᔨᓂᕆᓂᐊᖅᑕᖏᓐᓂᑦ
ᓴᖅᑭᑎᑦᑎᔪᒪᓪᓗᑎᑦ ᐊᖏᔫᑎᓂᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᒨᖓᔪᒥᑦ ᐊᒻᒪ
ᐱᕕᖃᖅᑎᑦᑎᔪᒪᓪᓗᑎᑦ ᐅᖃᕐᕕᔅᓴᖃᖅᑎᑦᑎᓂᕐᒥᑦ ᐋᖅᑭᐅᒪᓂᖓᑕ
ᐊᓯᔾᔨᖅᑕᐅᓂᖓ ᐃᓕᓐᓂᐊᕋᔅᓴᐅᑉ.

• ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐊᒻᒪᓗ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ

ᑲᑐᔾᔨᖃᑎᒌᒡᓗᑎᒃ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᖓᓐᓂᒃ, ᐱᕙᓪᓕᐊᑎᑦᓯᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᖅᑐᓕᕆᔨᒧᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᖅᑎᑦᑎᓂᖓᓂᒃ ᐱᓕᕆᐊᒃᓴᒥᒃ ᑲᔪᓯᑎᑦᓯᓂᕐᒥᑦ ᐱᑕᖄᓂᒃᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᖅᑐᓕᕆᔨᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᔪᓂᒃ ᐱᓕᕆᕝᕕᖕᒧᑦ. ᐱᒋᐊᙵᐅᑎᖏᑦ ᐱᓕᕆᐊᔅᓴᑦ ᐊᒻᒪ ᐊᐅᓚᑦᑎᓂᐅᔪᑦ ᖃᓄᐃᓕᐅᓂᕆᔭᔅᓴᖏᓐᓂᑦ ᑲᔪᓰᓐᓇᖅᑐᑦ.

• ᐊᐅᓪᓛᖅᑎᑕᐅᕙᓪᓕᐊᑎᓪᓗᒍ ᑖᓐᓇ ᑮᓇᐅᔭᑎᒍᑦ ᐃᑲᔫᑏᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ
ᐱᓕᕆᐊᖑᕙᓐᓂᖓ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ, ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓄᑦ ᑖᒃᑯᐊ ᐱᓕᕆᕝᕕᐅᔫᒃ ᒪᕐᕉᒃ ᑲᑐᔾᔨᓂᒃᑯᑦ ᐃᖏᕐᕋᓂᖃᑦᑎᐊᖁᓪᓗᒍ ᐊᐅᓪᓛᖅᑎᑕᐅᓂᖓ ᐱᓕᕆᐊᔅᓴᐅᑉ ᑲᒪᒋᔭᖃᖅᐸᓪᓕᐊᓯᒪᔪᑦ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑏᑦ ᓱᓕ ᐃᑲᔪᖅᑕᐅᖏᓐᓇᖁᓪᓗᒋᑦ ᐊᐅᓪᓛᖅᑎᑕᐅᑎᓪᓗᒍ.

• ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᑲᑎᒪᖃᑦᑕᖅᑐᑦ
ᑲᑎᒪᔭᕆᐊᖃᕐᓂᑕᒫᑦ ᐅᖃᖃᑎᒌᒍᑕᐅᓪᓗᓂ ᑖᓐᓇ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕌᓂᒍᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᕈᓐᓇᐅᑦ ᐱᓕᕆᐊᔅᓴᖅ. ᑖᓐᓇ ᕿᒥᕐᕈᓯᒪᒐᑦᑎᒍ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕌᓂᒍᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᕈᓐᓇᐅᑦ ᐱᓕᕆᐊᖅ ᑲᑐᑎᓪᓗᑎᒍ ᐊᒻᒪ ᐃᓄᐃᑦ ᐊᖑᑏᑦ ᖃᓄᒃᑲᓐᓂᖅ ᐃᓚᒋᔭᐅᒋᐊᒃᑲᓐᓂᖅᑎᑕᐅᔪᓐᓇᕐᒪᖔᑕ ᐃᓕᓐᓂᐊᕈᑎᒥᑦ ᐱᓕᕆᕙᓪᓕᐊᓯᒪᒻᒥᔪᒍᑦ. ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ

ᒪᒃᐱᒐᖅ 5 ᒪᒃᐱᒐᕐᓂ 31

ᐱᓕᕆᕝᕕᖓ ᓴᖅᑭᑎᑦᑎᔪᒪᒻᒪᑕ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᒻᒥᔪᑦ ᑎᑎᕋᕐᕕᒻᒥᑦ ᐅᖃᓕᒫᒐᕐᒥᑦ ᐊᑐᐊᖅᑕᐅᖃᑦᑕᕐᓂᐊᖅᑐᒥᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᔪᒥᑦ ᐊᑐᐊᒐᖏᓐᓂᑦ ᐊᒻᒪ ᐱᓕᕆᔾᔪᓯᕐᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕌᓂᒍᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᕈᓐᓇᐅᒻᒥᑦ.

• ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᕙᓪᓕᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᑲᑐᖃᑎᒌᖏᓐᓇᕐᒥᔪᑦ ᑖᓐᓇ ᐃᓕᓐᓂᐊᕋᔅᓴᖅ ᐱᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓪᓗᑎᒃ ᐱᓕᒻᒪᒃᓴᓂᕐᒧᑦ ᐱᓕᕆᐊᖅ. ᑖᓐᓇ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓪᓗᑎᒃ ᐱᓕᒻᒪᒃᓴᓂᕐᒧᑦ ᐱᓕᕆᐊᖅ ᐱᓇᓱᐊᕈᓯᕐᓄᑦ 14ᓄᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᖃᑦᑕᖅᑐᖅ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᓴᖅᑎᑕᐅᓪᓗᑎᑦ ᑖᒃᑯᐊ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓂᑦ ᐱᖃᑦᑕᖅᑐᓂᑦ ᐃᖅᑲᓇᐃᔭᕈᓐᓇᖅᓯᖁᓪᓗᒋᑦ.

• ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᕆᖃᑎᖃᕐᓂᒃᑯᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᖃᑦᑕᖅᑐᖅ ᑲᒪᒋᔭᐅᓪᓗᓂ ᐃᓕᓐᓂᐊᕋᔅᓴᖅ ᐊᒡᓚᕝᕕᓕᕆᔨᐅᓂᕐᒧᑦ. ᑖᓐᓇ ᐃᓕᓐᓂᐊᕋᔅᓴᖅ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐊᑐᐃᓐᓇᕈᖅᓴᐃᒍᑕᐅᖃᑦᑕᖅᑐᖅ ᓄᓇᕗᒻᒥᐅᓂᑦ ᐃᖅᑲᓇᐃᔮᖅᑖᕈᓐᓇᖁᓪᓗᒋᑦ ᓇᒻᒥᓂᖁᑎᒋᔭᐅᔪᓂᓪᓘᓐᓃᑦ ᐊᒻᒪ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖏᓐᓂᑦ ᒪᑯᓂᖓᓗ

ᑮᓇᐅᔭᓕᕆᓂᕐᒧᑦ ᑎᑎᕋᖅᑎ, ᐊᓪᓚᕝᕕᓕᕆᔨᒧᑦ ᐃᑲᔪᖅᑎ, ᐊᒻᒪ ᐊᓪᓚᕝᕕᓕᕆᔨᐅᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔮᔅᓴᓂᑦ. ᑖᓐᓇ ᐱᔭᕇᕈᓯᐊᖑᖃᑦᑕᖅᑐᖅ ᐱᕈᖅᐸᓪᓕᐊᕕᐅᖃᑦᑕᖅᑐᖅ ᐊᔪᕈᓐᓃᖅᓴᓂᕐᒥᑦ ᐱᑕᖃᕇᖅᑐᓂᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᕐᕕᐅᓪᓗᓂ ᐊᓪᓚᕝᕕᓕᕆᔨᐅᔪᓐᓇᕐᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᖅ.

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ, ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗᓂ, ᐊᒻᒪ ᓄᓇᒻᒥ ᓯᓚᑦᑐᓴᕐᕕᒃᑯᓪᓗ ᕿᒥᕐᕈᕙᓪᓕᐊᖏᓐᓇᕐᓂᐊᖅᑐᑦ ᐱᓕᕆᖃᑎᒌᒋᐊᒃᑲᓐᓂᕈᓐᓇᕐᓂᕆᔭᖏᓐᓂᑦ, ᐱᓗᐊᖅᑐᒥᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑭᙴᒪᒋᔭᐅᔪᓂᑦ ᐊᑐᐃᓐᓇᖃᖅᑎᑦᑎᓂᕐᒥᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᒻᒥᔪᑦᑕᐅᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑭᐅᓂᖃᖅᑎᓪᓗᒋᑦ ᐅᓂᒃᑳᕐᒥᑦ, ᓇᓗᓇᐃᔭᐃᓗᑎᑦ ᖃᓄᐃᑦᑐᓂᑦ ᐊᕝᕕᐊᕈᑎᖃᖃᑦᑕᕐᒪᖔᑕ ᐱᓕᕆᕝᕕᐅᖃᑎᒌᑦ ᐱᓕᕆᖃᑎᒌᒍᓐᓇᖏᔾᔪᑎᒋᖃᑦᑕᖅᑕᖏᓐᓂᑦ;

ᑭᐅᔭᐅᓂᖓ:

ᓄᓇᕗᑦ ᒐᕙᒪᖓ ᐃᓕᓴᕆᔭᖃᖅᑐᑦ ᐱᓂᐊᕐᕕᖃᑦᑎᐊᕈᒪᓂᕐᒧᑦ ᐱᓇᓱᐊᕋᓗᐊᖅᑎᓪᓗᒋᓪᓗ

ᑲᑐᔾᔨᖃᑎᒌᖕᓂᕐᒥᑦ ᐱᓕᕆᕝᕖᑦ ᐊᒻᒪ ᒐᕙᒪᒃᑯᑦ ᑎᒥᖁᑎᖏᑦ, ᐱᑕᖃᕐᒪᑦ ᐊᕝᕕᐊᕈᑎᐅᔪᓂᑦ ᑲᑐᔾᔨᖃᑎᒌᙱᒍᑕᐅᖃᑦᑕᖅᑐᓂᑦ ᐊᒻᒪ ᐊᐅᓚᑦᑎᔪᓐᓇᖏᔾᔪᑕᐅᔪᓂᑦ. ᐊᖏᓛᖑᓪᓗᓂ ᐱᔪᓐᓇᕐᕕᒋᔭᖏᑦ ᐊᓯᐊᑕ ᐱᓕᕆᕝᕕᒻᒥ ᐊᐅᓚᔾᔭᐃᔪᓐᓇᖏᒻᒪᑕ. ᑲᑐᔾᔨᖃᑎᒌᖕᓂᕐᒥᑦ ᐋᖅᑭᔅᓱᐃᓇᓱᓪᓗᓂ ᐃᓚᖓᒍᑦ ᐱᔭᕆᐊᑐᔫᔪᓐᓇᖅᑐᖅ ᐃᖅᑲᓇᐃᔮᑦ ᐊᔾᔨᒌᙱᓗᐊᕐᓂᖏᓐᓄᑦ

ᒪᒃᐱᒐᖅ 6 ᒪᒃᐱᒐᕐᓂ 31

ᑲᓱᖅᓯᒪᓂᖃᑦᑎᐊᖏᓐᓂᖏᓐᓄᑦ. ᐃᖅᑲᓇᐃᔮᑦ ᐃᓐᓄᑦᑕᐅᓯᒪᑎᓪᓗᒋᑦ ᐊᑕᑲᐃᓐᓇᔾᔮᖏᑦᑐᒧᑦ, ᐅᕙᓗ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᓯᔾᔨᖅᑕᐃᓐᓇᖃᑦᑕᑎᓪᓗᒋᑦ, ᑲᑐᔾᔨᖃᑎᒌᓐᓇᓱᐊᕋᓗᐊᖅᑎᓪᓗᒋ ᐱᔭᕆᐊᑐᔫᔾᔪᑕᐅᖃᑦᑕᖅᑐᖅ.

ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖏᓐᓃᑦ ᐅᕙᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕈᓐᓃᖅᓯᒪᔪᑦ ᓈᒻᒪᙱᒍᑕᐅᔪᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯ ᐃᓗᐊᓂ. ᓰᑎᐱᕆ 2019ᖑᑎᓪᓗᒍ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐃᖅᑲᓇᐃᔮᑦ ᐃᓐᓄᑦᑕᐅᓯᒪᖏᑦᑐᑦ ᐊᒥᓲᓂᖏᑦ 14%ᖑᓚᐅᖅᑐᑦ, ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ ᐃᖅᑲᓇᐃᔮᖏᑦ ᐃᓐᓄᔅᓯᒪᙱᑦᑐᑦ 23%ᖑᓚᐅᖅᑐᑦ, ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐃᖅᑲᓇᐃᔮᖏᑦ ᐃᓐᓄᔅᓯᒪᙱᑦᑐᑦ 36%ᖑᓚᐅᖅᑐᑦ.

ᑕᒪᒃᑯᐊᖑᒐᓗᐊᖅᑎᓪᓗᒋᑦ ᓈᒻᒪᓈᖅᓯᒪᙱᒍᑕᐅᕙᑦᑐᑦ, ᐱᓕᕆᕝᕖᓪᓗ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓪᓗ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᖏᓐᓇᕐᓂᐊᖅᑐᑦ ᑲᑐᔾᔨᖃᑎᒌᓪᓗᑎᑦ ᑖᒃᑯᐊ ᐃᑲᔪᕈᑕᐅᖃᑦᑕᕐᓂᐊᖅᑐᑦ ᑲᔪᓯᖁᓪᓗᒋᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᔪᑦᑕᐅᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑭᐅᔾᔪᑎᖓᓐᓂᑦ ᑖᔅᓱᒧᖓ ᐅᓂᒃᑳᒧᑦ, ᑲᑐᔾᔨᖃᑎᒌᓐᓂᕆᕙᑦᑕᖏᓐᓂᑦ ᐅᖃᐅᓯᖃᖁᔭᐅᓪᓗᑎᑦ ᑲᒪᒋᕙᑦᑕᖏᓐᓂᑦ ᑖᒃᑯᐊᓗ ᑲᑐᔾᔨᖃᑎᒌᖑᓪᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓪᓗ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓪᓗ;

ᑭᐅᔭᐅᓂᖓ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᐊᔅᓴᖓ, ᑐᕌᖅᑕᕗᑦ, ᓇᓗᓇᐃᖅᓯᓯᒪᔪᖅ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᑲᑐᔾᔨᖃᑎᒌᒍᑕᐅᔭᕆᐊᓕᓐᓂᑦ ᑖᒃᑯᓄᖓ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓄᓪᓗ. ᐅᑯᐊᖑᕗᑦ, ᐃᓚᖏᑦ ᐃᓗᓕᖃᖅᑐᑦ ᐅᑯᓂᖓ:

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ:

• ᑲᑐᔾᔭᐅᓗᓂ ᑎᑭᑕᐅᓇᓱᑦᑐᖅ: ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐱᓕᒻᒪᒃᓴᐃᖃᑦᑕᕐᓂᕐᓗ ᐅᐸᓗᖓᐃᔭᕈᑕᐅᓗᑎᒃ ᓄᑕᖅᑲᓄᑦ, ᒪᒃᑯᒃᑐᓄᑦ, ᐃᓐᓇᕐᓄᓪᓗ ᐃᓕᓐᓂᐊᖅᐸᒃᑐᓄᑦ ᐱᐅᔪᑎᒍᑦ ᐃᑲᔪᕈᓐᓇᕐᓂᐊᖁᓪᓗᒋᑦ ᓄᓇᒥᖕᓄᑦ ᐊᒻᒪ ᐊᑑᑎᖃᑦᑎᐊᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᕐᓂᐊᖁᓪᓗᒋᑦ.

• ᑲᑐᔾᔭᐅᓪᓗᓂ ᓇᓗᓇᐃᖅᓯᒪᔪᖅ ᓂᕆᐅᒋᔭᐅᔪᖅ ᖃᓄᐃᓐᓂᐊᕐᓂᖓ: ᐊᑭᑭᔾᔫᒥᔪᓂᑦ ᐸᐃᕆᕕᓐᓂᑦ ᐊᒻᒪ ᐱᔭᕐᓂᓂᖅᓴᐅᔪᒥᑦ ᐃᓯᖅᑎᑦᑎᔪᓐᓇᕐᓂᖅ ᐃᑲᔪᖅᑐᐃᔪᓂᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐊᒻᒪ ᐱᕙᓪᓕᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᓄᑕᕋᕐᓂᖅ ᐃᓕᓐᓂᐊᓕᓵᐸᓪᓕᐊᔪᓄᑦ.

ᒪᒃᐱᒐᖅ 7 ᒪᒃᐱᒐᕐᓂ 31

ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ:

• ᑲᑐᔾᔭᐅᓗᓂ ᑎᑭᑕᐅᓇᓱᑦᑐᖅ: ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐱᓕᒻᒪᒃᓴᐃᖃᑦᑕᕐᓂᕐᓗ
ᐅᐸᓗᖓᐃᔭᕈᑕᐅᓗᑎᒃ ᓄᑕᖅᑲᓄᑦ, ᒪᒃᑯᒃᑐᓄᑦ, ᐃᓐᓇᕐᓄᓪᓗ ᐃᓕᓐᓂᐊᖅᐸᒃᑐᓄᑦ
ᐱᐅᔪᑎᒍᑦ ᐃᑲᔪᕈᓐᓇᕐᓂᐊᖁᓪᓗᒋᑦ ᓄᓇᒥᖕᓄᑦ ᐊᒻᒪ ᐊᑑᑎᖃᑦᑎᐊᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᕐᓂᐊᖁᓪᓗᒋᑦ

• ᑲᑐᔾᔭᐅᓪᓗᓂ ᓇᓗᓇᐃᖅᓯᒪᔪᖅ ᓂᕆᐅᒋᔭᐅᔪᖅ ᖃᓄᐃᓐᓂᐊᖓ: ᓄᓇᓕᓐᓂᑦ
ᐊᔪᕈᓐᓃᖅᓴᕐᓂᕐᒧᑦ ᐱᕙᓪᓕᐊᑎᑦᑎᓂᖅ ᐊᒻᒪ ᓴᓇᔨᔅᓴᐅᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᖅ
ᑕᒪᓐᓇ ᑎᑭᑎᑕᐅᔭᕆᐊᓕᓐᓂᑦ ᓴᓇᔨᓂᑦ ᐊᒻᒪ ᐃᑲᔪᖅᑕᐅᔾᔪᑎᔅᓴᓂᑦ ᓄᖅᑲᖅᑎᑦᑎᔾᔪᑕᐅᒍᓐᓇᖅᑐᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕐᓂᕐᒧᑦ ᐃᓄᓐᓂᑦ ᑎᒥᒥᒍᑦ ᐊᔪᕈᑎᓕᓐᓂᑦ.

ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᒻᒪᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ (ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᑲᒪᔨᐅᖔᓕᓛᖅᑐᑦ ᐊᐅᓪᓛᖅᑕᐅᑉᐸᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ):

• ᑲᑐᔾᔭᐅᓗᓂ ᑎᑭᑕᐅᓇᓱᑦᑐᖅ: ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐱᓕᒻᒪᒃᓴᐃᖃᑦᑕᕐᓂᕐᓗ
ᐅᐸᓗᖓᐃᔭᕈᑕᐅᓗᑎᒃ ᓄᑕᖅᑲᓄᑦ, ᒪᒃᑯᒃᑐᓄᑦ, ᐃᓐᓇᕐᓄᓪᓗ ᐃᓕᓐᓂᐊᖅᐸᒃᑐᓄᑦ
ᐱᐅᔪᑎᒍᑦ ᐃᑲᔪᕈᓐᓇᕐᓂᐊᖁᓪᓗᒋᑦ ᓄᓇᒥᖕᓄᑦ ᐊᒻᒪ ᐊᑑᑎᖃᑦᑎᐊᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᕐᓂᐊᖁᓪᓗᒋᑦ

• ᑲᑐᔾᔭᐅᓪᓗᓂ ᓇᓗᓇᐃᖅᓯᒪᔪᖅ ᓂᕆᐅᒋᔭᐅᔪᖅ ᖃᓄᐃᓐᓂᐊᖓ:
ᐃᑲᔪᖅᑕᐅᖃᑦᑕᐅᒋᐊᒃᑲᓐᓂᕐᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓯᓚᑦᑐᓴᕐᕕᒻᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ

(ᓲᕐᓗ ᒪᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᓪᓗᒋᑦ ᐃᑲᔪᕈᑏᑦ) ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᓯᓚᑦᑐᓴᕐᕕᒻᒥᑦ
ᐃᓕᓐᓂᕈᑎᔅᓴᑦ (ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ, ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ) ᓄᓇᕗᒻᒥ ᑭᙴᒪᒋᔭᓄᑦ ᓄᓇᕗᒻᒥᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᔭᕆᐊᓖᑦ ᐊᒻᒪ ᐊᔪᕈᓐᓃᐹᓪᓕᕈᑏᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᔪᑦᑕᐅᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ, ᑖᔅᓱᒧᖓ ᐅᓂᒃᑳᕐᒧᑦ ᑭᐅᔾᔪᑎᖓᓐᓂᑦ, ᐱᔾᔪᑎᐅᔪᒥᑦ ᖃᓄᐃᒻᒪᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᐊᐅᓪᓛᖅᑕᐅᒻᒪᖔᖅ ᐱᓕᕆᕝᕕᖓ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓄᑦ ᑕᕝᕙᙵᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ.

ᑭᐅᔭᐅᓂᖓ:

ᐊᐃᕆᓕ 1, 2020ᖑᑎᓪᓗᒍ, ᑮᓇᐅᔭᓄᑦ ᐃᑲᔫᑎᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᒫᓐᓇ ᐱᓕᕆᐊᖑᓲᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᓅᑕᐅᓂᐊᓕᖅᑐᖅ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᓕᕆᐊᖑᕙᓐᓂᖓ ᐊᐅᓪᓛᖅᑕᐅᓂᐊᕐᒪᑦ.

ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᐱᒋᐊᕐᖓᕐᓂᖓᓂᑦ

ᒪᒃᐱᒐᖅ 8 ᒪᒃᐱᒐᕐᓂ 31

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᑎᒍᑦ ᐊᐅᓚᑕᐅᖃᑦᑕᓚᐅᖅᓯᒪᔪᖅ; ᑭᓯᐊᓂᓕ, 2013ᖑᑎᓪᓗᒍ, ᐊᐅᓪᓛᖅᑎᑕᐅᓚᐅᖅᑐᑦ ᐱᓕᕆᐊᖑᓂᖓ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᓄᑖᖑᑎᓪᓗᒍ.

ᑕᒪᓐᓇ ᑕᑯᔅᓴᐅᓂᖓᒍᑦ ᐃᑲᔪᕐᓂᖃᑦᑎᐊᖅᑑᔮᖅᑑᒐᓗᐊᖅ ᖃᓄᐃᑦᑑᓂᖓ ᐱᓪᓗᒍ ᑖᒃᑯᓂᖓ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᑦ ᐱᓕᕆᐊᔅᓴᖓ, ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎᓂᑦ ᐱᖃᑦᑕᖅᑐᑦ ᑕᒪᒃᑯᐊ ᐊᔾᔨᒋᖃᑦᑕᖏᒻᒪᒋᑦ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᑦ ᐱᓕᕆᐊᔅᓴᓕᕆᔨᖏᓐᓂᑦ. ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᑲᔪᖃᑦᑕᖅᑐᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᑐᓄᑦ, ᑖᒃᑯᐊᓗ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᐊᔅᓴᖓ ᐃᑲᔪᖃᑦᑕᖅᑐᑦ ᐱᕙᓪᓕᐊᓯᒪᔪᓄᑦ ᓯᓚᑖᓂ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓂᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 12-ᒧᑦ ᐃᓕᓐᓂᐊᖅᑐᓂᑦ.

ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᐊᖓᓐᓂ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᖃᖃᑦᑕᓂᖅᓴᐅᔪᓂᑦ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ ᑖᒃᑯᐊ ᓴᓂᐊᓂ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎᓄᑦ ᐃᑲᔪᖅᑕᐅᖃᑦᑕᖅᑐᓂᑦ. ᐃᒪᐃᒐᔪᒻᒪᑦ, ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓃᒍᓐᓃᐸᓪᓕᐊᔪᓂᑦ ᐃᖅᑲᓴᐃᔭᖅᑎᐅᓕᖅᑐᑦ ᐱᕙᓪᓕᐊᒋᐊᖃᖃᑦᑕᕐᒪᑕ ᐊᔪᕈᓐᓃᖅᓴᕐᓂᖏᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᒻᒥᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᓯᓗᑎᑦ, ᐊᒻᒪᓗ ᐅᖃᓕᒫᕈᓐᓇᑦᑎᐊᕐᓂᖏᓐᓂᑦ ᐊᔪᕈᓐᓃᖅᑎᑕᐅᕙᓪᓕᐊᓪᓗᑎᑦ, ᐃᖅᑲᓇᐃᔮᖅᑖᓚᐅᙱᑎᓪᓗᒋᑦ ᓱᓕ. ᑕᒪᓐᓇ ᐱᓪᓗᒍ, ᐃᑲᔪᕈᑎᐅᔪᓐᓇᖅᑐᑦ ᑐᕌᖓᑎᑕᐅᓂᖅᓴᐅᓯᒪᔪᑦ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᓕᕆᐊᖏᓐᓂᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎᖏᑦ ᐱᙱᓂᖅᓴᐅᓪᓗᑎᑦ.

ᐊᐅᓪᓛᖅᑎᑕᐅᓂᖓ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓃᑎᑕᐅᖔᖅᑎᓪᓗᒍ ᓈᒻᒪᓂᖅᓴᐅᓂᐊᖅᑐᖅ ᐱᓕᕆᐊᔅᓴᕆᑎᑕᐅᔪᓂᑦ ᑲᔪᓯᑎᑦᑎᑦᑎᐊᕈᑕᐅᓂᐊᕐᒪᑦ; ᐊᒻᒪ ᑎᒍᒥᐊᕈᓐᓇᖅᓯᐅᓗᑎᑦ ᐱᓕᕆᐊᔅᓴᖅ ᑖᓐᓇ ᓄᓇᕗᒻᒥ ᓯᕗᒧᒍᓐᓇᖅᑎᑕᐅᓂᖅᓴᐅᖁᓪᓗᒍ ᐃᓄᓐᓄᑦ ᐊᒻᒪ ᑮᓇᐅᔭᖅᑎᒍᑦ ᒪᑭᒪᓇᓱᐊᓂᕐᒧᑦ ᑐᕌᒐᕆᔭᐅᔪᑦ ᐱᓪᓗᒋᑦ ᑲᑎᑦᑎᑕᐅᑉᐸᑕ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᐊᓯᖏᓐᓄᑦ ᖁᕙᓯᓐᓂᖅᓴᓄᑦ ᐊᒻ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᔪᒪᔪᓄᑦ.

ᑲᑎᒪᔨᕋᓛᖑᐃᓐᓇᖅᑐᑦ ᐊᑐᓕᖁᔭᖓᑦ #3:

ᑲᑎᒪᔨᕋᓛᓄᑦ ᐱᖁᔭᐅᔪᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᐅᓂᒃᑳᓕᐊᖑᓯᒪᔪᓂᑦ ᑭᐅᔾᔪᑎᖃᖅᑎᓪᓗᒋᑦ, ᖃᓄᐃᓕᐅᕆᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪ ᓇᓖᕋᕈᓐᓇᐅᑎᓂᑦ ᐊᒻᒪ ᐅᓪᓗᐃᑦ ᐋᖅᑭᓱᖅᓯᒪᓂᖏᓐᓄᑦ ᐃᓱᒪᒋᔭᐅᒻᒪᖔᑕ ᐊᓯᐊᒍᑦ ᐱᕕᔅᓴᖃᕐᒪᖔᑕ ᐱᔭᕇᖅᓯᔪᓐᓇᖁᓪᓗᒋᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓄᓇᕗᒻᒥ;

ᒪᒃᐱᒐᖅ 9 ᒪᒃᐱᒐᕐᓂ 31

ᑭᐅᔭᐅᓂᖓ:

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐃᓕᓴᖅᓯᓯᒪᔪᑦ ᐱᒻᒪᕆᐅᓂᖓᓂᑦ ᑖᒃᑯᐊ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐱᔭᕇᖅᓯᔪᓐᓇᖁᓪᓗᒋᑦ ᐊᑐᐃᓐᓇᖃᕐᕕᐅᔭᕆᐊᖃᕐᓂᖏᓐᓂᑦ ᓈᒻᒪᓂᖅᓴᐅᑎᑕᐅᓗᑎᑦ ᐊᔪᙱᓐᓂᕆᔭᖏᓐᓂᑦ ᐊᒻᒪ ᐱᔪᒪᔭᖏᑦ ᒪᓕᓪᓗᒋᑦ.

ᒫᓐᓇᐅᓂᖓᓂᑦ, ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑏᑦ ᓄᓇᕗᒻᒥ ᐱᕕᖃᖅᑎᑕᐅᔪᑦ ᓇᓖᕋᕋᔅᓴᐅᔪᓂᑦ ᑐᔾᔭᕈᓐᓇᖅᑕᖏᓐᓂᑦ ᐱᔭᕇᖅᓯᓯᒪᓕᖅᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ.

ᐅᑦᑑᑎᒋᓗᒍ, ᐱᔭᕇᖅᓯᔪᓐᓇᕐᓂᐊᕐᒪᑕ, ᐃᓕᓐᓂᐊᖅᑎ 100 ᖁᕝᕙᕆᐊᕈᑎᓂᑦ ᓈᓴᐅᑎᒥᑦ ᑎᑭᑦᑎᔭᕆᐊᓕᒃ ᑖᓐᓇ ᖃᑦᑏᓐᓇᐅᓂᖅᐹᖑᓪᓗᓂ, ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᑲᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᑦ ᐃᓕᓐᓂᐊᕐᓗᓂᒋᑦ.

ᐃᓕᓐᓂᐊᕈᑏᑦ ᐋᖅᑭᓱᖅᑕᐅᓯᒪᔪᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᔪᓐᓇᖁᓪᓗᒋᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐱᔭᕇᖅᓯᑎᓪᓗᒋᑦ ᓲᕐᓗ ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᕐᒥᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥᑦ, ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ, ᐊᒻᒪ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᓄᑦ ᐃᓕᔭᐅᓗᑎᑦ. ᐅᑦᑑᑎᒋᓗᒍ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᕐᒨᕈᒪᔪᑦ ᖁᕝᕙᓯᖕᓂᓕᒻᒥᑦ 12ᒥ ᖃᓪᓗᓈᑐᑦ 30-1 ᑕᐃᒪᐃᑎᓪᓗᒍ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᓯᓚᑦᑐᓴᕐᕕᒻᒨᕈᒪᔪᑦ, ᓴᓇᔨᐅᓂᕐᒧᑦ ᖁᕝᕙᓯᖕᓂᓕᒻᒥᑦ 12 ᖃᓪᓗᓈᑐᑦ 30-2ᒥᑦ ᐱᔭᕇᖅᓯᔭᕆᐊᓖᑦ.

ᐃᑲᔪᖅᑕᐅᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑐᑭᑖᕋᓱᐊᖅᑎᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔮᕆᓛᕈᒪᔭᖏᓐᓂᑦ, ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐱᔭᓪᓕᐊᑎᑦᑎᓯᒪᔪᑦ ᐃᖅᑲᓇᐃᔮᕆᓛᕈᒪᔭᖃᕐᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᒧᑦ ᐸᕐᓇᐅᑎᒥᑦ ᑖᓐᓇ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᖅ ᐊᐅᓚᔮᖅᑐᒥ ᐃᓚᒋᔭᐅᓪᓗᓂ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᒥᑦ. ᐃᖅᑲᓇᐃᔮᕆᓛᕈᒪᔭᖃᕐᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴ ᐸᕐᓇᐅᑎᒥᑦ ᐃᓕᓐᓂᐊᕈᑏᑦ ᓯᕗᒃᑲᖅᑕᐃᖃᑦᑕᖅᑐᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ ᓂᕈᐊᒐᐅᓪᓗᑎᑦ, ᐃᖅᑲᓇᐃᔮᖃᕐᓂᕐᒥᑦ ᖃᐅᔨᒪᑎᑦᑎᑦᑎᐊᓂᕐᒥᑦ, ᐃᓕᓐᓂᐊᕈᑏᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐱᔭᕇᖅᓯᓯᒪᔪᓂᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᕐᒥᑦ, ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᖅᑲᓇᐃᔮᖃᕐᓂᐅᑉ ᖃᓄᐃᑦᑑᓂᖓᓂᑦ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᑎᑕᐅᓂᕐᒧᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑎᒥᓪᓗ. ᐃᖅᑲᓇᐃᔮᕆᓛᕈᒪᔭᖃᕐᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᒧᑦ ᐸᕐᓇᐅᑎᒥᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᐃᑦ ᐃᓗᓕᖏᑦ ᐃᓚᒋᔭᐅᑎᑦᑎᖃᑦᑕᕐᒥᔪᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᓂᑦ ᐱᓕᕆᐊᖃᖅᑎᓪᓗᒋᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑐᑭᓯᓯᒪᑦᑎᐊᕐᓗᑎᑦ ᐃᓱᒪᓕᐅᕈᓐᓇᖁᓪᓗᒋᑦ ᐱᔭᕇᖅᐸᓪᓕᐊᓕᖅᑎᓪᓗᒋᑦ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐊᒻᒪ ᐊᓯᐊᓂᑦ ᐱᓕᕆᐊᖃᕈᓐᓇᑦᑎᐊᖁᓪᓗᒋᑦ ᐊᔅᓱᕈᕐᓇᖏᓐᓂᖅᓴᒥᑦ ᓯᓚᑦᑐᓴᕐᕕᓐᓂᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᖏᒥᑦ ᐅᕙᓗ ᐃᖅᑲᓇᐃᔭᕈᓐᓇᖅᑐᓕᕆᔨᓄᑦ.

ᐃᑲᔪᖅᑕᐅᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᓯᐊᓅᕐᓂᕆᔭᖏᑦ ᖁᕝᕙᓯᓕᕇᓐᓄᑦ, ᐱᔭᕇᖅᓯᕙᓪᓕᐊᓂᒃᑯᑦ, ᐊᒻᒪ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᒃᑯᑦ ᐃᖅᑲᓇᐃᔮᖃᕈᓐᓇᖅᑐᓕᕆᓂᕐᒥᑦ, ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᓴᖅᑭᑎᑦᑎᓯᒪᔪᑦ ᐱᓕᕆᖃᑎᒌᖑᔪᓂᑦ ᓅᑉᐸᓪᓕᐊᔪᓄᑦ ᐊᓯᖏᓐᓄᑦ ᑖᒃᑯᓇᓂ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᓂᕐᒧᑦ ᐱᕙᓪᓕᐊᑎᑦᑎᓂᕐᒧᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ. ᑖᒃᑯᐊ ᐱᓕᕆᖃᑎᒌᖑᔪᓂᑦ ᐱᓕᕆᐊᖃᕐᓂᐊᖅᑐᑦ ᓂᑖᕈᕆᐊᑦᑎᑦᑎᓂᕐᒥᑦ

ᒪᒃᐱᒐᖅ 10 ᒪᒃᐱᒐᕐᓂ 31

ᐃᖅᑲᓇᐃᔮᕆᓛᕈᒪᔭᖃᕐᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᒧᑦ ᐸᕐᓇᐅᑎᒥᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᑦ, ᐱᓗᐊᖅᑐᒥᑦ ᑖᒃᑯᓄᖔᖓᔪᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 1-9ᒧᑦ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᖅᑲᓇᐃᔮᕆᓛᕈᒪᔭᖏᓐᓂᑦ ᐃᓱᒪᖃᕆᐊᖅᑎᑕᐅᖁᓪᓗᒋᑦ ᓱᓕ ᐅᑭᐅᑭᑦᑑᓂᖏᓐᓂᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᔪᑦᑕᐅᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑖᔅᓱᒧᖓ ᐅᓂᒃᑳᒧᑦ ᑭᐅᑎᓪᓗᒋᑦ, ᓇᓗᓇᐃᖅᓯᓗᑎᑦ ᖃᓄᐃᑦᑐᓂᑦ ᓇᓖᕋᕈᓐᓇᕐᕕᖃᖅᑎᑕᐅᒻᒪᖔᑕ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᓂᑦ ᓴᓇᔨᐅᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᐅᑎᔅᓴᓂᑦ ᓯᕗᓂᕆᓂᐊᖅᑕᑦᑎᓐᓂᑦ ᖃᓄᐃᑦᑐᑦ ᐃᓱᒪᒋᔭᒻᒪᖔᑕ ᓄᓇᕗᒻᒥᑦ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ;

ᑭᐅᔭᐅᓂᖓ:

ᐊᑐᐃᓐᓇᖅᑕᖃᓗᐊᖅᑎᓐᓇᒍ ᓇᓖᕋᔅᓴᓂᑦ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᓂᑦ ᐅᕙᓗ ᓴᓇᔨᐅᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᕐᕕᐅᔪᓐᓇᖅᑐᓂᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᑕ

ᐊᑐᐃᓐᓇᐅᑎᔪᓐᓇᖅᑕᖏᓐᓂᑦ, ᐱᓕᕆᕝᕕᕗᑦ ᑭᓯᐊᓂ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑕᒪᒃᑯᓂᖓ ᐃᓕᓐᓂᐊᕈᓐᓇᖁᓪᓗᒋᑦ ᐱᓕᕆᓂᒃᑯᑦ ᐊᒻᒪ ᓴᓇᔨᐅᓂᒧᑦ ᐊᑐᐃᓐᓇᑎᑦᑎᓇᓱᐊᖃᑦᑕᖅᑐᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᔪᓐᓇᖁᓪᓗᒋᑦ ᐱᔪᓐᓇᕌᖓᑦ.

ᐱᓕᕆᔨᓂᑦ ᐊᒻᒪ ᐊᔪᙱᑦᑐᓂᑦ ᓴᓇᔨᒻᒪᕆᓐᓂᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᖃᖅᑐᓂᑦ ᐊᑐᐃᓐᓇᖃᓗᐊᙱᓐᓂᖓᓄᑦ ᐅᕙᓗ ᑕᒪᒃᑯᓂᖓ ᓴᓇᔨᐅᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔮᕆᓗᒍ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔪᔅᓴᐃᑦ ᐱᔪᒪᔪᑦ ᐊᒥᓲᓂᖏᓐᓂᖏᓐᓄᑦ, ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᑦ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔭᕐᕕᒻᒥᑦ ᐱᓕᒻᒪᒃᓴᕐᕕᐅᔪᓐᓇᖅᑐᑦ ᐱᑕᖃᓗᐊᙱᒻᒪᑦ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ, ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᓂᕐᒧᑦ ᐱᕙᓪᓕᐊᖅᑎᑦᑎᔩᑦ ᐱᓕᕆᕝᕕᖓᓂᑦ ᐱᓕᕆᕙᓪᓕᐊᓇᓱᑦᑐᑦ ᑕᒪᒃᑯᐊ ᐃᓕᔭᐅᖃᑕᐅᕙᓪᓕᐊᖁᓪᓗᒋᑦ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐱᕕᖃᕐᓂᖅᓴᐅᖁᓪᓗᒋᑦ ᒪᑯᑎᒎᓇ ᓇᒻᒥᓂᖁᑎᒋᔭᐅᔪᓂᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᑎᑦᑎᓂᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓗᑎᑦ ᓄᓇᕗᒻᒥ ᓴᓇᔭᐅᓯᒪᓗᓂ ᑖᓐᓇ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖅ.

ᐊᒻᒪᓗᑦᑕᐅᖅ, ᐱᓕᕆᖃᑎᒌᑦ ᓅᑉᐸᓪᓕᐊᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔮᓄᑦ ᓯᕗᓕᖅᑎᖓ ᐱᓕᕆᖃᑎᒌᖑᔪᒥᑦ ᕿᒥᕐᕈᓯᒪᔪᖅ ᐃᖅᑲᓇᐃᔮᖃᕐᓂᕐᒥᑦ ᐊᒻᒪ ᐱᓕᕆᐊᔅᓴᒥᑦ ᐸᕐᓇᐅᑎᓕᐅᓂᕐᒥᑦ ᐃᖅᑲᓇᐃᔮᖃᕐᓂᕐᒥᑦ ᑐᑭᓯᐅᒪᑎᑦᑎᔾᔪᑎᔅᓴᓂᑦ ᑖᒃᑯᓄᖓ ᑐᕌᖓᔪᓂᑦ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓂᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 12-ᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ. ᐃᓚᖓ ᑖᔅᓱᒪ ᐱᓕᕆᐊᖑᔫᑉ ᐃᓚᖃᖅᑐᖅ ᕿᒥᕐᕈᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓂᕐᒧᑦ ᐊᒻᒪ ᐱᓕᕆᔾᔪᑎᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑎᔅᓴᓂᑦ ᑐᕌᖓᑎᑕᐅᔪᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐊᔪᕈᓐᓃᖅᐸᓪᓕᐊᔾᔪᑎᔅᓴᓂᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓯᒪᒻᒥᔪᑦᑕᐅᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑭᐅᑎᓪᓗᒋᑦ ᑖᔅᓱᒧᖓ ᐅᓂᒃᑳᓕᐅᓯᒪᔪᒧᑦ, ᓇᓗᓇᐃᖅᓯᓗᑎᑦ ᖃᓄᐃᑦᑑᒻᒪᖔᑕ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᓯᒪᓕᖅᑐᑦ ᐅᕙᓗ ᓴᓇᔨᐅᓂᕐᒧᑦ

ᒪᒃᐱᒐᖅ 11 ᒪᒃᐱᒐᕐᓂ 31

ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᕕᐅᓯᒪᔪᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑕᐅᓯᒪᓕᖅᑐᑦ, ᐃᓚᒋᔭᐅᓗᓂᓗ ᑭᓇᒃᑯᓐᓂᑦ ᐱᓕᕆᖃᑎᖃᑎᑖᖅᓯᒪᕙᑦ ᑖᒃᑯᐊ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔪᓐᓇᖅᑐᓂᑦ ᐊᒻᒪ ᓴᓇᔨᐅᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᔪᓐᓇᖅᑐᓂᑦ ᐊᒻᒪ ᖃᑦᑎᑦ ᑮᓇᐅᔭᑦ ᓴᓂᕐᕙᑦᑕᐅᓯᒪᒻᒪᖔᑕ ᑖᒃᑯᓄᖓ ᑐᕌᖓᔪᑦ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᓄᑦ ᐊᒻᒪ ᓴᓇᔨᐅᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᔾᔪᑎᔅᓴᓄᑦ;

ᑭᐅᔭᐅᓂᖓ:

ᐊᒥᓱᑲᓪᓚᐅᓪᓗᑎᑦ ᐊᔾᔨᒌᖏᑦᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒧᑦ ᐅᓪᓗᖏᑦ ᐋᖅᑭᔅᓯᒪᔪᑦ ᑕᑯᔭᐅᔪᓐᓇᖅᑐᑦ, ᐃᑲᔪᕐᓂᖅᓴᐅᓕᖁᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᓪᓗ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑦᑎᔪᑦ, ᑕᐃᑲᓂᓗ ᐃᖅᑲᓇᐃᔭᕐᕕᐅᔪᒥᑦ ᖃᐅᔨᓴᖅᑕᐅᔪᑦ ᖃᒪᓂᑦᑐᐊᕐᒥᑦ ᑕᐃᒪᓐᓇ ᐆᑦᑐᕋᖅᑕᐅᔪᖅ. ᑖᓐᓇ ᓯᕗᓪᓕᖅᐹᒥᒃ ᖃᐅᔨᓴᕐᓂᐅᔪᖅ ᐋᖅᑭᔅᓯᒪᓂᖃᖅᑐᖅ ᑐᑭᓯᑎᑦᑎᔾᔪᑕᐅᓂᐊᖅᑐᖅ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᐅᓂᕐᒧᑦ ᐊᒻᒪ ᐱᓕᕆᔾᔪᑎᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᓂᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᖅᑎᖏᓐᓂᑦ. ᐃᓕᓐᓂᐊᖃᑕᐅᔪᑦ ᑖᔅᓱᒥᖓ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᕐᒥᑦ ᐃᑲᕐᕋᖏᓐᓂᑦ ᐅᔾᔨᖅᑐᕆᐊᓖᑦ ᖃᓄᑎᒋᑦ ᐃᑲᕐᕋᓕᐅᖅᓯᒪᓕᕐᒪᖔᑕ, ᑖᒃᑯᐊ ᐃᓕᔭᐅᖃᑕᐅᔪᓐᓇᕋᔭᕐᒪᑕ ᓯᕗᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ, ᓴᓇᔨᐅᓂᕐᒧᑦ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓂᕐᒧᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᖅᑎᑎᔾᔪᑎᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑕᐅᔪᖅ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᒍᑦ.

ᐃᓕᓐᓂᐊᕐᓂ ᐱᓕᕆᕝᕕᖓ ᐋᖅᑭᔅᓱᐃᕙᓪᓕᐊᔪᑦ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᑎᑦ ᐅᖃᓕᒫᒐᕐᒥᑦ ᑖᒃᑯᐊ ᑐᑭᓯᐅᒪᑎᑦᑎᔾᔪᑎᐅᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᕕᕐᓂᑦ ᐃᓕᓂᐊᖅᑎᑦᑎᔨᖏᓐᓄᑦ ᖃᓄᖅ ᐃᑲᔪᕆᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᐱᓕᕆᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᐊᒻᒪ ᐊᓯᐊᒎᖓᔪᒥᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᑖᓐᓇ ᐱᓕᕆᖃᑎᒌᒍᑕᐅᓕᕈᓐᓇᕐᓗᓂ, ᐊᒻᒪ ᐱᓕᕆᔪᓐᓇᖅᑐᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕈᓐᓇᖅᓯᓗᑎᑦ,
ᓄᓇᓕᓐᓂᑦ.

ᐱᓕᕆᔾᔪᑎᔅᓴᑲᓐᓃᑦ ᐊᒻᒪ ᐃᑲᔪᕈᑎᒃᓴᑦ ᓄᑖᕈᕆᐊᖅᑎᑕᐅᓂᐊᖅᑐᑦ ᐊᒻᒪ ᐱᕙᓪᓕᐊᑎᑕᐅᓗᑎᑦ ᑲᑐᔾᔨᖃᑎᒌᖑᓪᓗᑎᑦ ᐱᓕᕆᕝᕕᒻᒥᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ, ᓯᓚᑦᑐᓴᕐᕕᒻᒥᑦ ᐱᓕᒻᒪᒃᓴᕐᕖᑦ, ᐊᒻᒪ ᐊᓯᖏᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑕ ᐱᓕᕆᕝᕕᖏᑦ ᓯᕗᓂᑎᓐᓂᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᔨᐅᔪᒫᖅᑐᑦ ᓴᙵᑦᑎᑦᑎᒋᐊᕈᓐᓇᖅᓯᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᓂᖅᓴᐅᓂᒃᑯᑦ

ᑭᖑᕙᖅᓯᒪᙱᑦᑐᒥᑦ, ᑐᕌᖓᓂᖃᑦᑎᐊᖅᑐᒥᑦ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᕐᒥᑦ
ᓇᓪᓕᐊᓐᓂᑐᐃᓐᓇᐅᒐᓗᐊᖅᐸᑦ ᓄᓇᓕᓐᓂᑦ.

ᐱᓕᕆᕝᕕᕗᓪᓗ ᐱᓕᕆᖃᑎᖃᕐᒥᔪᑦ ᑖᒃᑯᓂᖓ ᐅᔭᕋᖕᓂᐊᕐᓂᖅ ᐊᑑᑎᖃᖅᑐᖅ, ᑖᒃᑯᐊ ᑮᓇᐅᔭᓕᐅᕋᓱᐊᖅᑎᐅᙱᑦᑐᑦ ᐃᑲᔪᖅᑏᑦ ᑲᑐᔾᔨᖃᑎᒌᖑᔪᓂᑦ ᐱᔾᔪᑎᖃᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᒪᒃᑯᑦᑐᓂᑦ ᖃᐅᔨᒪᓂᖅᑖᖅᑎᑦᑎᔪᒪᓪᓗᑎᑦ ᐊᒻᒪ ᑐᑭᓯᐅᒪᓂᕐᒥᑦ ᓄᓇᕐᔪᐊᖅ ᖃᐅᔨᒪᓂᕐᒥᑦ, ᐅᓪᓘᓐᓄᑦ ᒪᕐᕉᓐᓄᑦ ᐱᓕᕆᑎᑦᑎᓪᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᕿᑎᕐᒥᐅᓂᑦ ᐊᒻᒪ ᑭᕙᓪᓕᕐᒥᑦ. ᑖᓐᓇ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᔪᒪᔪᖅ

ᒪᒃᐱᒐᖅ 12 ᒪᒃᐱᒐᕐᓂ 31

ᐱᔾᔪᑎᖃᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑐᑭᓯᐅᒪᑦᑎᐊᕐᓂᖅᓴᐅᖁᓪᓗᒋᑦ ᐅᔭᕋᐃᑦ ᒥᔅᓵᓄᑦ ᖃᓄᐃᑦᑑᓂᖏᓐᓂᑦ, ᐅᔭᕋᐅᔭᑦ, ᐊᒻᒪ ᓴᕕᕋᔭᔅᓴᐃᑦ, ᐊᒻᒪ ᐅᔭᕋᓐᓂᐊᕐᓂᖅ ᑐᑭᖃᕐᒪᖔᖅ ᖃᐅᑕᒫᖅ ᐃᓅᓯᕆᔭᑦᑎᓐᓂᑦ.

ᒫᓐᓇᐅᑎᓪᓗᒍ, ᐱᓕᕆᕝᕕᕗᑦ ᐃᑲᔪᖅᑐᐃᖃᑦᑕᕐᒥᔪᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐱᕕᓴᖃᖅᑎᑦᑎᓂᕐᒥᑦ ᑐᑭᓯᓯᒪᑎᑦᑎᒋᐊᕈᑎᓂᑦ ᐃᖅᑲᓇᐃᔮᔅᓴᐃᑦ ᖃᓄᐃᑦᑑᓂᖏᓐᓂᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕋᔅᓴᓂᑦ ᐊᑐᐃᓐᓇᐅᔪᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ, ᐃᓚᒋᔭᓪᓗᑎᑦ ᓄᓇᕗᒻᒥ ᐋᓐᓂᐊᖃᕐᓇᙱᑦᑐᓕᕆᓂᕐᒥᑦ ᐃᖅᑲᓇᐃᔮᔅᓴᐃᑦ ᐃᖃᓗᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑕᐅᖃᑦᑕᖅᑐᑦ, ᑐᔅᓯᕋᐅᑕᐅᓯᒪᔪᖅ ᑖᓐᓇ ᖃᐅᔨᓴᕐᓂᕐᒧᑦ, ᓴᓇᔪᓕᕆᓂᕐᒧᑦ, ᓈᓴᐅᓯᕆᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔮᖃᖅᑎᐅᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒦᑲᔭᕐᓗᑎᑦ, ᐃᖅᑲᓇᐃᔮᔅᓴᐃᑦ ᖃᓄᐃᑦᑑᓂᖏᓐᓂᑦ ᑕᑯᔅᓴᐅᑎᑦᑎᓂᖅ ᓄᓇᕗᓕᒫᒥ, ᐊᒻᒪ ᐊᕐᕋᒍᑕᒫᖅ ᕿᑐᕐᖓᔅᓯᓐᓂᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᒻᒦᑎᑦᑎᓂᖅ
ᐅᓪᓗᖓ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᖅ.

ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ, ᐊᖅᑯᑎᖃᕐᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᖅᑎᑦᑎᔨᖏᑎᒍᑦ, ᑲᒪᒋᔭᖃᖅᑐᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᖅᑎᑦᑎᖃᑦᑕᕐᓂᕐᒥᑦ ᓴᓇᔨᐅᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᓯᒪᔪᓂᑦ ᓄᓇᕗᒻᒥ. ᐱᓕᕆᕝᕕᒃ ᑲᔪᓯᕙᓪᓕᐊᖏᓐᓇᖅᑐᖅ ᐊᓯᐊᒍᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᓂᑦ ᓴᓇᔪᓕᕆᓂᕐᒧᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᖅᑎᑦᑎᔾᔪᑎᑕᐅᔪᓐᓇᖅᑐᓂᑦ ᐱᐅᓂᖅᓴᐅᑉᐸᑕ ᐊᑐᕐᓇᑦᑑᓂᖅᓴᐅᑉᐸᑦ ᑖᒃᑯᐊ ᓴᓇᔪᓕᓂᕐᒧᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᔾᔪᑏᑦ ᓄᓇᕗᒻᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᑎᓪᓗᒋᑦ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᑦ ᕿᒥᕐᕈᔭᐅᔪᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᒻᒥᔪᑦᑕᐅᖅ ᐃᒫᒃ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ, ᑭᐅᑎᓪᓗᒋᑦ ᐅᓂᒃᑳᓕᐅᖑᔪᒥᑦ ᑖᔅᓱᒥᖓ, ᖃᓄᐃᓕᖓᒻᒪᖔᑕ ᐱᓪᓗᒍ ᓴᖅᑭᑎᑦᑎᒃᑲᓐᓂᕐᓂᐅᔪᖅ ᓄᑖᕈᕆᐊᖅᑎᑕᐅᓯᒪᔪᖅ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ;

ᑭᐅᔭᐅᓂᖓ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᐊᑐᕐᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᑦᑕ ᐃᑲᔪᕈᑎᖏᓐᓂᑦ ᓴᖅᑭᑎᑦᑎᑕᐅᒃᑲᓐᓂᕐᓂᖓ ᓄᑖᕈᕆᐊᖅᑎᑕᐅᓯᒪᓗᓂ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ. ᑖᓐᓇ ᐊᑐᐊᖓᑦᑎᐊᖅᑐᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐊᖏᖅᓯᒪᓂᕆᔭᖏᓐᓂᑦ ᐱᓕᕆᐊᕈᒪᓂᕐᒧᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᒪᔪᖅ 43 ᑖᒃᑯᓇᓂ ᓄᓇᕗᒻᒥ ᐱᓕᕆᒋᐊᕈᑎᒃᓴᖅ ᐃᒡᓗᖃᒃᑎᑦᑎᓂᕐᒧᑦ, ᕿᒥᕐᕈᔭᐅᓗᑎᑦ ᐃᓕᑕᐅᓯᒪᓕᖅᑐᑦ ᖃᓄᐃᓐᓂᐅᖃᑦᑕᖅᓯᒪᔪᑦ ᐱᓪᓗᒋᑦ ᑖᒃᑯᓇᖓᑦ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ ᖃᐅᔨᓴᖅᑕᐅᓗᑎᑦ ᐊᔪᖏᑦᑎᐊᕋᔭᕐᒪᖔᖅ ᐱᓕᕆᐊᔅᓴᖅ ᐱᒋᐊᖅᑎᑕᐅᒃᑲᓐᓂᕐᓂᖅᐸᑦ.

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᑕ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᒋᔭᖓ

ᒪᒃᐱᒐᖅ 13 ᒪᒃᐱᒐᕐᓂ 31

ᐱᒋᐊᙵᐅᑎᒥᑦ ᕿᒥᕐᕈᒋᐊᖅᓯᒪᓕᖅᑐᑦ ᑖᓐᓇ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐱᓕᕆᐊᔅᓴᖅ ᑕᑯᔅᓴᓚᐅᖅᑐᖅ ᐱᓕᕆᔨᔅᓴᖃᑦᑎᐊᖅᓯᒪᓚᐅᙱᓐᓂᖓᓄᑦ ᓈᒻᒪᓈᕈᑎᓯᒪᖃᑦᑕᓚᐅᙱᑦᑐᖅ, ᑕᒪᒃᑮᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᔅᓴᖃᙱᓐᓂᕐᒧᑦ ᐱᓕᕆᔾᔪᑎᓂᑦ, ᐊᒻᒪ ᓄᓇᓕᓐᓂᑦ ᓴᓇᔨᒻᒪᕇᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᓖᑦ ᐱᑕᖃᙱᓐᓂᖏᓐᓄᑦ ᐊᒻᒪ/ᐅᕙᓗ ᑖᒃᑯᐊ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᖃᖅᑑᒐᓗᐊᑦ ᓴᓇᔨᒻᒪᕆᐅᓂᕐᒧᑦ ᐊᑐᐃᓐᓇᐅᖃᑦᑕᖏᓐᓂᖏᓐᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᒥᑦ ᐱᔪᒪᓯᒪᖏᓐᓂᖏᓐᓄᑦ.

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᔪᒪᓪᓗᑎᑦ ᐊᖏᖅᓯᒪᔪᑦ ᕿᒥᕐᕈᓂᕐᒥᑦ ᐊᒻᒪ ᓄᑖᕈᕆᐊᖅᑕᐅᓗᓂ ᑖᓐᓇ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ ᐊᓯᖏᑦ ᐱᓕᕆᕝᕕᐅᔪᑦ ᐃᓚᒋᔭᐅᔭᕆᐊᖃᕐᓂᐊᖅᑐᑦ ᑕᒪᑐᒥᖓ ᑖᒃᑯᐊᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓗ ᐃᓚᐅᓗᑎᑦ, ᓇᓗᓇᐃᖅᓯᔭᕆᐊᖃᕐᒪᑕ ᑲᑐᔾᔨᖃᑎᒌᒍᑕᐅᔭᕆᐊᓖᑦ ᓇᐅᒃᑯᑦ ᐱᐅᒻᒪᖔᖅ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔮᒃᓴᒧᑦ ᓴᓇᔨᐅᓂᕐᒧᓪᓘᓐᓃᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᓚᐅᕐᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯ, ᑭᐅᑎᓪᓗᒋᑦ ᑖᔅᓱᒧᖑ ᐅᓂᒃᑳᕐᒧᑦ, ᐊᕕᑦᑐᕐᓗᒋᑦ ᐊᑭᒋᒐᔭᙳᐊᖅᑕᖏᑦ ᑖᔅᓱᒥᖓ ᓂᕿᖃᖅᑎᑦᑎᓂᕐᒥᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᕕᓕᒫᖏᓐᓪᓂᑦ ᐃᓚᒋᓗᒋᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒧᑦ ᐃᓪᓗᔅᓴᒧᓪᓗ ᐃᓂᔅᓴᒥᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᑲᔪᖅᑕᐅᔾᔪᑎᔅᓴᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᖏᓐᓇᕈᓐᓇᖁᓪᓗᒋᑦ;

ᑭᐅᔭᐅᓂᖓ:

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᑐᑭᓯᔪᑦ ᑲᓱᖅᓯᒪᓂᖅᑕᖃᕐᒪᑦ ᑖᒃᑯᐊ ᓂᕆᔭᔅᓴᖃᙱᓐᓂᖅ, ᐋᓐᓂᐊᖃᕐᓇᖏᑦᑐᓕᕆᓂᖅ, ᖃᓄᐃᙱᑦᑎᐊᕋᓱᓐᓂᕐᒧᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ ᐱᓇᓱᐊᑦᑎᐊᕈᓐᓇᕐᓂᕆᔭᖏᓐᓂᑦ. ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᕕᖏᑦ ᓂᕿᖃᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᓄᖓ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ 44ᓄᑦ ᐱᔨᑦᑎᖅᑕᐅᓪᓗᑎᑦ. ᓂᕿᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᖅ ᐃᑲᔪᖅᑕᐅᓪᓗᑎᑦ ᓄᓇᓕᓐᓂᑦ ᖃᓄᐃᑦᑕᐃᓕᓂᕐᒧᑦ ᐸᕐᓇᐅᑎᓄᑦ, ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓪᓗᑎᑦ ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖏᓐᓂᑦ ᑖᒃᑯᑎᒎᓇ ᐋᓐᓂᐊᖃᕐᓇᙱᑦᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᑎᒍᑦ ᑲᒪᒋᔭᐅᓗᑎᑦ, ᐊᒻᒪ ᑲᒪᒋᔭᐅᓗᑎᓪᓗ ᐱᓕᕆᕝᕕᐅᔪᓄᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᔪᓄᑦ ᓲᕐᓗ ᕼᐋᒻᒪᓚᒃᑯᑦ ᐊᒻᒪ ᐃᓚᖏᓪᓗ ᓄᓇᓕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᑲᒪᔨᐅᕙᑦᑐᑦ ᓄᓇᓕᓐᓂᑦ.

ᑕᒪᐃᓐᓂ ᓄᓇᓕᖕᓂ ᖃᓄᐃᑦᑕᐃᓕᓂᕐᒧᑦ ᐸᕐᓇᐅᑎᑦ ᐃᑲᔫᑎᒃᓴᓂᒃ ᐋᖅᑭᒃᓱᐃᖃᑦᑕᕆᐊᖃᕐᒪᑕ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᓂᕿᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᐊᖃᕐᓂᕐᒧᑦ ᓄᓇᖏᓐᓂᒃ, ᐊᒻᒪᓗ ᖃᔅᓯᐅᓇᔭᕐᓂᖓ

ᐃᑲᔫᑎᒃᓴᖅ ᐋᖅᑭᒃᑕᐅᕙᒃᖢᓂ ᓄᓇᓕᖕᓂᑦ. ᑲᑎᖢᑎᒃ ᖃᓄᐃᑦᑕᐃᓕᓂᕐᒧᑦ ᐸᕐᓇᐅᑎᓄᑦ ᐃᑲᔫᑎᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᓂᕿᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᐊᖃᕐᓂᕐᒧᑦ ᓄᓇᕗᒦᒃᑐᓕᒫᓄᑦ ᒫᓃᐸᓗᖕᒪᑦ $3.5 ᒥᓕᐊᓐ ᑖᓚᖏᓐᓂᑦ. ᐃᓚᖏᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᔪᑦ ᐊᒻᒪ ᓄᓇᓕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ

ᒪᒃᐱᒐᖅ 14 ᒪᒃᐱᒐᕐᓂ 31

ᑲᑎᒪᔨᖏᑦ ᑮᓇᐅᔭᓂᑦ ᕿᓂᖃᑦᑕᕐᒥᔪᑦ ᓯᓚᑖᓃᖔᖓᔪᓂᑦ ᐃᓚᒋᐊᕈᑕᐅᓂᐊᕐᓗᑎᑦ ᓂᕿᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᐊᕆᔭᖏᓐᓂᑦ.

ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᔪᑦ ᐊᒻᒪ ᓄᓇᓕᖕᓂ ᐃᑲᔪᖅᑎᐅᕙᒃᑐᑦ ᐅᓪᓛᕈᒻᒥᑕᓕᕆᓂᕐᒥᑦ, ᑕᒧᓗᖓᒃᓴᓂᒃ, ᐊᒻᒪ ᐅᓪᓗᕈᒻᒥᑕᓕᕆᓂᕐᒥᒃ ᐱᓕᕆᐊᒃᓴᓂᒃ. ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᓂᕿᓕᕆᓂᕐᒧᑦ

ᐱᓕᕆᐊᖅ ᐊᔾᔨᒌᒃᑕᖅᐸᙱᑦᑐᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᐸᒃᑐᑦ ᒪᓕᒃᖢᒋᑦ, ᐱᔭᐅᔭᕆᐊᖃᕐᓂᖓᒍᑦ, ᐊᒻᒪ ᐊᑐᐃᓐᓇᐅᓂᖏᓐᓂᑦ ᐱᓕᕆᓂᕐᒨᖓᔪᑦ. ᐃᓚᐃᓐᓇᖏᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐅᓪᓛᕈᒻᒥᑕᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ, ᐊᓯᖏᓪᓗ ᑕᒧᐊᔅᓴᖃᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᐊᒻᒪ ᐃᓚᖏᑦ ᐅᓪᓗᕈᒻᒥᑕᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ. ᓄᓇᓖᑦ ᐃᓱᒪᒥᓂ ᐋᖅᑭᔅᓱᐃᖃᑦᑕᖅᑐᑦ ᑭᓱᒧᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖏᑦ ᐊᑐᖅᑕᐅᓂᐊᕐᒪᖔᑕ ᓄᓇᓕᓐᓂᑦ ᖃᓄᐃᖏᑦᑎᐊᕐᓂᕐᒧᑦ ᑮᓇᐅᔭᖁᑎᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᑐᔅᓯᕋᓚᐅᕐᒪᑕ ᐊᕕᑦᑐᖅᓯᒪᓗᑎᑦ ᐊᑭᖏᑦ ᓴᖅᑭᑎᑦᑎᓂᕐᒥᑦ ᓂᕿᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓄᑦ ᑕᒪᐃᓐᓄᑦ ᐃᓚᓕᐅᑎᓗᒋᑦ ᐊᑭᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓂᕐᒧᑦ ᐊᒻᒪ ᐃᓪᓗᒥᑦ ᐃᓂᔅᓴᒧᑦ. ᐊᑐᕐᓗᒋᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ

ᑐᑭᓯᔾᔪᑎᔅᓴᐅᔪᓐᓇᖅᑐᑦ ᒫᓐᓇᐅᑎᓪᓗᒍ, ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᒥᔅᓴᐅᓴᒃᑕᐅᓯᒪᔪᑦ ᐊᑭᒋᒐᔭᙳᐊᖅᑕᖏᓐᓂᑦ ᓂᕿᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐅᓪᓗᕈᒻᒥᑕᖅᑎᑦᑎᓂᕐᒧᑦ

ᐱᓕᕆᐊᕐᒥᑦ ᐃᒻᒪᖄ $400 ᐊᑕᐅᓯᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑐᒧᑦ, ᐊᕐᕌᒍᓕᒫᒧᑦ ᐊᑭᖓ $4 ᒥᓕᐊᓐ ᖃᓂᒋᔮᓂᑦ ᑐᙵᕕᐅᓪᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᓕᒫᑦ ᖃᑦᑎᐅᓂᖏᑦ ᓄᓇᕗᒻᒥᑦ ᐱᖃᓯᐅᑎᓗᒋᑦ. ᖃᐅᔨᒪᔭᐅᔭᕆᐊᖃᕐᒥᔪᖅ ᑖᓐᓇ ᒥᔅᓴᐅᓴᐅᔭᔾᔪᑕᐅᓯᒪᔪᖅ ᓯᕗᓪᓕᖅᐹᖑᒻᒪᑦ ᐊᒻᒪ ᐃᖃᓗᓐᓂᑐᐊᖅ ᑐᑭᓯᔾᔪᑎᔅᓴᑦ ᐱᔭᐅᓯᒪᓪᓗᑎᑦ, ᐊᒻᒪ ᐃᓚᓕᐅᔾᔨᓯᒪᙱᑦᑐᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒧᑦ, ᓂᕿᒃᑯᕕᖃᓂᕐᒧᑦ ᐊᒻᒪ ᐊᐅᓚᔾᔪᑏᑦ ᐋᖅᑭᐅᒪᔾᔪᑎᓪᓗ ᐊᑭᖏᑦ.

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᕿᒥᕐᕈᒋᐊᒃᑲᓐᓂᕈᒪᓂᕐᒥᑦ ᐊᖏᖅᓯᒪᔪᑦ ᐊᔪᖏᑦᑎᐊᕋᔭᕐᓂᖓᓄᑦ ᖃᐅᔨᓴᕐᓂᕐᒥᑦ, ᐊᑭᖓᓂᑦ, ᐊᒻᒪ ᐱᔭᕆᐊᖃᕐᓂᖓ, ᑮᓇᐅᔭᖅᑖᒃᑲᓐᓂᕆᐊᖃᕐᓂᖏᓐᓂᑦ ᓂᕿᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᐱᓕᕆᐊᔅᓴᕐᒥᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᒻᒪᑕ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑖᔅᓱᒧᖓ ᐅᓂᒃᑳᕐᒧᑦ ᑭᐅᑎᓪᓗᒋᑦ, ᐊᕕᑦᑐᖅᓯᒪᓗᒋᑦ ᑭᐅᔾᔪᑎᖏᑦ ᖃᓄᐃᓕᐅᕈᑎᖃᖅᓯᒪᓕᕐᒪᖔᑕ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᐅᐸᖃᑦᑕᕈᓐᓇᓂᖅᓴᐅᖁᓪᓗᒋᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᓄᖅᑲᐅᔾᔨᑐᐃᓐᓇᖁᓇᒋᑦ;
ᑭᐅᔭᐅᓂᖓ:

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᐃᑲᔪᕈᒪᓂᖃᑦᑎᐊᖅᐳᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐅᐸᓂᖅᓴᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᑖᓐᓇ ᐃᑲᔪᖅᑕᐅᓗᓂ ᐱᕙᓪᓕᐊᑎᑕᐅᔪᖅ ᐊᑦᑕᕐᓇᖏᑦᑐᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐊᒻᒪ ᓄᓇᓖᑦ ᐊᒻᒪ ᐃᑲᔪᖅᑐᐃᓐᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓅᖃᑎᖃᕐᓂᕐᒥᑦ−ᐃᑉᐱᓐᓂᐊᔭᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐊᒻᒪ ᐱᕙᓪᓕᐊᑎᑦᑎᓂᐅᔪᒥᑦ. ᐃᑲᔪᕈᒪᓂᕆᔭᖏᓐᓂᑦ ᐊᖏᖅᓯᒪᓂᖏᓐᓄᑦ ᐃᓚᖓᑕ ᐱᓇᓱᐊᕐᓂᕆᔭᖓ, ᐱᓕᕆᕝᕕᒃ

ᒪᒃᐱᒐᖅ 15 ᒪᒃᐱᒐᕐᓂ 31

ᑎᑎᕋᖅᑕᐅᒋᐊᕐᖓᐅᑎᒥᑦ ᐱᒋᐊᖅᑎᑦᑎᕙᓪᓕᐊᔪᑦ ᐊᑦᑕᕐᓇᖏᑦᑐᑦ ᐊᒻᒪ ᑲᒪᑦᑎᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐱᓕᕆᔾᔪᑕᐅᓂᐊᖅᑐᒥᑦ. ᓄᓇᕗᒻᒥ ᓴᓇᔭᐅᓯᒪᔪᖅ ᐱᓕᕆᔾᔪᑕᐅᓂᐊᖅᑐᖅ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᓂᐊᖅᑐᓂᑦ ᐱᓕᕆᐊᖏᓐᓂᑦ ᑐᙵᓇᕐᓂᖅ ᐊᑐᖅᑕᐅᓗᓂ
ᐊᒻᒪ ᒪᑐᐃᖓᓗᑎᑦ, ᑐᙵᓇᕐᓗᑎᑦ ᐊᒻᒪ ᐃᓚᒋᓕᐅᔾᔨᓯᒪᑦᑎᐊᕐᓗᑎᑦ, ᓄᓇᕗᒻᒥ ᓴᙵᑎᑦᑎᕙᓪᓕᐊᑎᓪᓗᒋᑦ ᐊᑐᖅᑕᐅᑎᑦᑎᓂᕐᒥᑦ ᑖᔅᓱᒥᖓ ᐃᓅᓯᕗᑦ. ᑖᓐᓇ ᐱᓕᕆᔾᔪᑕᐅᓂᐊᖅᑐᑦ ᐱᕙᓪᓕᐊᑎᑕᐅᔪᖅ ᑲᑎᒪᖃᑎᖃᕐᓂᒃᑯᑦ ᑐᓴᕐᕕᖃᖅᐸᓪᓕᐊᓪᓗᑎᑦ ᐱᓕᕆᖃᑕᐅᓂᐊᖅᑐᓂᑦ ᐃᓐᓇᕐᓂᑦ, ᒪᒃᑯᑦᑐᓂᑦ, ᓄᓇᓕᓐᓂ ᐃᓕᓐᐊᓂᖅᑐᓕᕆᔨᒃᑯᑦ, ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᒻᒪ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᒃᑯᖏᓐᓂᑦ.

ᐊᒻᒪ ᓱᓕ, ᐱᔭᕆᐊᖃᕐᒪᑦ ᒪᓕᓪᓗᒍ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐱᖁᔭᖅ ᐊᑐᓂᑦ ᓄᓇᓕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖏᑦ ᐊᒻᒪ ᐅᐃᕖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᖏᑦ ᓄᓇᕗᒻᒥ ᐊᑎᒃᑯᕕᒻᒥᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᒻᒧᑦ ᐅᐸᖃᑦᑕᖅᑐᓄᑦ ᐊᑐᐊᒐᕐᒥᑦ ᐊᒻᒪ ᑕᒪᓐᓇ ᐊᑐᓕᖅᑎᑕᐅᓂᖓ ᑲᒪᒋᓗᒍ ᐃᓕᓐᓂᐊᕐᕕᖁᑎᒋᔭᖏᓐᓂᑦ.

ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᐅᐸᖃᑦᑕᓂᖅᓴᐅᖁᓪᓗᒋᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓇᑕᐅᒋᐊᒃᑲᓐᓂᕈᑎᖏᓐᓄᑦ, ᐱᓕᕆᕝᕕᕗᑦ ᒫᓐᓇ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᔪᑦ, ᑲᑎᒪᖃᑎᖃᖃᑦᑕᕐᓂᒃᑯᑦ ᓄᓇᓕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓪᓗ/ᐅᐃᕖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᖏᑦ ᓄᓇᕗᒻᒥ, ᐃᓚᒌᑦ ᐃᓚᐅᑎᑕᐅᓂᖏᓐᓄᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᔪᒪᔪᖅ ᐊᒻᒪ ᐊᑎᒃᑯᕕᒻᒥᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᒻᒧᑦ ᐅᐸᖃᑦᑕᖅᑐᓄᑦ ᐊᑐᐊᒐᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᒥᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᔪᓐᓇᖅᑐᓂᑦ ᐃᑲᔪᕈᑕᐅᓗᓂ ᓄᓇᓕᓐᓂᑦ

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ/ᐅᐃᕖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᓄᓇᕗᒻᒥ ᐊᑐᖅᑎᑦᑎᓗᑎᑦ ᑲᒪᒋᔭᔅᓴᖏᓐᓂᑦ ᑖᔅᓱᒥᖓ.

ᐃᓚᒌᓐᓂᑦ ᐊᒻᒪ ᓄᓇᓖᑦ ᐃᓚᐅᑎᑕᐅᓂᖏᑦ ᓄᑕᕋᐅᑉ ᐃᓕᓐᓂᐊᕐᓂᖓᓂᑦ ᐱᒻᒪᕆᐅᒻᒪᑦ ᐃᓕᓐᓂᐊᕐᓂᕆᔭᖏᓐᓂᑦ ᑲᔪᓯᑦᑎᐊᕈᑕᐅᓪᓗᑎᑦ ᓈᓴᖅᑕᐅᓯᒪᔪᓂᑦ ᐅᐸᖃᑦᑕᕐᓂᖏᓪᓗ ᐊᒻᒪ ᐱᔭᕇᖅᓯᖃᑦᑕᖅᑐᓂᑦ. ᐱᓕᕆᕝᕕᒃ ᐃᑲᔪᕐᓂᐊᖅᑐᑦ ᓄᓇᓕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ

ᑲᑎᒪᔨᖏᑦ/ᐅᐃᕖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᓄᓇᕗᒻᒥ ᐊᑐᓕᖅᑎᑦᑎᑦᑎᓪᓗᒋᑦ ᐃᓚᒌᑦ ᐃᓚᐅᑎᑕᐅᓂᖏᓐᓄᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᔪᒪᔪᒥᑦ ᐊᒻᒪ ᐊᑐᖅᑎᓪᓗᒋᑦ ᐊᑎᒃᑯᕕᒻᒥᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᒻᒧᑦ ᐅᐸᖃᑦᑕᖅᑐᓄᑦ ᐊᑐᐊᒐᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᓂᑦ ᖃᓄᐃᓕᕈᑕᐅᔪᓐᓇᖅᑐᓂᑦ.

ᐱᓕᕆᕝᕕᒃ ᐱᔭᓪᓕᐊᑎᑦᑎᒻᒥᔪᑦ ᐃᓚᒌᑦ ᐃᓚᐅᑎᑕᐅᓂᖏᓄᑦ ᐃᑭᐊᖅᑭᕕᒻᒥᑦ ᑖᓐᓇ ᐃᓄᓐᓄᑦ ᑭᒃᑯᑐᐃᓐᓇᕐᓄᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᓕᕈᒻᒫᖅᑐᖅ ᐃᓕᓐᓂᐊᕐᓇᐅᑉ ᐊᕐᕌᒍᖓ ᐃᓱᓕᓚᐅᖅᑎᓐᓇᒍ. ᓄᑖᖅ ᐃᑭᐊᖅᑭᕕᒃ ᐃᓚᖃᖕᓂᐊᖅᑐᑦ ᑐᕌᖓᔪᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ, ᐊᖓᔪᖅᑳᕆᔭᓄᑦ, ᐃᓕᓴᐃᔨᓂᓪᓗ ᐃᑲᔪᖅᑐᐃᓂᐊᕐᓗᑎᒃ ᐃᓅᓯᓕᒫᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᖕᒧᑦ, ᓴᙱᒃᑎᓪᓗᒋᓪᓗ ᐊᔪᙱᓐᓂᕗᑦ ᐃᑲᔪᕐᓂᐊᕐᓗᑕ ᓄᑕᖅᑲᖁᑎᑦᑎᓐᓂᑦ. ᐱᓕᕆᕝᕕᒃ ᑐᓴᕈᒪᓪᓗᑎᑦ ᑖᒃᑯᐊ ᐃᓗᓕᖏᑦ ᐊᒻᒪ ᐃᑲᔪᕈᑎᒃᓴᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ ᐃᑭᐊᖅᑭᕕᖓᓐᓂᑦ ᐊᑐᕐᓗᑎᑦ ᑐᓴᕐᕕᖃᕐᓂᐊᖅᑐᑦ

ᓈᒻᒪᒻᒪᖔᑕ ᐊᒻᒪ ᐊᑐᓐᓇᖅᑑᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ ᐃᓚᒌᓐᓄᑦ, ᓄᓇᓕᓐᓂᑦ

ᒪᒃᐱᒐᖅ 16 ᒪᒃᐱᒐᕐᓂ 31

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᓄᓇᓕᓐᓂᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓯᒻᒪᒃᑲᓐᓂᕐᒥᒻᒪᑕ ᑖᒃᑯᐊ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᐅᓂᒃᑳᕐᒥᑦ ᑖᔅᓱᒧᖓ ᑭᐅᑎᓪᓗᒋᑦ, ᓇᓗᓇᐃᖅᓯᑦᑎᐊᖁᔭᐅᓪᓗᑎᑦ ᒫᓐᓇ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᖃᓄᐃᒻᒪᑦ ᑐᙵᕕᖃᕐᒪᖔᑕ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᑯᐃᑦ ᒪᓕᓪᓗᒋᑦ ᐊᒻᒪ ᖃᓄᐃᓕᐅᕐᒪᖔᑕ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᓂᕐᕆᕙᑦᑕᖏᓐᓂᑦ ᐊᓯᖏᓐᓂᑦ;

ᑭᐅᔭᐅᓂᖓ:

ᒫᓐᓇ ᐊᑐᖅᑕᐅᔪᖅ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᓈᓴᐅᑏᑦ ᐋᖅᑭᓱᖅᑕᐅᓯᒪᔪᑦ (ᐃᓕᓐᓂᐊᕐᕖᑦ ᐃᓕᓐᓂᐊᖅᑎᖏᑦ ᐊᑎᖃᖃᑕᐅᔪᑦ ᓈᓴᖅᑕᐅᓪᓗᑎᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᑯᐃᑦ ᐊᒻᒪ ᐋᖅᑭᒋᐊᖅᑕᐅᓪᓗᑎᑦ ᐅᐸᖃᑦᑕᖅᑐᑦ ᒪᓕᓪᓗᒋᑦ) ᑖᓐᓇ ᐋᖅᑭᓱᖅᑕᐅᓯᒪᔪᖅ ᐱᓪᓗᕆᑦᑐᑦ ᑮᓇᐅᔭᖅᑖᖅᑎᑦᑎᓂᐅᖃᑦᑕᖅᑐᖅ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᓄᓇᕗᒻᒥ ᑐᙵᕕᖃᕐᓗᑎᑦ ᐱᔭᕆᐊᓖᑦ ᒪᓕᓪᓗᒋᑦ ᐊᒻᒪ ᐱᔭᕆᐊᖃᓪᓚᕆᑦᑐᑦ. ᐱᓕᕆᕝᕕ ᐃᓕᓴᖅᓯᔪᖅ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᖃᓄᑎᒋ ᐊᔾᔨᒌᙱᒻᒪᖔᑕ ᖃᐅᔨᕈᑎ ᐱᔭᕆᐊᑦᑐᖅᑎᑦᑎᔾᔪᑕᐅᖃᑦᑕᖅᑐᖅ ᐃᓚᖏᓐᓂᑦ. ᐆᑦᑑᑎᒋᓗᒍ, ᐊᓯᔾᔨᖅᑕᖃᑦᑕᕐᓂᖏᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖑᖃᑦᑕᖅᑐᑦ ᐊᒥᓲᓂᖏᑦ ᐊᕐᕌᒍᑕᒫᖅ ᑐᙵᕕᖃᖃᑦᑕᕐᒪᑕ ᐃᓕᓐᓂᐊᕆᐊᖅᑐᑦ ᐊᒥᓲᓂᖏᑦ ᐊᒻᒪ ᐅᐸᖃᑦᑕᖅᑐᑦ ᐊᑦᑐᐃᔪᓐᓇᕐᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒥᑦ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐃᓪᓗᔅᓴᖃᖅᑎᑕᐅᔪᓐᓇᕐᓂᖏᓐᓂᑦ. ᐊᒻᒪᓗᑦᑕᐅᖅ, ᒫᓐᓇ ᐊᑐᖅᑕᐅᔪᖅ ᐋᖅᑭᒃᓱᐃᔾᔪᑎ ᐃᓚᖃᙱᓚᖅ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᓄᑦ, ᓇᓕᒧᙱᑦᑐᓂᑦ ᓯᐊᒻᒪᒃᑎᕈᑕᐅᓕᖅᖢᓂ ᐃᓚᖏᓐᓂᑦ ᐃᖅᑲᓇᐃᔮᓂᑦ, ᓲᕐᓗ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᑲᔪᖅᑎᖏᑦᑕ ᐃᑲᔪᖅᑎᖏᓐᓄᑦ ᐅᖃᐅᓯᓕᕆᔨᒻᒪᕆᖕᓂᓪᓗ.

ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᐱᓕᕆᕝᕕᐅᔪᑦ ᓴᖅᑭᑦᑎᓕᖕᒪᑕ ᓄᑖᙳᕆᐊᖅᓯᒪᔪᒥᑦ ᐋᖅᑭᐅᒪᔾᔪᑎᒃᓴᓂᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐃᓚᐅᓂᐊᕐᓗᑎ ᐊᑕᐅᓯᐅᔾᔫᒥᔪᒃᑯᑦ ᓈᒻᒪᒃᑐᓂᒡᓗ ᓴᐊᒻᒪᒃᑎᕆᔪᓐᓇᖁᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ. ᐱᓕᕆᕝᕕᒃ ᑐᔅᓯᕋᕐᓂᐊᖅᑐᑦ ᐃᓗᓕᖏᑕ ᖃᓄᐃᓕᖓᓂᖏᓐᓂᑦ ᓇᓗᓇᐃᖅᓯᒪᔪᓂᑦ ᓄᑖᕈᕆᐊᖅᑎᑕᐅᓯᒪᔪᒥᑦ ᐋᖅᑭᔅᓱᐃᔾᔪᑎᐅᔪᒥᑦ 2021-22 ᐱᓕᕆᐊᔅᓴᐃᑦ ᑲᒪᒋᔭᐅᓕᕐᒥᑉᐸᑕ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓯᒪᒻᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑭᐅᑎᓪᓗᒋᑦ ᑖᔅᓱᒥᖓ ᐅᓂᒃᑳᓕᐊᖑᓯᒪᔪᒥᑦ, ᒐᕙᒪᓂᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓂᑦ ᓇᐃᓪᓕᑎᖅᓯᒪᔪᓂᑦ ᖃᓄᖅ ᐃᓕᓐᓂᐊᕐᕖᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᔅᓴᖏᑦ ᐋᖅᑭᓱᖅᓯᒪᓂᖃᕐᒪᖔᑕᓕ ᐊᒻᒪ ᖃᓄᖅ ᐱᔭᐅᕙᒻᒪᑕ ᐊᓯᖏᓐᓂᑦ ᒐᕙᒪᐅᔪᓂᑦ ᑲᓇᑕᒥ;

ᑭᐅᔭᐅᓂᖓ:

ᒪᒃᐱᒐᖅ 17 ᒪᒃᐱᒐᕐᓂ 31

ᐃᓚᒋᔭᖓᓂᑦᑕᐅᖅ ᕿᒥᕐᕈᓂᐅᔪᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᑦᑎᑦᑎᔩᑦ ᐊᔾᔨᒌᙱᒻᒪᖔᑕ ᖃᐅᔨᓴᕐᓂᕐᒧᑦ, ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓ ᑕᑯᓇᔅᓯᒪᓚᐅᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᕆᓂᕆᕙᑦᑕᖏᓐᓂᑦ ᐊᓯᖏᓐᓂᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᓂᑦ ᒐᕙᒪᖃᕐᕕᐅᔪᓂ.

ᑕᑯᓇᑦᑎᓪᓗᑕ ᑲᓇᑕᒥᑦ ᒐᕙᒪᖃᕐᕕᐅᔪᓂᑦ ᕿᒥᕐᕈᓚᐅᖅᑐᒍᑦ, ᐊᓯᖏᓐᓂᓪᓗ ᓄᓇᕐᔪᐊᕐᒥ ᒐᕙᒪᖃᕐᕕᐅᔪᓂᑦ ᓇᓗᓇᐃᕈᑎᒋᔪᒪᓪᓗᑎᒍᑦ ᐱᐅᓛᒃᑯᑦ ᐊᑐᕈᓐᓇᖅᑐᓂᑦ ᐱᓕᕆᐊᕆᕙᑦᑕᖏᓐᓂᑦ. ᐊᒥᓱᓂ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᓂᑦ ᐱᑕᖃᖅᑐᖅ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᖏᓂᖏᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᖃᓄᖅ ᐊᔾᔨᒌᙱᑎᒋᒻᒪᖔᑕ ᖃᐅᔨᓴᕐᓂᕐᒧᑦ. ᐊᑖᓃᑦᑐᖅ ᓇᐃᓪᓕᖅᓯᒪᔪᓂᑦ ᖃᐅᔨᔭᐅᓚᐅᖅᑐᑦ ᐱᓗᐊᕐᓂᖏᑦ ᕿᒥᕐᕈᔭᐅᓂᖃᖅᑎᓪᓗᒋᑦ.

ᐋᓪᐴᑕ

ᐋᓪᐴᑕᒥ, 25ᓂᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᑮᓇᐅᔭᓂᑦ ᐊᐃᑦᑑᓯᐊᔅᓴᖃᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐊᐅᓚᑦᑎᔨᖏᓐᓄᑦ ᐱᔭᐅᔪᓐᓇᖅᑐᓂᑦ. 98%ᖏᑦ ᐊᐃᑦᑑᑏᑦ "ᐃᓱᒪᒥᓂᒃ ᐱᐅᓱᕆᔭᒥᓂᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᓂᑦ," ᑐᑭᖓ ᑖᔅᓱᒪ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐊᐅᓚᑦᑎᔨᖏᑦ ᓇᒻᒥᓂᖅ ᑮᓇᐅᔭᓂᑦ ᓴᓂᕐᕙᐃᔪᓐᓇᖅᑐᓂᑦ ᓈᒻᒪᓛᖑᔫᑎᒋᔭᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ.

ᑮᓇᐅᔭᖅᑖᓪᓗᐊᑕᕆᕙᑦᑕᖏᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᑐᓂᔭᐅᖃᑦᑕᖅᑐᑦ, ᐊᖏᓛᖑᓪᓗᓂ ᑮᓇᐅᔭᖅᑖᖑᑎᑕᐅᖃᑦᑕᖅᑐᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᐊᑭᓕᐅᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᑮᓇᐅᔾᔭᒃᓵᖏᓐᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑎᔅᓴᓄᑦ. ᐃᓕᓐᓂᓕᓵᖅᑐᓂᑦ ᐱᒋᐊᕐᓗᒍ ᖁᔅᓯᓐᓂᓕᓐᓄᑦ 9ᒧᑦ ᑮᓇᐅᔭᖅᑎᑕᐅᔪᑦ ᐊᑐᓂᖅ ᐃᓕᓐᓂᐊᖅᑎ ᐊᑕᐅᓯᖅ ᑐᙵᕕᒋᔭᐅᓪᓗᓂ, ᑖᒃᑯᐊ ᖁᔅᓯᓐᓂᓕᓐᓃᑦᑐᑦ 10-12ᒧᑦ ᑮᓇᐅᔭᓂᑦ ᐊᐃᑦᑑᓯᐊᖃᑦᑕᖅᑐᑦ ᐊᒥᓲᓂᖏᓂ ᒪᓕᑦᑕᐅᓪᓗᑎᑦ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓄᑦ ᓈᓴᐅᑏᑦ ᓄᐊᑉᐸᓪᓕᐊᔪᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ.

ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖏᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐱᔾᔪᑎᖃᖃᑦᑕᕐᒥᔪᑦ, ᒪᑯᐊᓗ ᐃᓚᒋᓪᓗᒋᑦ ᑮᓇᐅᔭᑲᓐᓂᕐᓂᑦ ᐊᐃᑦᑐᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᑲᔪᕈᑕᐅᓂᐊᖅᑐᓂᑦ ᑎᒥᒥᒍᑦ ᐊᔪᕈᑎᓕᓐᓄᑦ, ᖃᓪᓗᓈᑎᑐᑦ ᐅᖃᐅᓯᖃᕆᐊᕐᖓᖅᓯᒪᙱᑦᑐᓄᑦ, ᐅᑭᐅᖅᑕᖅᑐᒥᐅᑕᐅᓂᖏᓐᓄᑦ ᓱᑯᑦᑎᐊᓃᓐᓂᖏᑦ ᓄᓇᒥᑦ ᒪᓕᓪᓗᑎᑦ ᑐᓂᔭᐅᖃᑦᑕᖅᑐᑦ.

ᐳᕆᑎᔅ ᑲᓚᒻᐱᐊ

ᐳᕆᑎᔅ ᑲᓚᒻᐱᐊᒥᑦ, ᑖᓐᓇ ᒐᕙᒪᐅᔪᖅ ᐊᕕᑦᑐᖅᓯᒪᔪᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒧᑦ ᐱᖁᔭᖅ ᓴᖅᑭᑎᑦᑎᔪᖅ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓲᓛᖑᔪᓐᓇᖅᑐᓂᑦ ᐊᑐᓂᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ ᐊᕕᑦᑐᖅᓯᒪᓪᓗᑎᑦ, ᐅᑯᐊᖑᕗᑦ:
- ᐃᓕᓐᓂᐊᓕᓵᖅᑐᑦ: 22 ᐃᓕᓐᓂᐊᖅᑏᑦ

ᒪᒃᐱᒐᖅ 18 ᒪᒃᐱᒐᕐᓂ 31

- ᖁᑦᑎᖕᓂᓖᑦ 1-3: 24 ᐃᓕᓐᓂᐊᖅᑏᑦ

- ᖁᑦᑎᖕᓂᓖᑦ 4-12: 30 ᐃᓕᓐᓂᐊᖅᑏᑦ

ᒐᕙᒪᓄᑦ ᐊᕕᑦᑐᖅᓯᒪᓂᖏᓐᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᑐᓂᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᓴᓂᕐᕙᐃᖃᑦᑕᖅᑐᑦ ᓇᒻᒥᓂᖅ ᐋᖅᑭᔅᓱᐃᓪᓗᑎᑦ ᓱᓇᓄᑦ ᐊᑐᖅᑕᐅᔪᔅᓴᐅᒻᒪᖔᑕ ᓈᒻᒪᓛᖑᔪᓐᓇᖅᑐᓄᑦ. ᐊᐅᓪᐴᑕᒥᑦ ᑕᐃᒫᖑᒻᒪᑦ, ᐳᕆᑎᔅ ᑲᓚᒻᐱᐊᒥᑦ ᓴᓂᕐᕙᐃᖃᑦᑕᖅᑐᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᓪᓗᑕᖏᓐᓂᑦ ᐊᒥᓲᓂᖏᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᑐᓂᑦ ᑐᙵᕕᒋᔭᐅᓪᓗᓂ, ᑕᒪᓐᓇ ᑐᑭᖃᖅᑐᖅ 79%ᖏᓐᓂᑦ ᑕᐃᒪᓐᓂᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᕆᖃᑦᑕᖅᑕᖏᓐᓂᑦ. ᑮᓇᐅᔭᖅᑖᕈᓯᐊᒃᑲᓐᓂᕆᕙᑦᑕᖏᑦ ᐊᑐᐃᓐᓇᐅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᑲᔪᕈᑎᔅᓴᐅᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓕᓐᓄᑦ ᒪᑯᓄᖓ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐅᓗᕆᐊᓇᖅᑐᒦᑐᐃᓐᓇᕆᓕᓐᓄᑦ, ᓄᓇᖃᖅᑳᖅᓯᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ, ᖃᓪᓗᓈᑎᑐᑦ ᐅᖃᐅᓯᖃᕆᐊᙵᐅᑎᖃᖅᓯᒪᙱᑦᑐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ. ᐊᔾᔨᐅᖏᑦᑐᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᑦ, ᒪᑯᐊ ᒥᑭᓐᓂᖅᓴᐃᑦ ᓄᓇᓖᑦ ᐊᒻᒪ ᓄᓇᓖᑦ ᐃᓕᓐᓂᐊᖅᑎᖏᑦ ᖃᑦᑏᓐᓇᐅᓂᖅᓴᐅᔪᑦ, ᑮᓇᐅᔭᖅᑖᕈᓯᐊᒃᑲᓐᓂᕐᓂᑦ ᐱᑎᑕᐅᖃᑦᑕᕐᒥᔪᑦ.

ᐋᓐᑎᐅᕆᐅ

ᐋᓐᑎᐅᕆᐅᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐱᖁᔭᖅ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓲᓂᕆᔭᕆᐊᓕᖏᑦ ᒪᓕᒐᐃᑦ ᐊᑐᐊᒐᖏᑦ ᐋᖅᑭᓱᖅᑕᐅᓯᒪᔪᑦ ᐊᒥᓲᓂᕆᕙᑦᑕᖏᑕ ᐊᑯᓪᓕᖅᐹᖅᓯᐅᕐᓂᖅ ᓈᓴᐅᑎᓂ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒦᓂᕆᔪᓐᓇᖅᑕᖓᑕ ᑭᓪᓕᖃᖅᑎᑕᐅᓂᖓ. ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓲᓂᕆᔭᕆᐊᓗᖏᓐᓄᑦ ᒪᓕᒐᐃᑦ ᐊᑐᐊᒐᖏᑦ ᐋᖅᑭᔅᓯᒪᔪᑦ ᐅᑯᐊᖑᕗᑦ:

- ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓯᕈᓐᓇᖅᓯᓛᓕᖅᑐᑦ ᓄᑲᖅᑏᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᑦ:
ᐊᒥᓲᓂᕆᒐᔪᑉᐸᑕᖏᑦ ᐊᑯᓪᓕᖅᐹᖅᓯᐅᕐᓂᖅ ᓈᓴᐅᑎᓂ ᐅᖓᑖᓕᔭᕆᐊᖃᙱᑦᑐᑦ ᐃᓪᓗᐊᕈᓯᒦᑦᑐᑦ 26ᓄᑦ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓲᓂᕆᔪᓐᓇᖅᑕᖏᑦ ᑭᓪᓕᖓ 29
ᐃᓕᓐᓂᐊᖅᑏᑦ

- ᖁᑦᑎᖕᓂᓖᑦ 1-3: ᐊᒥᓲᓛᖑᔪᓐᓇᖅᑐᑦ ᑭᓪᓕᖓ 23 ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓪᓗᐊᕈᓯᕐᒥᑦ,
90%ᖏᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ 20 ᑐᖔᓂᑦ ᐃᓕᓐᓂᐊᖃᕆᐊᓖᑦ

- ᖁᑦᑎᖕᓂᓖᑦ 4-8: ᐊᒥᓲᓂᕆᒐᔪᑉᐸᑕᖓ ᐊᑯᓪᓕᖅᐹᖅᓯᐅᕐᓂᖅ ᓈᓴᐅᑎᓂ
ᐅᖓᑖᓕᖏᓪᓗᑎᑦ ᐃᓪᓗᐊᕈᓯᕐᒦᑦᑐᑦ 24.5ᓂᑦ

- ᑲᑎᑕᐅᓯᒪᔪᓂᑦ ᐊᔾᔨᒌᙱᑦᑐᑦ ᖁᕝᕙᓯᖕᓂᖏᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ: ᐊᒥᓲᓂᕆᒐᔪᑉᐸᑕᖓ
ᐊᑯᓪᓕᖅᐹᖅᓯᐅᕐᓂᖅ ᓈᓴᐅᑎᓂ ᐅᖓᑖᓕᖏᓪᓗᑎᑦ ᐃᓪᓗᐊᕈᓯᕐᒥᑦ 23ᒧᑦ

- ᖁᑦᑎᖕᓂᓖᑦ 9-12: ᐊᒥᓲᓂᕆᒐᔪᑉᐸᑕᖓ ᐊᑯᓪᓕᖅᐹᖅᓯᐅᕐᓂᖅ ᓈᓴᐅᑎᓂ
ᐅᖓᑖᓕᖏᓪᓗᑎᑦ ᐃᓪᓗᐊᕈᓯᕐᒥᑦ 22ᓂᑦ

ᐋᓐᑎᐅᕆᐅ ᒐᕙᒪᒃᑯᖏᑦ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᖏᑕ ᑲᑎᒪᔨᖏᓐᓂᑦ

ᒪᒃᐱᒐᖅ 19 ᒪᒃᐱᒐᕐᓂ 31

ᑎᓴᒪᐃᓕᖅᑲᑎᑕᐅᓪᓗᑎᑦ ᒪᑯᐊ: ᐃᓕᓐᓂᐊᕐᕕᐊᕈᓯᕐᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ (ᒪᑯᓄᖓ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᒧᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᐃᑦ), ᐃᓕᓐᓂᐊᕐᕕᓕᒫᒨᖓᔪᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ (ᐃᑲᔪᕈᑎᔅᓴᑦ ᓲᕐᓗ ᐊᓪᓚᕕᓕᕆᔨᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᐃᑲᔪᖅᑎᖏᑦ), ᓄᓇᓕᓐᓃᖔᖓᔪᑦ ᐊᐅᓚᑦᑎᔨᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ (ᒪᑯᓄᐊ, ᑲᑎᒪᔨᓄᑦ) ᖃᓄᖅᑑᕈᑎᓄᑦ ᓯᕗᓪᓕᐅᑎᔭᐅᔪᑦ (ᒪᑯᐊ, ᐃᑲᔪᕈᑎᔅᓴᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᔾᔨᐅᑎᖏᑦᑐᑦ ᐃᑲᔪᖅᑕᐅᒋᐊᒃᑲᓐᓂᕆᐊᓕᓐᓄᑦ).
ᐋᓐᑎᐅᕆᐅᒃᑯᑦ ᐊᑐᖃᑦᑕᖅᑕᖏᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᓕᕆᓂᖏᑦ ᐱᔭᕆᐊᑐᔫᓪᓗᑎᑦ ᐊᒻᒪ ᐊᒡᒍᑐᖅᑕᐅᓯᒪᔪᓂᑦ 19 ᐊᔾᔨᒌᙱᑦᑐᑦ ᐊᐃᑦᑑᑏᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ. ᒪᕐᕉᒃ ᑮᓇᐅᔭᐃᑦ ᐊᐃᑦᑑᑎᐅᓪᓗᑕᖃᑦᑕᖅᑑᒃ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᑦᓄ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᔅᓴᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ, ᑖᓐᓇ ᐋᖅᑭᓱᖅᓯᒪᕙᒌᑦᑐᒥᑦ ᑮᓇᐅᔭᖅᑖᕕᐅᔪᓐᓇᖃᑦᑕᖅᑐᖅ ᐊᑐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᖏᑦ ᑕᑯᓐᓇᑕᖅᐅᓪᓗᑎᑦ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᒻᒧᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᔅᓴᖅ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ, ᑖᓐᓇ ᑮᓇᔭᐅᖃᖅᑎᑦᑎᒍᑕᐅᖃᑦᑕᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᐊᖓᔪᖅᑳᖏᓐᓄᑦ, ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᐊᖓᔪᖅᑳᖏᑕ ᑐᖏᓕᖏᓐᓄᑦ, ᐊᒻᒪ ᐊᓪᓚᕝᕕᓕᕆᓂᕐᒧᑦ ᐃᑲᔪᕈᑏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓄᑦ, ᐊᒻᒪᓗ ᐊᓪᓚᕝᕕᒻᒥᑦ ᐱᖁᑎᑖᕈᑎᔅᓴᖏᑦ. 17 ᐊᓯᖏᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᔅᓴᑦ ᐋᓐᑎᐅᕆᐅᒥᑦ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᒪᑯᓂᖓ ᐃᓚᖃᖅᑐᑦ:
- ᐊᔾᔨᐅᙱᑦᑐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᓄᓇᖃᖅᑳᖅᓯᒪᔪᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᒃᑲᓐᓃᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᓯᓚᑎᐊᓃᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐅᖓᓯᑦᑑᒥᑦᑐᑦ ᐊᒻᒪ ᓄᓇᓕᒡᔪᐊᕐᒥᐅᑕᐅᙱᑦᑐᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᓄᓇᓕᒡᔪᐊᕐᒥᐅᑕᐅᙱᑦᑐᑦ ᐊᒻᒪᓗ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- .ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐱᕕᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦᔭ.
- ᐊᑦᑕᕐᓇᖏᑦᑐᓂᑦ ᐊᒻᒪ ᐊᖏᖅᓯᒪᓂᖃᕐᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐃᓕᓐᓂᐊᖏᓐᓇᕐᓂᕐᒧᑦ ᐊᒻᒪ ᐊᓯᖏᓐᓄᑦ ᐱᓕᕆᐊᔅᓴᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐊᑭᖏᑦ ᓄᑖᓄᑦ ᐃᓕᓴᐃᔨᕈᖅᐸᓪᓕᐊᔪᓄᑦ ᐱᓕᕆᐊᒃᓴᖅ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ ᑮᓇᐅᔭᑦ.
- ᐃᖏᕐᕋᔪᓕᕆᓂᕐᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐱᓕᕆᐊᕆᓗᒍ ᐊᒻᒪ ᐊᐅᓚᑦᑎᕝᕕᒻᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐊᑭᓕᒃᓴᓄᑦ ᐊᑭᓕᕆᐊᓕᓐᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᕿᑐᕐᖏᐅᕈᑏᑦ ᐊᑭᑐᔫᑎᑦ ᐊᑭᓕᒃᓴᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.

ᒪᒃᐱᒐᖅ 20 ᒪᒃᐱᒐᕐᓂ 31

- ᐃᓕᓐᓂᐊᕐᕕᑦ ᐊᐅᓚᔾᔪᑎᖏᓐᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᓄᑖᖑᕆᐊᕈᑎᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ.
- ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐃᓂᖃᖅᑎᑦᑎᓂᕐᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ

ᓂᐅ ᐳᕋᓐᓱᕕᒃ

ᓂᐅ ᐳᕋᓐᓱᕕᒃᒥᑦ, ᐃᓪᓗᐊᕈᓯᖏᓐᓂᑦ ᐊᖏᓂᖓ ᐋᖅᑭᑦᑕᐅᓯᒪᔪᖅ ᐊᖏᖃᑎᒌᓐᓂᒃᑯᑦ ᑖᒃᑯᐊᓗ ᓂᐅ ᐳᕋᓐᓱᕕᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᖏᑕ ᑲᑐᔾᔨᖃᑏᒋᒃᑯᖏᓪᓗ ᒐᕙᒪᒃᑯᖏᑕᓗ. ᐃᓕᓐᓂᐊᕐᕕᖓᑕ ᐃᓪᓗᐊᕈᓯᖏᓐᓂᑦ ᐊᖏᓂᖏᑦ ᒪᓕᑦᑕᐅᔭᕆᐊᓖᑦ ᐅᑯᐊᖑᕗᑦ:
- ᓇᒥᑐᐃᓐᓇᖅ ᓈᒻᒪᓈᖅᓯᒪᑉᐸᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᐸᑦ ᐊᖏᓂᖓ ᐃᓪᓗᐊᕈᓯᕐᒥᑦ 26ᓂᑦ
ᐃᓕᓐᓂᐊᖅᑎᖃᕐᓗᑎᑦ. ᐃᓪᓗᐊᕈᓰᑦ ᑕᒪᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᖏᑕ ᐊᒥᓲᓂᖏᑦ ᐅᖓᑖᓕᔭᕆᐊᖃᙱᑦᑐᑦ 29ᓂᑦ ᐃᓕᓐᓂᐊᑎᖃᕈᓐᓇᕐᓂᖏᑦ.
o ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓂᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 2: ᐊᒥᓲᓃᕆᔪᓐᓇᖅᑕᖏᑕ ᐃᓪᓗᐊᕈᓯᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ 21
o ᖁᕝᕙᓯᖕᓂᖓ 3: ᐊᒥᓲᓃᕆᔪᓐᓇᖅᑕᖏᑕ ᐃᓪᓗᐊᕈᓯᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ 26
o ᖁᑦᑎᖕᓂᓖᑦ 4-6: ᐊᒥᓲᓃᕆᔪᓐᓇᖅᑕᖏᑕ ᐃᓗᐊᕈᓯᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ 28

ᒐᕙᒪᒃᑯᖏᓐᓂᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖏᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᓂᐅ ᐳᕋᓐᓱᕕᒃᒥᑦ, ᐅᑯᐊᖑᕗᑦ:

- ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᓄ ᑐᙵᕕᖃᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓲᓂᖏᑦ,
ᐱᓕᕆᐊᔅᓴᖏᓐᓂᑦ, ᐊᒻᒪ ᐃᓪᓗᐊᕈᓯᖓᓐᓂᑦ ᐊᒥᓲᓂᖏᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ
- ᐊᓯᖏᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐊᐃᑦᑑᑎᐅᖃᑦᑕᖅᑐᑦ ᒪᑯᓄᖓ:
- ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐅᐸᖃᑦᑕᖏᑦᑐᑦ
- ᐃᓕᓐᓂᐊᕐᕕᒻᒥᑦ ᑎᑎᕋᖅᑎᖓ − ᐊᑕᐅᓯᕐᒥᑦ ᐊᑐᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒧᑦ
- ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᓄᑦ ᐃᑲᔪᖅᑏᑦ ᐊᒻᒪ ᐅᖃᓕᒫᒐᖃᕐᕕᒻᒥᑦ ᐃᑲᔪᖅᑎᖏᑦ
- ᐃᖏᕐᕋᔾᔪᑎᓄᑦ
- ᐃᓪᓗᖏᓐᓄᑦ − ᐊᑭᖓ ᐋᖅᑭᔅᓯᒪᔪᖅ ᐊᑐᓂᑦ ᑭᑉᐹᕆᑦᑐᖅ ᐊᑕᐅᓯᕐᒧᑦ
- ᐊᕕᑦᑐᖅᓯᒪᔪᑦ ᑲᒪᓂᖅ
- ᐊᐅᓚᔾᔪᑎᓄᑦ ᐊᑭᓕᖅᓱᕆᐊᓖᑦ − ᐊᓯᖏᑦ ᐊᐅᓚᔾᔪᑎᓄᑦ ᐊᑭᓕᖅᓱᕆᐊᓖᑦ
ᑮᓇᐅᔭᖃᖅᑎᑕᐅᔪᑦ ᑕᐃᒫᔅᓴᐃᓐᓇᖅ ᐊᑐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᒧᑦ ᐊᑕᐅᓯᕐᒧᑦ

ᒪᒃᐱᒐᖅ 21 ᒪᒃᐱᒐᕐᓂ 31

ᐊᑭᓕᖅᓱᕆᐊᓖᑦ ᑕᒪᐃᓐᓄᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓕᕆᔨᖏᓐᓄᑦ

ᑕᑯᓇᑦᑎᓪᓗᑕ ᐃᓕᓐᓂᐊᕐᕖᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᑦ ᐃᓚᒋᔭᐅᑎᑕᐅᓚᐅᖅᑐᑦ ᒪᕐᕉᒃ ᐃᓕᓐᓂᐊᕐᕖᒃ ᑲᓇᑕᐅᑉ ᓯᓚᑖᓂ: ᐋᔅᑐᕇᓕᐊᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᖏᑦ, ᐊᒻᒪ ᓂᐅ ᓰᓚᓐᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᖏᑦ.

ᐋᔅᑐᕇᓕᐊ
ᐋᔅᑐᕇᓕᐊᒥᑦ ᒐᕙᒪᒃᑯᖏᑦ ᑖᒃᑯᐊ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᒐᕙᒪᐅᔪᓄᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ, ᐊᒻᒪ ᑖᒃᑯᐊ ᐊᑐᓂᑦ ᒐᕙᒪᖏᑕ ᐊᕕᑦᑐᖅᓯᒪᓂᐅᔪᓃᑦᑐᑦ ᐊᐅᓚᑦᑎᕕᖃᖅᑎᑕᐅᔪᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᓕᕆᔨᒃᑯᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓂᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᖏᑦ.
ᐋᔅᑐᕇᓕᐊᒃᑯᑦ ᒐᕙᒪᒃᑯᖏᑦ ᐋᖅᑭᓱᖅᓯᒪᕙᒌᖅᑐᓂᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᓂᑦ ᓴᓂᕐᕙᐃᓯᒪᖃᑦᑕᖅᑐᑦ ᒐᕙᒪᒃᑯᖏᑕ ᐊᕕᑦᑐᖅᓯᒪᔪᖏᓐᓄᑦ. ᐋᖅᑭᓱᖅᓯᒪᕙᒌᑦᑐᑦ ᑖᒃᑯᐊ ᐃᓗᓕᖃᖅᑐᑦ ᒥᑭᔫᑕᐅᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕆᐊᓕᓵᖅᑐᓄᑦ ᐊᒻᒪ ᑮᓇᐅᔭᖅᑖᓪᓗᐊᑕᐅᕙᑦᑐᑦ ᖁᑦᑎᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ. ᑮᓇᐅᔭᖅᑖᓪᓗᐊᑕᐅᕙᑦᑐᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓲᓂᖏᓐᓂᑦ ᑐᙵᕕᖃᖅᑐᑎᑦ ᐊᑐᓂᑦ ᓄᓇᓖᑦ ᑮᓇᐅᔭᖅᑖᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᓇᒻᒥᓂᖅ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᔪᓐᓇᖏᑉᐸᑕ ᐊᐅᓚᔾᔪᑎᓄᑦ ᐊᑭᓕᕆᐊᓕᓐᓄᑦ. ᐅᖃᐅᓯᕆᒃᑲᓐᓂᕐᓗᒍ, ᑖᒃᑯᐊ ᓄᓇᓕᖁᑎᖏᑦ ᓇᒻᒥᓂᖅ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᔪᓐᓇᖅᐸᑕ ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ ᐊᐅᓚᔾᔪᑎᓄᑦ ᐊᑭᓕᖅᓱᐃᔾᔪᑎᔅᓴᓂᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖏᑦ ᐋᔅᑐᕇᓕᐊᒃᑯᑦ ᒐᕙᒪᒃᑯᖏᓐᓂᑦ ᖃᑦᑏᓐᓇᐅᓂᖅᓴᓂᑦ ᐱᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᐊᓗ ᐊᓯᖏᑦ ᓇᒻᒥᓂᖅ ᐊᑭᓕᖅᓱᐃᔪᓐᓇᖏᓐᓂᖅᓴᐅᔪᑦ ᐊᒥᓲᓂᖅᓴᓂᑦ ᑮᓇᐅᔭᖅᑖᖅᑎᑕᐅᖃᑦᑕᖅᑐᑎᑦ.
ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑲᓐᓂᕐᓂᑦ ᐃᓚᔭᐅᖃᑦᑕᖅᑐᑦ ᓇᓗᓇᖅᓯᓯᒪᓂᖏᑦ ᒪᓕᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑎᖏᑦ ᐊᒥᓲᓂᖏᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐊᕕᑦᑐᖅᓯᒪᓪᓗᑎᑦ ᐱᔭᕆᐊᓕᖏᑦ, ᒪᑯᐊ ᐃᓚᒋᔭᐅᓪᓗᑎᑦ:
- ᐃᓕᓐᓂᐊᖅᑏᑦ ᑎᒥᒥᒍᑦ ᐊᔪᕈᑎᓖᑦ
- ᓄᓇᖃᖅᑳᖅᓯᒪᔪᓄᑦ ᐅᕙᓗ ᑐᐊᕆ ᕿᑭᖅᑕᖓᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᖏᓐᓄᑦ
- ᐃᓕᓐᓂᐊᖅᑏᑦ ᐱᓯᒪᔪᑦ ᐃᓅᓯᕆᔭᒧᑦ-ᒪᑭᑉᐸᓪᓕᐊᔾᔪᑎᒃᓴᓄᓪᓗ ᐊᔪᖅᓴᓂᖅᓴᐅᔪᓂᑦ
- ᖃᓪᓗᓈᑑᕈᓐᓇᑦᑎᐊᖏᓐᓂᖅ
- ᐃᓕᓐᓂᐊᕐᕕᖏᑕ ᓇᒦᓐᓂᖏᑦ
- ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐊᖏᓂᖓ

ᒪᒃᐱᒐᖅ 22 ᒪᒃᐱᒐᕐᓂ 31

ᓂᐅ ᓰᓚᓐ

ᓂᐅ ᓰᓚᓐᒥ, ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᐊᔾᔨᒌᙱᓐᓂᖏᓐᓄᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᓂᐅ ᓰᓚᓐ ᐋᖅᑭᔅᓯᒪᔭᖓᓐᓂᑦ ᐊᒥᓲᓛᖑᔪᓐᓇᖅᑐᑦ ᐊᑯᓪᓕᖅᐹᖅᓯᐅᕐᓂᖅ ᓈᓴᐅᑎᓂ ᐃᓪᓗᐊᕈᓯᖏᓐᓂᑦ ᐊᖏᓂᕆᔭᕆᐊᓕᖏᓐᓄᑦ ᐊᑐᐊᒐᖓᓐᓂᑦ. ᑖᓐᓇ ᐊᑐᐊᒐᖅ ᒪᓕᓪᓗᒍ ᐃᓕᓐᓂᐊᕐᕖᑦ 176ᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᖃᖅᐸᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕆᐊᓖᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᔨᓂᑦ (ᐃᓪᓗᐊᕈᓯᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨ) ᐊᒥᓲᓂᖏᑦ ᐅᖓᑖᓕᖏᓪᓗᑎᑦ 25ᓂᑦ ᐊᑕᐅᓯᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᒧᑦ.

90%ᖏᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖑᕙᑦᑕᑦ ᓂᐅ ᓰᓚᓐᒥ ᓂᐅ ᓰᓚᓐ ᒐᕙᒪᒃᑲᖏᓐᓃᖔᖓᖃᑦᑕᖅᑐᑦ ᐊᒻᒪ 10%ᖏᑦ ᓇᒻᒥᓂᖅ ᓄᓇᓕᖏᓐᓂᑦ ᓄᐊᑕᐅᓯᒪᔪᑦ ᑮᓇᐅᔭᑦ. ᓂᐅ ᓰᓚᓐᑯᑦ ᒐᕙᒪᒃᑯᖏᓐᓂᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᑐᓂᔭᐅᑲᐅᑎᒋᖃᑦᑕᖅᑐᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᐅᕙᓗ ᑎᒍᒥᐊᖅᑎᓄᑦ ᑮᓇᐅᔭᓂᑦ ᒐᕙᒪᒃᑯᖏᓐᓂᑦ ᑖᒃᑯᐊᓗ ᑲᒪᒋᔭᖃᑦᑎᐅᓪᓗᑎᑦ ᐊᑐᓂᑦ ᐊᑕᐅᓯᕐᒥᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥᑦ.

ᐃᓕᓐᓂᐊᕐᕕᖏᓐᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓅᖓᔪᒥᑦ, ᐊᑐᓂᑦ ᑲᑎᒪᔨᖏᑦ ᑎᒍᒥᐊᖅᑏᑦ ᑐᓂᔭᐅᖃᑦᑕᖅᑐᑦ "ᐱᔭᕆᐊᓕᖏᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ," ᑕᒪᓐᓇ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᓄᑦ, ᐃᓅᓯᓕᕆᔨᖏᓐᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᕕᒻᒥᑦ ᐊᓪᓚᕝᕕᖏᓐᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓄᑦ.

ᓂᐅ ᓰᓚᓐ ᐆᑦᑑᑎᒋᔭᐅᔪᓐᓇᖅᑐᓂᑦ ᑖᓐᓇᑑᕗᖅ ᒐᕙᒪᖃᕐᕕᐅᔪᓂᑦ ᕿᒥᕐᕈᔭᐅᕙᑦᑐᓂᑦ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᖃᑦᑕᕐᓂᖅ ᐊᒻᒪ ᐊᐅᓚᔾᔪᑎᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐃᖅᑲᓇᐃᔭᖃᑎᖏᓐᓄᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᓄᑦ, ᓲᕐᓗ ᓄᓇᕗᑦ ᒫᓐᓇ ᐊᑐᖃᑦᑕᖅᑕᖓ ᐋᖅᑭᓱᖅᓯᒪᕙᒌᖅᑐᓂᑦ. ᑮᓇᐅᔭᖃᖅᑎᑦᑎᓂᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒧᑦ ᑐᙵᕕᖃᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᑐ ᐊᒥᓲᓂᖏᑦ ᐊᑐᓂ ᖁᕝᕙᓯᖕᓂᓕᓐᓃᑦᑐᓂᑦ ᐊᒻᒪ ᐱᖓᓲᓪᓗᑎᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᐋᖅᑭᓱᖅᓯᒪᕙᒌᖅᑐᑦ ᐊᕕᑦᑐᖅᑕᐅᓯᒪᓪᓗᑎᑦ ᐱᖓᓱᑦ:

1. ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓂᖅ

2. ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓂᖅ ᑲᒪᓂᖅ

3. ᐃᓅᓯᓕᕆᔨᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕐᓂᖅ

1. ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᔨ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ (ᐃᓪᓗᕈᓯᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔪᑦ) ᓱᓕ ᐊᕕᑦᑐᕆᐊᒃᑲᓐᓂᖅᓯᒪᒻᒥᔪᑦ ᐅᑯᐊᖑᓪᓗᑎᑦ:

a. ᒥᑭᔫᑕᐅᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ (ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 1-8)

b. ᐱᓕᕆᔾᔪᑎᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ

c. ᖁᕙᓯᓐᓂᖅᓴᒦᑦᑐᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ

2. ᐊᐅᓚᑦᑎᓂᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓂᑦ ᐃᓚᒋᔭᐅᒻᒥᔪᖅ ᐊᕕᑦᑐᖅᓯᒪᔪᓂᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐋᖅᑭᓱᖅᓯᒪᕙᒌᑦᑐᒥᑦ ᓴᓂᕐᕙᐃᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐊᓪᓚᕝᕕᖏᓐᓂᑦ ᐃᖅᑲᓇᐃᔮᓄᑦ.

ᒪᒃᐱᒐᖅ 23 ᒪᒃᐱᒐᕐᓂ 31

ᐃᖅᑲᓇᐃᔭᖅᑎᓂᑦ ᓴᓂᕐᕙᖅᓯᓂᖏᑦ ᑐᙵᕕᖃᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᑐᑦ ᐊᒥᓲᓂᖏᑦ, ᐃᓚᖓ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᓂᕐᒧᑦ ᐅᕙᓗ ᐱᓕᕆᔨᒻᒪᕇᑦ ᓯᕗᓕᖅᑎᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᓂᕐᒧᑦ, ᖃᓄᐃᑦᑑᓂᖏᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᑕᑯᓐᓈᖅᑕᐅᓪᓗᑎᑦ.
3. ᐃᓅᓯᓕᕆᔨᓂᑦ ᐃᖅᑲᓇᑲᐃᔭᖅᑎᑖᓂᕐᒧᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᖁᕝᕙᓯᖕᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᐳᓴᓐᑎᖓᒎᖓᓪᓗᑎᑦ ᑖᒃᑯᐊ ᐅᓪᓗᓕᒫᖃᑦᑕᖅᑐᒧᑦ ᓇᓕᒧᒃᓲᑎᔪᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᐅ ᐃᖅᑲᓇᐃᔮᖓ ᐊᑐᓂᑦ ᖁᕝᕙᓯᖕᓂᓕᖕᓄᑦ 9-13ᒧᑦ ᐊᑐᐃᓐᓇᐅᑎᑕᐅᖃᑦᑕᖅᑐᑦ.
ᐊᐅᓚᔾᔪᑎᓄᑦ ᐊᓯᖏᓐᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᑐᓂᔭᐅᖃᑦᑕᖅᑐᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐱᓕᕆᐊᓄᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓄᑦ, ᐅᑯᐊᖑᕗᑦ:
- ᐊᐅᓚᑦᑎᓂᕐᒧᑦ ᐊᐃᑦᑑᓯᐊᑦ,
- ᑮᓇᐅᔭᖅᑖᕈᓯᐊᓪᓗᐊᑕᐃᑦ,
- ᒪᐅᕆᑐᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ,
- ᐊᑐᖅᑕᐅᒐᔪᖃᑦᑕᖅᑐᑦ ᐊᒻᒪ ᓂᐅ ᓰᓚᓐ ᐃᓕᓐᓂᐊᕐᕕᓕᕆᔾᔪᓯᖓᑎᒍᑦ ᐊᑐᓂ
ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ (ᐃᑲᔪᖅᑕᐅᒋᐊᒃᑲᓐᓂᖃᑦᑕᖅᑐᑦ ᐊᐅᓚᔾᔪᑎᓄᑦ ᐊᑭᓕᕆᐊᓕᓐᓄᑦ),
- ᐃᓕᓐᓂᐊᖅᑎᒧ ᐊᑕᐅᓯᕐᒧᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ,
- ᐃᓇᖏᖅᓯᓯᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᕐᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ,
- ᐊᔾᔨᐅᙱᑦᑐᒥᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ,
- ᑐᕌᖓᔪᑦ ᐅᓗᕆᐊᓇᖅᑐᒦᑐᐃᓐᓇᕆᐊᓕᓐᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ (ᐃᓕᓐᓂᐊᖅᒡᑎᑦ
ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ ᐱᔭᕇᖅᓯᔪᓐᓇᖏᑐᐃᓐᓇᕆᐊᓕᓐᓄᑦ),
- ᑐᕌᖓᔪᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᑦ ᐱᔭᕇᖅᓯᒪᔪᓐᓇᕐᓂᒧᑦ (ᐃᓅᓯᕆᔭᒧᑦ-
ᒪᑭᑉᐸᓪᓕᐊᔾᔪᑎᒃᓴᓄᓪᓗ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ), ᐊᒻᒪ
- ᑐᕌᖓᔪᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐅᐸᒐᕐᓂᖏᓐᓂᖅᓴᒦᑦᑐᓄᑦ/ᐅᖓᓯᑦᑐᒦᑦᑐᓄᑦ.

ᓂᐅ ᓰᓚᓐᒥ, ᐊᐅᓚᔾᔪᑎᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑎᑕᐅᒻᒥᔪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕐᓂᕐᒧᑦ, ᑭᓯᐊᓂ ᒪᓕᑦᑕᐅᔭᕆᐊᓕᓐᓂᑦ ᒪᓕᒍᓐᓇᖅᐸᑕ.

ᐊᑐᓕᖁᔭᐅᔪᖅ #4:
ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᑭᐅᑎᓪᓗᒋᑦ ᑖᔅᓱᒧᖓ ᐅᓂᒃᑳᕐᒧᑦ, ᖃᓄᐃᑦᑐᓂᑦ ᐃᓱᒪᒋᔭᖃᖅᓯᒪᒻᒪᖔᑕ ᑮᓇᐅᔭᖅᑎᒍᑦ ᐃᑲᔪᕆᐊᒃᑲᓐᓂᕈᑎᔅᓴᓄᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᖃᖅᑎᓄᑦ

ᒪᒃᐱᒐᖅ 24 ᒪᒃᐱᒐᕐᓂ 31

ᑖᒃᑯᓄᖓ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᖁᓪᓗᐊᑕᕆᐊᓕᓐᓂᑦ;
ᑭᐅᔾᔪᑎ:

ᒫᓐᓇ, ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᖃᑕᐅᔪᑦ ᑖᒃᑯᑎᒎᓇ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐅᕙᓗ ᑖᓐᓇ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ: ᐃᓕᓐᓂᐊᖅᑕᐅᓯᒪᔭᕆᐊᓖᑦ ᐊᔪᕈᓐᓃᖅᓴᐅᑏᑦ ᐱᓕᕆᐊᖑᔪᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑕᐅᖃᑦᑕᖅᑐᖅ ᓄᓇᓕᖕᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕕᓐᓂᑦ ᐊᒻᒪ ᑖᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐱᓕᒻᒪᒃᓴᕐᓂᕐᒧᓪᓗ ᐱᕚᓪᓕᕈᑎᒃᓴᓄᑦ ᐃᑲᔪᕈᑎᐅᖃᑦᑕᖅᑐᓂᑦ. ᑖᒃᑯᐊ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᑦ ᑐᕌᖓᔪᑦ ᐱᓕᕆᐊᒃᓴᖅᑎᑦᑎᓂᕐᒧᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑎᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒧᑦ ᐊᕐᕌᒎᓐᓂᑦ ᒪᕐᕉᓐᓄᑦ ᐱᔭᕇᕈᓯᐊᑦ ᐊᑎᑦᑎᐊᖓᓃᑦᑐᑦ ᑕᒪᓐᓇ ᐱᓪᓗᒍ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᔪᓐᓇᖅᑐᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎᖏᓐᓂᑦ.

ᓯᓚᑦᑐᓴᕐᕕᒃᑯᑦ ᑐᑭᓯᒋᐊᕈᑎᔅᓴᓕᐅᖅᐸᓪᓕᐊᔪᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᕐᕕᐅᔪᓐᓇᖅᑐᓂᑦ ᓄᓇᕗᒻᒥ ᐊᒻᒪ ᓯᓚᑖᓂ, ᒐᕙᒪᒃᑯᓐᓃᖔᖓᔪᓂᓪᓘᓐᓃᑦ, ᐊᒻᒪ ᒐᕙᒪᒃᑯᓐᓂᐅᖏᑦᑐᖅ ᐱᔭᐅᔪᓐᓇᖅᑐᓂᑦ. ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᑖᒃᑯᓂᖓ ᑐᑭᓯᒋᐊᕈᑎᔅᓴᐅᓂᐊᖅᑐᓂᑦ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᓛᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᕐᓇᕐᓂᐊᖅᑑᑉ ᐃᖏᕐᕋᓂᖓ ᐱᒋᐊᓕᖅᑎᓪᓗᒍ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᒃᑲᓐᓂᓚᕐᒥᒻᒪᑕ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᓐᓂ ᓇᓗᓇᐃᖅᓯᖁᔭᓪᓗᑎᑦ ᐱᖁᔭᕐᒥᑦ ᓄᖅᑲᖓᑎᑦᑎᔾᔪᑕᐅᖃᑦᑕᖅᑐᒥᑦ ᑖᒃᑯᓄᖓ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᕆᕋᔅᓴᓂᑦ ᐱᕕᖃᖅᑎᑕᐅᓂᖏᓐᓂᑦ ᑭᓯᐊᓂ ᐃᓕᓐᓂᐊᕆᐊᙱᒍᑕᐅᖃᑦᑕᖅᑐᓂᑦ;

ᑭᐅᔾᔪᑎ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ ᐃᑲᔪᖅᑐᐃᖏᓐᓇᕐᓂᐊᖅᑐᑦ ᐃᓐᓇᕐᓂᑦ ᐱᓕᒻᒪᒃᓴᕈᒪᔪᓂᑦ ᐅᕙᓗ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᖃᓄᑐᐃᓐᓇᖅ ᑐᕌᒐᕆᔭᖏᓐᓂᑦ. ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑐᐃᒍᑎᒋᔭᖏᑦ ᐃᓚᖃᖅᑐᑦ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᓂᕐᒥᑦ ᐃᓐᓇᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ, ᑖᒃᑯᐊᓗ ᐱᓕᒻᒪᒃᓴᕐᓂᕆᔭᖏᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐅᖓᑖᓄᒃᑲᓐᓂᖅ ᐱᔪᓐᓇᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᐸᑕ ᓇᓖᕋᕈᓐᓇᕐᕕᖃᕐᓂᖅᓴᐅᓗᑎᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᕆᐊᕈᓐᓇᖁᓪᓗᒋᑦ.

ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐱᔨᑦᑎᕋᐅᑎᓄᑦ ᐱᓕᕆᕝᕕᖓᑎᒍᑦ, ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐃᑲᔪᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᓇᓪᓕᐊᓐᓂᐊᑐᐃᓐᓇᖅ ᓯᓚᑦᑐᖅᓴᕐᕕᐅᔪᓂᑦ ᐱᖓᓱᐃᓂᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓂᑦ, ᑕᒪᓐᓇ ᐃᑲᔪᕈᑎᒋᔭᐅᔪᓐᓇᑐᐃᓐᓇᕆᐊᓕᒃ ᖃᓄᐃᑦᑐᓂᑦ ᓄᖅᑲᖓᔾᔪᑎᖃᖃᑦᑕᕐᒪᖔᑕ ᐃᓕᓐᓂᐊᕆᐊᕈᒪᑎᓪᓗᒋᑦ, ᓲᕐᓗ ᐃᓪᓗᔅᓴᖃᙱᓐᓂᕐᒧᑦ ᓂᕿᔅᓴᖃᑦᑎᐊᖏᓐᓂᕐᒧᓪᓗ. ᑕᒪᒃᑯᐊ ᐃᑲᔪᕈᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᒫᓐᓇ ᐊᔾᔨᒌᑦᑐᐃᓐᓇᖃᑦᑕᖏᓐᓂᖏᓐᓄᑦ ᐊᑐᓂᑦ ᑖᒃᑯᓂᖓ ᐱᖓᓱᓂᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᐅᔪᓂᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᔪᑦ ᑖᔅᓱᒥᖓ ᑐᕌᒐᕆᔭᐅᔪᒥᑦ. ᐃᓚᖏᑦ ᐃᑲᕈᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᑐᐃᓐᓇᐅᑎᑕᐅᔪᓂᑦ ᐃᓚᖃᖅᑐᑦ ᒪᑯᓂᖓ: ᐃᓄᑐᐊᓄᑦ ᐊᒻᒪ ᕿᑐᕐᖓᓕᓐᓄᑦ ᐊᖏᕐᕋᖃᖅᑎᑦᑎᓂᕐᒥᑦ; ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥᑦ

ᒪᒃᐱᒐᖅ 25 ᒪᒃᐱᒐᕐᓂ 31

ᐅᐊᑦᑎᔨᖃᓂᕐᒥᑦ; ᐃᓄᓕᕆᓂᕐᒧᑦ ᐱᔨᑦᑎᕈᑏᑦ; ᓂᕿᑖᕐᕕᒻᒥᑦ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ ᐃᑲᔪᖅᑎᓂᑦ. ᐃᓚᖏᑦ ᓄᓇᓕᖕᓂ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐅᓪᓛᕈᒻᒥᑕᕋᔅᓴᓂᑦ ᓂᕆᑎᑦᑎᖃᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᖏᓐᓄᑦ. ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᔪᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᑲᔪᖅᑕᐅᒋᐊᒃᑲᓐᓂᕈᑎᔅᓴᓂᑦ ᓄᓇᓕᖕᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᓯᕗᓂᔅᓴᑎᓐᓂᑦ.

ᐃᓚᒋᒻᒥᔭᖓᓗ, ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᔅᓴᒥᑦ ᐱᕙᓪᓕᐊᑎᑦᑎᒻᒥᔪᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓅᓯᕐᒥᓂᒃ ᓂᕈᐊᒐᕆᔭᖏᓂ ᖃᓄᑐᐃᓐᓇᖅ ᓱᖏᐅᑎᓯᒪᔾᔪᑎᔅᓴᖏᓐᓄᑦ ᐃᑲᕈᑎᔅᓴᒥᑦ. ᓲᕐᓗ, ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᖏᓐᓃᑦᑐᑦ ᐃᓕᓐᓂᐊᕈᑎᖏᑎᒍᑦ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᓇᒻᒥᓂᖅ ᐱᓕᕆᐊᖃᖃᑦᑕᕈᓐᓇᕐᓗᑎᑦ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᖏᓐᓂᑦ ᐱᕕᖃᕐᕕᒋᔪᓐᓇᖅᑕᒻᒥᓂᒃ ᐃᒃᑲᕐᕋᖏᓐᓂᑦ ᓈᒻᒪᓈᖑᔪᓐᓇᖅᑐᒥᑦ ᐃᓕᓐᓂᐊᕈᑎᓕᕆᓗᑎᑦ. ᐊᓯᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᒐᔅᓴᑦ ᐃᓐᓇᕐᓄᑎᑦ ᐃᓚᖃᕐᒥᔪᑦ ᑖᔅᓱᒥᓯᖓ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᐊᓘᑉ ᓇᓕᒧᒃᑕᖓᓂᒃ ᐊᓂᒍᐃᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ, ᑖᓐᓇ ᐃᑭᐊᖅᑭᕕᒃᑰᖓᔪᖅ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᑭᐊᖅᑭᕕᒃᑰᕈᓐᓇᐅᑎᒥᑦ ᐱᖃᖅᑎᑕᐅᓪᓗᑎᑦ ᖃᕆᓴᐅᔭᕐᒥᓪᓗ ᐃᓕᓐᓂᐊᕈᑎᒋᓂᐊᕐᓗᒍ ᐃᑲᔪᕈᑕᐅᔪᖅ.

ᑖᓐᓇ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓪᓗᑎᑦ ᐱᓕᒻᒪᒃᓴᕐᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᓐᓇᕐᒥᔪᖅ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᓪᓗᒋᑦ ᐱᓇᓱᐊᕈᓰᓐᓄᑦ ᒪᕐᕉᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᒻᒥᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᓗᑎᑦ, ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᓄᓇᓕᒻᒥ, ᑕᒪᓐᓇᓗ ᐱᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑎᐅᔪᖅ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᓯᒪᔪᓐᓇᖅᓯᖃᑦᑕᖅᑐᑦ ᓄᓇᖏᓐᓃᓪᓗᑎᑦ.

ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᕐᒥᑦ ᐱᔭᕇᕈᐊᓯᕐᒥᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒥᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐋᖅᑭᒋᐊᖅᑕᐅᕙᓪᓕᐊᒻᒪᑦ ᐊᒻᒪ ᑖᓐᓇ ᖁᓕᕇᓕᖅᑲᖓᓪᓗᓂ ᐋᖅᑭᓱᖅᓯᒪᓂᐊᖅᑐᖅ, ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᖏᑦ ᐃᓯᕐᕕᖃᕈᓐᓇᖁᓪᓗᒋᑦ/ᐊᓂᕕᖃᕈᓐᓇᖁᓪᓗᒋᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᑎᓪᓗᒍ. ᐆᑦᑑᑎᒋᓗᒍ, ᐃᓕᓐᓂᐊᖅᑏᑦ ᐱᔭᕇᖅᓯᑉᐸᑕ ᐊᕐᕌᒍᒧᑦ ᑐᓂᔭᐅᓗᑎᑦ ᓄᓇᕗᒻᒥ ᐃᓄᒃᑐᑦ ᐅᖃᕆᐅᖅᓴᖅᑎᑦᑎᔨᐅᓂᕐᒧᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᒥᑦ, ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑕᒪᐃᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑕᐅᔭᕆᐊᓕᓐᓂᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᑦ ᐱᔭᕇᖅᓯᓂᕐᒧᑦ ᓄᐊᐸᓪᓕᐊᖃᑦᑕᖅᑐᑦ ᓈᓴᐅᑎ ᐊᑕᖏᖅᑕᐅᑉᐸᑕ ᐃᓱᖃᓖᑦ 150ᓂᑦ ᐱᔭᕇᖅᓯᑉᐸᑕ ᑖᔅᓱᒧᖓ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᑐᔭᐅᖃᑦᑕᖅᑐᑦ ᐱᔭᕇᖅᓯᔾᔪᓯᐊᖅ ᓯᕗᓪᓕᖅ ᐃᓕᓐᓂᐊᕐᓂᕆᓕᕐᓂᕐᒧᑦ.

ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᐃᓐᓇᓪᓚᕆᒻᒥᑦ ᐊᒻᒪ ᐃᓄᓐᓂᑦ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᒥᑦ ᖃᐅᔨᒪᓂᖃᑦᑎᐊᖅᑐᓂᑦ ᐃᑲᔪᕐᓂᐊᖅᑐᓂᑦ ᐃᓐᓇᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᓄᑦ ᓄᓇᓕᓐᓂᑦ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓗᑎᑦ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᑎᓪᓗᒋᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐃᓅᓯᕐᒥᑦ ᐊᔪᙱᔾᔪᑎᔅᓴᓂᑦ ᐃᓕᓯᒪᔭᐅᔭᕆᐊᖃᓪᓚᕆᑦᑐᑦ. ᑖᓐᓇ ᖃᓄᖅᑐᕉᑕᐅᓯᒪᓪᓗᓂ ᐸᕐᓇᐅᑎᓕᐊᖑᓯᒪᔪᖅ ᐃᑲᔪᖅᓯᒪᔪᖅ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ

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ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᑖᒃᑯᓇᓂ ᐃᓕᓐᓂᐊᖅᑏᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒻᒧᑦ ᐃᓕᓐᓂᐊᕆᐊᕈᒪᔪᓄᑦ ᕿᒥᕐᕈᔪᓐᓇᖅᑎᑕᐅᓪᓗᑎᑦ ᓄᓇᓕᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᖃᑦᑕᖅᑐᓂᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᒋᐊᒃᑲᓐᓂᓚᐅᕐᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ, ᐅᓂᒃᑳᕐᒥᑦ ᑖᔅᓱᒥᖓ ᑭᐅᑎᓪᓗᒋᑦ, ᑐᓴᖅᑎᑦᑎᓗᑎᑦ ᑮᓇᐅᔭᖅᑎᒍᑦ ᖃᓄᖅ ᓄᖅᑲᖓᔾᔪᑎᖃᕐᒪᖔᑕ ᑖᒃᑯᐊ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᑦ ᑐᕌᖓᑎᑕᐅᔪᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᓪᓗᐊᑕᓄᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᖁᓪᓗᒍ ᐃᓕᓐᓂᐊᕈᑎᓪᓗᐊᑕᐅᔪᓂᑦ ᐱᓕᕆᔅᓴᔪᑦ ᐃᓚᔭᐅᓗᑎᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒧᓪᓗ ᐊᑭᖏᑦ, ᐃᓂᖃᕆᐊᖃᕐᓂᖏᓐᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᐱᓕᕆᐊᔅᓴᖏᓐᓂᑦ ᐊᒻᒪ ᐅᖃᐅᔾᔨᓗᑎᑦ ᐊᑭᓪᓚᑦᑖᖓᓐᓂᑦ ᑖᓐᓇ ᐱᓕᕆᐊᖑᑎᓪᓗᒍ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᐅᓪᓗᐊᑕᕆᐊᓖᑦ.

ᑭᐅᔾᔪᑎ:

ᑖᓐᓇ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᓪᓗᐊᑕᐅᕙᑦᑐᓂᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᖃᑦᑕᖅᑐᖅ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑎᖑᑦ. ᑖᓐᓇ ᑐᕌᖓᑎᑕᐅᔪᖅ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖑᔪᖅ ᓄᓇᓕᖕᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᖃᑦᑎᑦᑎᒍᑕᐅᖃᑦᑕᖅᑐᑦ, ᓴᓗᒻᒪᖅᓴᐃᔨᒥᑦ, ᐊᑭᓕᖅᓱᕆᐊᓖᓪᓗ ᑖᔅᓱᒧᖓ ᐃᓪᓗᒧᑦ ᖃᓄᑐᐃᓐᓇᖅ ᐱᔭᕆᐊᓕᖏᓐᓄᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᐅᕐᒥᔪᑦᑕᐅᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ ᓇᓖᕋᕋᔅᓴᖃᕐᓂᖅᓴᐅᑎᑦᑎᔪᓐᓇᕐᓗᑎᑦ ᐅᓪᓘᑉ ᐃᓚᐃᓐᓇᖓᓐᓂᑦ ᐃᓕᓐᓂᐊᖃᑦᑕᖅᑐᓄᑦ ᐊᒻᒪ ᐅᓐᓄᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅᑕᖃᕐᓗᓂ ᐊᒻᒪ ᐊᓯᖏᑎᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅᑕᖃᕈᓐᓇᕐᓗᓂ ᑕᒪᒃᑯᓂᖓ;

ᑭᐅᔾᔪᑎ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐃᑲᔪᐃᓐᓇᕐᓂᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᐋᖅᑭᓱᖅᓯᒪᓂᓕᓐᓂᑦ ᐊᒻᒪ ᐅᓪᓗᖏᑕ ᐋᖅᑭᓱᖅᓯᒪᓂᖏᓪᓗ.

ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᕐᒥᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒥᑦ ᑐᕌᖓᓂᖅᓴᐅᓗᑎᑦ ᑖᒃᑯᑎᒎᓇ ᐃᓕᓐᓂᖅᐊᑎᑦᑎᒍᑕᐅᖃᑦᑕᖅᑐᓂᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᕿᒥᕐᕈᒋᐊᒃᑲᓐᓂᕈᒪᓪᓗᑎᑦ ᖃᓄᐃᓕᕆᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᖃᓄᑐᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᒋᖃᑦᑕᖅᑕᖏᓐᓂᑦ ᐱᒋᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᐱᓕᕆᖃᑎᖃᕐᓂᒃᑯᑦ ᓄᓇᕗᒻᒥ ᐱᓕᕆᕝᕕᖃᖅᑎᐅᔪᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᐅᖃᑦᑕᖅᑐᓂᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᑎᓂᕐᒥᓪᓘᓐᓃᑦ ᓄᓇᕗᒻᒥ ᓄᓇᓕᖏᓐᓂᑦ.

ᓯᓚᑦᑐᓴᕐᕕᒃᑯᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᖁᑎᖃᖅᑐᑦ ᐊᔾᔨᒌᙱᑦᑑᑎᓂᑦ ᓄᓇᓕᖕᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕕᖏᓐᓂᑦ. ᐃᓕᓐᓂᐊᕋᔅᓴᐃᑦ ᐃᓕᓴᕆᔭᐅᔾᔪᑎᑖᕈᑏᑦ, ᐱᔭᕇᕈᓯᐊᑦ ᐊᕐᕌᒎᓐᓄ ᒪᕐᕉᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᔪᑦ, ᐅᕙᓗ ᓇᓗᓇᐃᒃᑯᑎ ᐱᔭᕇᕈᓯᐊᕐᒥᑦ. ᓇᓗᓇᐃᖅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᐃᑦ ᒪᑯᐊᖑᕗᑦ: ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ, ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᖅᑕᐅᓯᒪᔭᕆᐊᓖᑦ ᐊᔪᕈᓐᓃᖅᓴᐅᑏᑦ, ᐊᓪᓚᕝᕕᓕᕆᔨᔅᓴᐅᓂᕐᒧᑦ, ᓯᓚᑦᑐᓴᕐᕕᒻᒥᑦ ᑐᙵᕖᑦ,

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ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓪᓗᑎᒃ ᐱᓕᒻᒪᒃᓴᓂᕐᒧᑦ, ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ, ᐊᕙᑎᓕᕆᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᖅ.

ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ, ᐊᑐᕐᓗᑎᑦ ᐃᓐᓇᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᖏᓐᓂᑦ, ᓄᓇᓕᒻᒥᑦ ᐃᓚᒋᔭᐅᖏᓐᓇᖅᑐᑦ, ᐊᒻᒪ ᐅᖃᕐᕕᒋᔭᐅᔪᑦ ᓄᓇᓕᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᔪᒪᔪᓂᑦ ᓯᓚᑦᑐᖅᑐᓴᕐᕕᒻᒥᑦ. ᑕᒪᓐᓇ ᐱᓕᕆᐊᖑᖃᑦᑕᖅᑐᖅ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᓄᓇᓕᓐᓂᑦ ᑭᙴᒪᒋᔭᐅᔪᓂᑦ ᖃᐅᔨᓴᕐᓂᖃᖅᑎᓪᓗᒋᑦ. ᑖᓐᓇ ᐊᖅᑯᑎᒋᔭᐅᓪᓗᓂ ᐱᓕᕆᐊᖑᓂᖓ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᖃᐅᔨᒪᔾᔪᑎᖃᖃᑦᑕᕈᓐᓇᖅᑐᑦ ᓄᓇᓖᑦ ᑐᔅᓯᕋᐅᑎᒋᓯᒪᔭᖏᓐᓂᑦ ᖃᓄᐃᑦᑐᓂ

ᐃᓕᓐᓂᐊᖅᑕᐅᔪᒪᒻᒪᖔᑕ. ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᓴᓂᕌᒍᑦ, ᐱᔾᔪᑕᐅᔪᑦ ᐃᓱᒪᒋᔭᐅᔪᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᐊ ᑮᓇᐅᔭᖅᑎᑕᐅᓂᐊᖅᑐᓄᑦ ᐃᓱᒪᓕᐅᕈᑕᐅᑎᓪᓗᒋᑦ ᐊᑕᐅᓰᖅᑕᖅᑐᒥᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᖃᑦᑕᖅᑐᑦ ᓄᓇᓕᓐᓂᑦ ᐱᓕᕆᐊᔅᓴᖏᓐᓄᑦ, ᑕᒪᒃᑯᐊᓗ ᐊᑐᐃᓐᓇᐅᓂᖏᑦ ᓯᓚᑖᓃᖔᖓᔪᑦ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᕐᕕᔅᓴᐅᔪᑦ ᐃᑲᔪᕈᑎᔅᓴᒧᑦ ᐃᓕᓐᓂᐊᕋᔅᓴᓂᑦ, ᐱᔪᒪᓂᖏᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔪᑎᔅᓴᐃᑦ ᓱᓇᒃᑯᑖᑦ ᐱᔭᕆᐊᓕᖏᑦ ᑲᔪᓯᔪᓐᓇᖁᓪᓗᒍ.

ᓯᓚᑦᑐᖅᓴᕐᕕᐅᑉ ᑲᑎᒪᔨᖏᑦ ᖃᓄᖅᑑᑎᒥᑦ ᐸᕐᓇᐅᑎᒥᑦ ᐱᔭᕇᖅᓯᕙᓪᓕᐊᓇᑐᐊᑦᑐᑦ ᒫᓐᓇ ᐅᑭᐅᓄᑦ ᖁᓕᓅᖓᔪᒥᑦ. ᑖᓐᓇ ᐸᕐᓇᐅᑎ ᑐᓴᖅᑕᐅᑎᑕᐅᕙᓪᓕᐊᔪᖅ ᓄᓇᓕᓐᓂᑦ ᐃᓚᐅᖃᑕᐅᑎᑦᑎᓂᒃᑯᑦ. ᑭᐅᔾᔪᑕᐅᔪᑦ ᓄᓇᓕᓐᓃᖔᖓᔪᓂᑦ, ᑖᒃᑯᐊᓗ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᕐᓂᕐᒥᑦ ᐊᓯᐊᒎᖓᕈᓐᓇᖅᑐᓂᑦ ᐱᖁᔭᐅᓯᒪᔪᒥᑦ, ᑐᑭᓯᑎᑦᑎᒍᑕᐅᓂᐊᖅᑐᖅ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᖃᓄᖅᑑᕐᓂᒃᑯᑦ ᐸᕐᓇᐅᑎᓕᐊᖓᓐᓂᑦ ᐊᒻᒪ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᑦ ᑖᒃᑯᐊ ᖃᓄᐃᓕᐅᕆᐊᕈᑎᖃᓕᖅᐸᑕ ᐊᒻᒪ ᑐᕌᕈᑕᐅᓗᑎᑦ ᓯᕗᒧᐊᓂᕐᒥᑦ 2030ᒧᑦ ᑎᑭᓪᓗᒍ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᒋᐊᒃᑲᓐᓂᖅᓯᒪᒻᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐃᓂᔅᓴᖃᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑕᐅᔭᕆᐊᓖᑦ ᒪᓕᓪᓗᒋᑦ ᐊᒻᒪ ᓄᓇᓕᓐᓂᑦ ᑭᙴᒪᒋᔭᐅᔪᓂᑦ ᐱᔪᓐᓇᕋᓗᐊᕐᒪᖔᑕ;

ᑭᐅᔾᔪᑎ:

ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᑐᖁᔭᐅᔪᒥᑦ ᐊᖏᖃᑎᖃᖅᑐᑦ ᑖᒃᑯᐊ ᐊᑭᑐᔫᑎᑦ ᐱᓕᕆᐊᖑᖃᑦᑕᖁᔭᐅᑎᓪᓗᒋᑦ ᐊᑭᑐᔫᑎᓂᒃ ᐸᕐᓇᐅᑎᓕᐅᖅᑎᓪᓗᒋᑦ. ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᕆᕝᕕᐅᔪᓂᑦ ᐱᓕᕆᖃᑎᖃᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᓂᖓ ᓄᓇᓕᓐᓂ ᒐᕙᒪᒃᑯᓂᓪᓗ ᐱᔨᑦᓯᕋᖅᑎᒃᑯᓐᓂᑦ ᖃᐅᔨᓴᕈᑕᐅᔪᓂᒃ ᓇᓗᓇᐃᔭᐃᔾᔪᑎᓕᕆᑎᓪᓗᒋᑦ. ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᕿᒥᕐᕈᕙᓪᓕᐊᖏᓐᓇᖅᑐᑦ ᖃᓄᐃᓕᐅᕆᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑕ ᑮᓇᐅᔭᖅᑖᕈᓯᐊᒃᑲᓐᓂᕐᓂᑦ ᐊᒻᒪ ᐃᓚᒋᐊᕈᑎᓂᑦ ᓯᕗᓂᕆᓂᐊᖅᑕᑦᑎᓐᓂᑦ ᐱᕙᓪᓕᐊᑎᑦᑎᔾᔪᑎᔅᓴᓄᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᓂᑦ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᑲᓐᓂᕐᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᓴᙵᑦᑎᒋᐊᖅᑎᑦᑎᖁᓪᓗᒋᑦ ᑖᒃᑯᐊ ᑲᓱᖅᓯᒪᒋᐊᕆᐊᖃᕐᓂᕆᔭᖓ ᓂᖃᐃᓱᖅᑐᓕᕆᔨᒃᑯ ᓱᒃᑯᐊᕿᔪᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᐊᖏᓪᓗ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐱᓕᕆᐊᖑᔪᑦ;

ᒪᒃᐱᒐᖅ 28 ᒪᒃᐱᒐᕐᓂ 31

ᑭᐅᔾᔪᑎ:

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐱᕕᔅᓴᖃᕐᕕᒋᔪᓐᓇᖅᑕᒻᒥᓂᒃ ᖃᓄᑐᐃᓐᓇᖅ ᕿᒥᕐᕈᐃᓐᓇᖃᑦᑕᖅᑐᑦ ᓴᙵᑦᑎᕚᓪᓕᖅᑎᑦᑎᓇᓱᕐᓂᕐᒧᑦ ᑲᓱᖅᓯᒪᓂᕆᔭᖏᓐᓂᑦ ᐊᑦᑐᐊᒻᒪᑕ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐱᓕᕆᐊᔅᓴᒥᑦ.

"ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖏᑦ" ᐱᔭᕆᐊᖃᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᓄᖓ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓂᑦ ᐃᑲᔫᓯᐊᖃᑦᑕᖅᑐᓂᑦ ᑕᒪᐃᓐᓄᑦ ᑭᓯᐊᓂ ᑖᒃᑯᐊᖑᙱᑦᑐᑦ ᐃᓐᓇᓪᓚᕇᑦ ᐊᒻᒪ ᑎᒥᒥᒍᑦ ᐊᔪᕈᑎᓖᑦ. ᐱᔾᔪᑎᖓ ᑖᔅᓱᒪ ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᒥᑦ ᐱᓕᕆᐊᒃᓴᑦ ᓄᓇᕗᒻᒥᐅᓂᒃ ᑎᓕᐅᕆᕗᑦ ᐃᓚᐅᖃᑦᑕᖁᔨᓪᓗᑎᒃ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᑦ ᐱᖃᑦᑕᖅᑐᓂᑦ

ᓄᓇᓕᖕᓂ ᐱᓕᕆᐊᒃᓴᕆᑎᑕᐅᔪᓂᑦ ᓲᕐᓗ ᓄᓇᓕᖃᑦᑎᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᐊᒃᓴᑦ, ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᖅ, ᐊᔪᕈᓐᓃᖅᓴᕐᓂᖅ, ᐊᑭᓕᖅᓱᖅᑕᐅᓇᑎᒃ ᐱᓕᕆᖃᑦᑕᕐᓂᖅ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᐊᕆᖃᑦᑕᖅᓯᒪᔭᖏᓐᓂᒃ ᓇᖕᒥᓂᖅ ᐱᓕᕆᔪᓐᓇᖅᓯᕙᓪᓕᐊᖁᓪᓗᒍ ᐊᒻᒪ ᑮᓇᐅᔭᖃᑦᑎᐊᕈᓐᓇᖁᓪᓗᒋᑦ. ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᒐᒃᓴᑦ ᑕᐃᔭᐅᖃᑦᑕᖅᑐᑦ ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕐᓂᖅ ᓂᕈᐊᕈᔅᓴᑦᑎᐊᕙᐅᓂᖓᓂᑦ.

ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓂᑦ ᐃᑲᔫᓯᐊᖃᑦᑕᖅᑐᑦ ᐃᑲᔫᓯᐊᖅᑐᓕᕆᔨᒧᑦ ᐃᑲᔪᖅᑕᐅᓪᓗᑎᑦ ᑖᒃᑯᓂᖓ ᐋᖅᑭᔅᓱᐃᖃᑎᒌᖃᑦᑕᖅᑐᑦ ᐸᕐᓇᐅᑎᓕᐅᕐᓂᕐᒥᑦ ᐆᒥᖓ "ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖅ" ᕿᒥᕐᕈᓪᓗᑎᑦ ᖃᓄᐃᑦᑐᓂᑦ ᐱᓕᕆᐊᖃᕈᒪᒻᒪᖔᖅ ᐃᑲᔫᑎᖃᕐᓂᐊᖅᑐᒥᑦ ᑖᔅᓱᒧᐊ ᐃᓄᒻᒧᑦ ᐃᒻᒥᖕᓂᒃ ᐱᓕᕆᔪᓐᓇᑦᑎᐊᕐᓂᕐᒨᐸᓪᓕᐊᖁᓪᓗᒍ.

ᑖᓐᓇ "ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖅ" ᐋᖅᑭᓱᖅᓯᒪᓕᕋᒥ, ᑖᓐᓇ ᐃᑲᔫᓯᐊᖅᑐᓕᕆᔨ ᐊᒻᒪ ᐃᑲᔫᓯᐊᖅᑐᖅ ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖏᓐᓄᑦ ᐊᖏᖃᑎᒌᒍᑎᒥᑦ ᐊᑎᐅᖃᑦᑕᖅᑐᑦ. ᑖᓐᓇ ᐊᖏᖃᑎᒌᒍᑎᐅᔪᖅ ᐅᖃᖅᓯᒪᓪᓗᓂ ᖃᓄᖅ ᑮᓇᐅᔭᑦ ᐃᑲᔫᓯᐊᕈᑕᐅᖃᑦᑕᖅᑐᒍᑦ ᐃᑲᔪᕈᓐᓇᕐᒪᖔᑕ ᐃᑲᔫᓯᐊᖃᑦᑕᖅᑐᒥᑦ ᑖᒃᑯᐊ ᓂᕆᐊᒐᕆᔭᖏᑦ ᓇᒻᒥᓂᖅ ᖃᓄᐃᓕᐅᕈᑎᒋᖃᑦᑕᕈᒪᓂᐊᖅᑕᖏᑦ ᑲᔪᓯᔪᓐᓇᖁᓪᓗᒍ ᐃᑲᕈᓐᓇᕐᒪᑕ. ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖏᓐᓄᑦ ᐊᖏᖃᑎᒌᒍᑎ ᖃᖓᑐᐃᓐᓇᒃᑯᑦ ᐊᓯᔾᔨᕈᓐᓇᖅᑐᖅ ᑖᓐᓇ ᐃᑲᔫᓯᐊᑦᑐᖅ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᓂᐊᑐᐊᑉᐸᑦ ᐊᓯᔾᔨᖅᑕᐅᑉᐸᑦ.

ᓂᕆᐅᒋᔭᐅᔪᖅ ᑖᓐᓇ ᐃᑲᔫᓯᐊᖅᑎᐅᔪᖅ ᐱᓇᓱᐊᕐᓂᐊᕐᒪᑦ ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖏᓐᓂᑦ, ᐅᕙᓗ ᑖᓐᓇᓗ ᐊᒻᒪ ᐃᑲᕐᕋᓄᑦ 20 ᖃᑦᑏᓐᓇᐅᓛᖑᓗᒋᑦ ᐱᓇᓱᐊᕈᓯᕐᒥᑦ ᐃᑲᕐᕋᓕᐅᕐᓗᓂ ᐃᖅᑲᓇᐃᔭᕐᓂᒃᑯᑦ. ᑖᓐᓇ ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖅ ᐊᑐᖅᑕᐅᔭᕆᐊᓕᒃ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓂᑦ ᐃᑲᔫᓯᐊᖅᑐᓄᑦ ᓄᓇᕗᒻᒥ, ᑖᓐᓇ ᐃᑲᔫᓯᐊᖅᑎᐅᔪᖅ ᑮᓇᐅᔭᖅᑖᕆᔭᔅᓴᖏᑦ ᖃᑦᑏᓐᓇᕈᕆᐊᖅᑕᐅᔪᓐᓇᖅᑐᑦ 50%ᒥ ᑕᖅᑮᓐᓄᑦ ᒪᕐᕉᓐᓄᑦ, ᐅᕙᓗ ᑖᓐᓇ ᐃᑲᔫᓯᐊᖅᑎᐅᔪᖅ ᐱᓇᓱᐊᓪᓚᕆᓕᖅᐸᑦ ᑭᓯᐊᓂ ᑖᒃᑯᓇᖓᑦ ᓂᕆᐊᒐᕆᓯᒪᔭᖏᓐᓂᑦ ᐱᕙᓪᓕᐊᔾᔪᑎᓄᑦ ᓂᕈᐊᕆᔭᖏᓐᓂᑦ, ᑖᒃᑯᐊᓗ ᐱᓇᓱᐊᕈᑎᒋᔪᒪᙱᑉᐸᒋᑦ ᓇᑉᐸᐃᓐᓇᖏᓐᓂᑦ ᐱᖃᑦᑕᕐᓂᐊᖅᑐᖅ. ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓚᕐᒥᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐊᓯᐊᒍᑦ ᐱᕕᔅᓴᖅᑕᖃᖅᑎᑦᑎᓗᑎᑦ ᑖᒃᑯᓄᖓ ᐃᑲᔫᓯᐊᖅᑎᐅᖃᑦᑕᖅᑐᓄᑦ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᓂᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᓂᑦ ᐃᓐᓇᕐᓄᑦ ᓄᓇᕗᒻᒥ

ᒪᒃᐱᒐᖅ 29 ᒪᒃᐱᒐᕐᓂ 31

ᓄᓇᓕᖏᓐᓂ.

ᑭᐅᔾᔪᑎ:

ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓄᑦ ᐱᓕᕆᐊᖑᔪᖅ ᑖᓐᓇ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐱᕕᔅᓴᖃᕈᓐᓃᖅᓯᒪᔪᓄᑦ ᐃᑲᔪᕈᑕᐅᓂᐊᕐᓗᓂ ᐱᔭᐅᔪᓐᓇᕈᒫᖅᓯᒪᔪᖅ ᑭᓯᐊᓂ ᓇᒻᒥᓂᖅ ᑮᓇᐅᔭᓕᐅᕈᓐᓇᖏᓐᓂᕐᒧᑦ ᐱᔭᕆᐊᓕᖏᓐᓂᑦ ᐱᔪᓐᓇᖅᑎᓐᓇᒋᑦ. ᐊᓯᐊᒍᑦ ᐃᑲᔪᖅᑕᐅᔾᔪᑎᔅᓴᓂᑦ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑏᑦ ᑐᕚᕆᔭᑐᐊᕆᔭᐅᙱᓪᓗᑎᑦ, ᐱᓕᒻᒪᒃᓴᕐᓂᕐᒧᑦ ᐃᑲᔫᓯᐊᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ ᐅᑯᑎᒎᓇ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐊᔪᕈᓐᓃᖅᓴᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐱᓕᕆᐊᖓᑎᒍᑦ ᑖᒃᑯᐊ ᐱᔭᐅᔪᓐᓇᖅᑐᑦᑕᐅᖅ ᐊᒥᓲᓂᖅᓴᐅᓪᓗᑎᑦ ᓂᖃᐃᓱᖅᑐᖅᓯᐅᑎᑦ ᓱᒃᑯᐊᕿᔪᖅᓯᐅᑎᓂᑦ ᑮᓇᐅᔭᖅᑖᖑᕙᑦᑐᓂᑦ ᐃᓄᑐᐊᕐᓄᑦ ᐊᒻᒪ ᕿᑐᕐᖓᓕᓐᓄᑦ ᑎᓴᒪᓄᑦ ᑭᓪᓕᖃᕐᓗᓂ ᓄᓇᓕᓐᓂᑦ ᐊᑐᓂᑦ ᑕᒪᐃᓐᓂᒃ. ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᖃᑕᐅᔪᑦ ᑖᒃᑯᑎᒎᓇ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᐅᕙᓗ ᑖᓐᓇ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ: ᐃᓕᓐᓂᐊᖅᑕᐅᓯᒪᔭᕆᐊᓖᑦ ᐊᔪᕈᓐᓃᖅᓴᐅᑏᑦ ᐱᓕᕆᐊᖑᔪᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒍᑕᐅᖃᑦᑕᖅᑐᖅ ᓄᓇᓕᖕᓂᑦ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕕᓐᓂᑦ ᐊᒻᒪ ᑖᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐊᔪᕈᓐᓃᖅᓴᖅᑎᑕᐅᓂᖏᓐᓄᓪᓗ ᐱᓕᕆᐊᖓᑎᒍᑦ.

ᑖᒃᑯᑎᒎᓇ ᐃᑲᔪᖅᑕᐅᓂᐊᕐᓗᓂ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐱᓕᒻᒪᒃᓴᕐᓂᕐᒧᓪᓗ ᐱᕚᓪᓕᕈᑎᒃᓴᓄᑦ ᐱᓕᕆᐊᖓᑎᒍᑦ ᑖᓐᓇ ᐃᓄᒃ ᑖᒃᑯᓂᖓ ᐱᔪᓐᓇᖁᓪᓗᒍ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᕆᐊᓕᒃ ᐊᒻᒪ ᐱᕙᓪᓕᐊᖏᓐᓇᕐᓗᓂ ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ. ᐃᑲᔫᓯᐊᖅᑎᑕᐅᔪᑦ ᑕᑯᔅᓴᐅᑎᑦᑎᔪᓐᓇᖏᑉᐸᑕ ᐱᓇᓱᐊᕐᓂᕆᔭᕐᒥᓂᒃ ᐊᒻᒪ ᐱᓕᕆᓇᓱᐊᙱᑉᐸᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᔪᓐᓇᐃᓕᓂᐊᖅᑐᖅ ᑭᖑᓂᖓᒍᑦ ᐃᓕᓐᓂᐊᕈᓐᓇᓚᐅᕋᓗᐊᖅᑎᓪᓗᒍ.

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓯᒪᒻᒥᔪᑦᑕᐅᖅ ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐃᓄᓐᓂᑦ ᐃᓐᓇᑦᑎᔾᔪᑎᒋᕙᑦᑕᖏᑦ ᓴᖅᑭᔮᖅᑎᑦᑎᒋᐊᒃᑲᓐᓂᖁᓪᓗᒋᑦ ᑕᕐᕆᔮᒃᓴᖅᑎᒍᑦ ᓴᖅᑭᔮᖅᑎᑦᑎᓗᑎᑦ ᐃᑲᔫᓯᐊᖅᑖᕕᖕᒥ ᐃᖅᑲᓇᐃᔭᕐᕕᖏᓐᓂᑦ ᑕᒪᒃᑯᐊ ᐃᑲᔫᓯᐊᖅᑎᐅᖃᑦᑕᖅᑐᑦ ᑐᓴᐅᒪᔪᓐᓇᑦᑎᐊᖁᓪᓗᒋᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᕐᒥᑦ ᐱᓕᕆᐊᖑᖃᑦᑕᖅᑐᑦ ᒥᔅᓵᓄᑦ ᐅᑕᖅᑭᑎᓪᓗᒋᑦ ᐃᑲᔫᓯᐊᖅᑖᕕᖕᒥ ᐃᖅᑲᓇᐃᔭᖅᑎᒧᑦ ᑕᑯᔭᐅᕕᔅᓴᖏᓐᓂᑦ.

ᑭᐅᔾᔪᑎ:

ᓂᐅᕐᕈᑎᔅᓴᓕᕆᓂᕐᒧᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᔅᓴᖅᓯᐅᓂᕐᒧᑦ ᐊᒻᒪ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᓂᕐᒧᑦ ᐱᓕᕆᕝᕕᖓ ᓄᓇᓕᓐᓃᑦᑐᓂᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᖃᑎᒋᖃᑦᑕᖅᑕᖏᓐᓂᑦ ᐱᕙᓪᓕᐊᑎᑦᑏᓐᓇᖅᑐᑦ, ᐃᓕᓐᓂᐊᕐᕕᓐᓂᑦ, ᐃᖅᑲᓇᐃᔮᓄᑦ ᐱᕚᓪᓕᖅᑎᑦᑎᔨᓂᑦ, ᐊᒻᒪ ᒐᕙᒪᒃᑯᑦ ᑐᓴᒐᒃᓴᓕᕆᔨᖏᓐᓂᑦ. ᐱᓕᕆᕝᕕᒃᑯᑦᑕᐅᖅ ᓄᑖᕈᕆᐊᖅᑎᑦᑎᕙᓪᓕᐊᔪᑦ ᓴᖅᑭᔮᖅᑎᑦᑎᔾᔪᑎᖏᓐᓂᑦ ᐱᔪᒥᓇᖅᓵᕆᔾᔪᑎᖏᑦ ᐊᑕᖏᖅᑕᐅᓪᓗᑎᑦ ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᒋᖃᑦᑕᖅᑕᖏᓐᓂᑦ ᐊᑐᖅᑕᐅᕙᑦᑐᓂᑦ. ᑖᒃᑯᐊ ᓄᑖᕈᖅᑎᑕᐅᕙᓪᓕᐊᔪᑦ ᓴᖅᑯᔮᖅᑎᑦᑎᔾᔪᑎᖏᑦ ᖃᓄᑐᐃᓐᓇᖅ

ᒪᒃᐱᒐᖅ 30 ᒪᒃᐱᒐᕐᓂ 31

ᐱᔪᒥᓇᖅᓵᕆᔾᔪᑎᖏᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᓄᓇᓕᓐᓃᑦᑐᓄᑦ ᐱᓕᕆᖃᑎᒋᔭᖏᓐᓄᑦ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᓂᐊᖅᑐᑦ, ᑖᒃᑯᓄᖓᓗ ᓂᖃᐃᓱᖅᑐᓕᕆᔨ ᓱᒃᑯᐊᕿᑎᑦᑎᔨᓄᑦ.

ᐊᑐᓕᖁᔭᐅᔪᖅ #5:

ᑲᑎᒪᔨᕋᓛᑦ ᐱᖁᔨᓯᒪᒻᒥᑦ ᑖᒃᑯᐊ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᑐᑭᓯᔾᔪᑎᔅᓴᓂᑦ ᐱᖁᔭᐅᓚᐅᕐᓂᖏᓐᓄᑦ ᐱᔭᑦᓴᖅᑖᕆᓚᐅᖅᑕᖏᓐᓂᑦ ᓰᑎᐱᕆ 25ᒥᑦ ᐊᒻᒪ 26ᒥᑦ, 2019ᖑᑎᓪᓗᒍ ᓵᖓᓃᑎᓪᓗᒋᑦ ᑐᓴᖅᑎᑦᑎᓂᐊᓚᐅᕐᒪᑕ, ᐱᔪᓐᓇᖅᓯᑐᐊᖅᐸᑕ.

ᑭᐅᔾᔪᑎ:

ᐃᓚᓕᐅᑎᓯᒪᔭᐅᓪᓗᓂ ᑖᔅᓱᒧᖓ ᑭᐅᔾᔪᑎᐅᒋᔭᖓᓐᓄᑦ ᑎᑎᖅᑲᒧᑦ ᑐᑭᓯᒋᐊᒃᑲᓐᓂᕈᑕᐅᔪᓐᓇᖅᑐᖅ ᑐᓂᔭᐅᓪᓗᓂ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ. ᑎᑎᖅᑲᖅ ᑐᓂᔭᐅᓚᐅᖅᑐᖅ

ᑲᑎᒪᔨᕋᓛᓄᑦ ᐋᑦᑑᕝᕙ 28, 2019ᖑᑎᓪᓗᒍ.

ᑕᒪᒃᑯᐊ ᐊᒥᓱᑦ ᐊᖏᕈᑕᐅᓯᒪᔪᑦ ᑐᑭᓯᑎᑦᑎᔾᔪᑕᐅᓂᐊᕐᓗᑎᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓐᓂᑦ ᑎᒍᓯᔪᓐᓇᑎᒥᑦ ᐱᖃᕆᐊᖃᕐᒪᑕ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᑲᔫᑎ ᑎᑎᕋᖅᓯᒪᔪᑦ ᑐᓴᒐᒃᓴᓂᒃ ᑲᑎᖅᓱᐃᕝᕕᖁᑎᖓᓐᓂᑦ ᖃᕆᓴᐅᔭᒃᑯᑦ, ᑖᓐᓇᓗ ᒫᓐᓇᑦᑎᐊᖑᓚᐅᖅᑐᖅ ᐊᔪᕈᓐᓃᖅᑎᑕᐅᑕᐃᓐᓇᖅᓯᒪᓪᓗᓂ ᖃᕆᓴᐅᔭᒃᑯᑦ ᐱᓕᕆᔾᔪᓐᓇᐅᑎᖏᑦ ᐊᔪᓕᖅᑎᑕᐅᓯᒪᓚᐅᖅᑎᓪᓗᒋᑦ. ᐱᓕᕆᕝᕕᒃ ᑭᐅᔪᓐᓇᖅᓯᓂᐊᕐᓂᕐᒥᑦ ᓂᕆᐅᑦᑐᑦ ᑕᒪᒃᑯᓂᖓ

ᑐᑭᓯᔭᐅᔪᒪᓯᒪᔪᓂᑦ ᑕᒪᐃᓐᓂᑦ, ᑐᑭᓯᔾᔪᑎᔅᓴᐅᔪᓂᑦ ᐱᔪᓐᓇᖅᓯᑐᐊᖅᐸᑕ, ᐅᖓᑖᓅᖏᑦᑐᖅ ᒫᑦᓯ 2020 ᓄᙳᐊᓂ.

ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ ᖁᔭᓕᔪᑦ ᑖᒃᑯᓂᖓ ᑲᑎᒪᔨᕋᓛᓂᑦ ᑲᒪᑦᑎᐊᕐᓂᕐᒧᑦ ᐅᑕᖅᑭᕙᒃᑐᑦ ᑲᑎᒪᔨᕋᓛᓂᑦ ᑲᒪᓂᕆᔭᖏᓐᓂᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑕᖏᓐᓂ ᐊᒻᒪ ᒐᕙᒪᒃᑯᑦ ᑮᓇᐅᔭᓕᕆᔾᔪᑎᖏᓐᓂᑦ ᕿᒥᕐᕈᔭᐅᓚᐅᖅᑎᓪᓗᒋᑦ 2019 ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᐅᖅᑎᒻᒪᕆᒃ ᑲᓇᑕᒥ ᐃᑲᔪᖅᑐᔾᔪᑕᐅᓪᓗᓂ ᖁᑦᓯᓂᖅᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ. ᑐᓴᕆᐊᖅᑎᑦᑎᑲᓐᓂᓛᕐᓂᑎᓐᓂᑦ ᓂᕆᐅᑦᑎᐊᖅᐳᒍᑦ ᑲᑎᒪᔾᔨᓐᓂᒃᑯᑦ ᐱᓇᓱᐊᕐᓂᒃᑯᑦ ᐊᑐᓕᖁᔭᐅᔾᔪᑏᑦ ᒪᓕᓪᓗᒋᑦ ᑖᒃᑯᓇᙵᑦ ᑮᓇᐅᔭᓂᒃ ᑭᒡᓕᓯᐅᖅᑎᒻᒪᕆᒃ ᑲᓇᑕᒥᑦ ᐊᒻᒪ ᑲᑎᒪᔨᕋᓛᓄᑦ.

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐅᑐᐱᕆ 25, 2019

ᔮᓐ ᒪᐃᓐ, ᒪᓕᒐᓕᐅᖅᑎ
ᑲᑎᒪᑎᑦᑎᔨ, ᑲᑎᒪᔨᕋᓛᓄᑦ
ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑕᖏᓐᓂ ᑭᒃᑯᑐᐃᓐᓇᕐᓗ ᑮᓇᐅᔭᒃᑯᕕᖏᓐᓄᑦ
ᒪᓕᒐᓕᐅᕐᕕᒃ ᓄᓇᕗᒻᒥᑦ
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ
X0A 0H0

ᐱᔾᔪᑎᓕᒃ: ᑲᑎᒪᔨᕋᓛᑦ ᕿᒥᕐᕈᓂᖏᑦ 2019 ᖃᐅᔨᓴᖅᑎᒻᒪᕆᐅᑉ ᐅᓂᒃᑳᖓᓂᑦ ᐃᑲᔪᖅᑐᐃᓂᖕᒧᑦ ᖁᑦᑎᓛᓂᑦ ᐃᓕᓐᓂᐊᕐᑎᓂᑦ ᐃᓐᓇᖕᓄᓪᓗ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ

ᐊᐃᖓᐃ ᒪᐃᓐ:

ᖁᔭᓐᓇᒦᒃ ᐱᓕᕆᕝᕕᒐ ᓴᖅᑭᑦᑐᓐᓇᕐᑎᒃᑲᔅᓯᐅᑦ ᑭᐅᓂᐊᕐᓗᑎᒃ ᐊᐱᖅᑯᑎᓄᑦ ᑲᑎᒪᔨᕋᓛ ᕿᒥᕐᕈᓂᖏᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑕᖏᓐᓂ ᑭᒃᑯᑐᐃᓐᓇᕐᓗ ᑮᓇᐅᔭᒃᑯᕕᖏᓐᓄᑦ 2019 ᖃᐅᔨᓴᖅᑎᒻᒪᕆᐅᑉ ᐅᓂᒃᑳᖓᓂᑦ ᐃᑲᔪᖅᑐᐃᓂᖕᒧᑦ ᖁᑦᑎᓛᓂᑦ ᐃᓕᓐᓂᐊᕐᑎᓂᑦ ᐃᓐᓇᖕᓄᓪᓗ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ. ᐅᓪᓘᖕᓄ ᒪᕐᕉᖕᓄ ᕿᒥᕐᕈᑎᓪᓗᒋᑦ, ᐃᓚᒋᔭᐅᔪᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᐊᐱᕆᓚᐅᖅᑐᑦ ᐊᒥᓱᓂ ᐱᓕᕆᕝᕕᖕᒪ ᐊᖏᕐᓯᒪᓪᓗᑎᒃ ᑐᓴᕈᑎᒃᓴᒃᑲᓐᓂᕐᑖᕐᑎᑦᑎᓂᐊᕐᖢᑎᒃ ᕿᓚᒻᒥᐅᓛᒃᑯᑦ. ᑕᑯᓚᐅᒃᑭᑦ ᐅᓇᓂ ᑭᒡᒍᓯᕗᑦ ᐊᐱᖅᑯᑕᐅᔪᖅ ᐋᖅᑭᒃᓱᖅᓯᒪᔪᑦ ᑭᓲᓂᖏᑎᒍᑦ:

ᕿᒥᕐᕈᔭᐅᓂᖏᑦ ᐊᔪᙱᓐᓂᕆᔭᑦ ᓄᓇᕗᒻᒥᐅᑦ ᐃᓕᓐᓂᐊᕐᑎᖏᑦ ᐊᓯᖏᓐᓄᑦ ᐱᔪᓐᓇᖕᓂᖃᕐᕕᐅᔪᓄᑦ

ᕿᒥᕐᕈᔭᐅᑎᓪᓗᒋᑦ, ᑲᑎᒪᔨᕋᓛᑦ ᖃᐅᔨᔪᒪᓚᐅᖅᑐᑦ ᖃᓄᖅ ᐱᓕᕆᕝᕕᐅᔪᑦ ᕿᒥᕐᕈᓂᖃᓲᖑᖕᒪᖔᖏᓐᓂᑦ ᐊᔪᙱᓐᓂᕆᔭᐅᔪᓂᑦ ᓄᓇᕗᒻᒥᐅᑦ ᐃᓕᓐᓂᐊᕐᑎᖏᓐᓂᑦ ᐊᓯᖏᓐᓄᑦ ᐱᔪᓐᓇᖕᓂᖃᕐᕕᐅᔪᓄᑦ. ᐃᓚᒋᔭᐅᔪᑦ ᖃᐅᔨᔪᒪᓚᐅᖕᒥᔪᑦ ᐊᔪᙱᓐᓂᕆᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᑯᐃᑦ ᓄᓇᕗᒻᒥᑦ ᐊᔪᙱᓐᓂᕐᓴᐅᓚᐅᖕᒪᖔᖏᑦ ᐊᔾᔨᑐᐃᓐᓇᕆᓪᓗᓂᔾᔪᒡᓘᓐᓃᑦ ᐊᓯᖏᓐᓂᑦ ᐱᔪᓐᓇᖕᓂᖃᕐᕕᐅᔪᓂᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᑎᖁᑎᕗᑦ ᐊᔾᔨᒋᔭᓂᑦ ᐃᓕᓐᓂᐊᕋᓗᐊᕆᐊᒃᓴᖏᓐᓂᑦ ᐊᓯᖏᑎᑐᑦ ᑲᓇᑕᒥᐅᑎᑐᑦ ᐃᓕᓐᓂᐊᕐᑎᑐᑦ.

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐱᓕᕆᕝᕕᐅᔪᑦ ᐃᓚᐅᓚᐅᖅᑐᑦ ᑲᑎᒪᔨᓂᑦ ᒥᓂᔅᑕᐅᖃᑎᒌᓂᑦ ᐃᓕᓐᓂᐊᕐᓂᖕᒧᑦ ᖃᐅᔨᓴᖕᓂᖕᒧᑦ ᑲᑎᒪᔨᕋᓛᖏᓐᓂᑦ. ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᑲᓇᑕᒥᑦ ᑲᑎᒪᕕᖃᖅᑎᑦᑎᓲᑦ ᑖᒃᑯᐊᓗ ᐱᓕᕆᕝᕕᐅᔪᑦ ᕿᒥᕐᕈᔪᓐᓇᕋᔭᖅᖢᑎᒃ ᖃᐅᔨᓴᕈᑎᓂᑦ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᑲᓇᑕᓕᒫᒥᑦ ᐅᓪᓗᒥᒨᖓᓗᑎᒡᓗ ᒫᓐᓇᐅᔪᖅ ᐊᑑᑎᓕᖕᓂᓪᓗ ᖃᐅᔨᓴᕈᑎᓂᒃ ᑕᒪᐃᓐᓄᑦ ᐅᑭᐅᖅᑕᖅᑐᒥᐅᓂᑦ ᖃᓪᓗᓈᒥᐅᓪᓗ. ᓄᓇᕗᒻᒥᑦ ᐃᓕᓐᓂᐊᕐᑏᑦ ᐱᐊᓂᒃᓯᑦᑎᐊᖃᑦᑕᕐᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᕐᑕᒥᖕᓂᒃ 2006 2016−ᓗ ᐊᑯᓐᓂᖓᓐᓂᑦ.
2016 ᓇᐃᓴᐃᔾᔪᑎᕕᓂᖕᓄᑦ ᑎᑎᖅᑲᖏᑦ, ᒫᓂ 7 10 ᐃᓄᐃᑦ ᐅᑭᐅᓖᑦ 25−ᒥᑦ 64−ᒧᑦ ᐱᐊᓂᒃᓯᓯᒪᔪᑦ ᖁᑦᑎᖕᓂᖅᐹᒧᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᓕᖅᑐᑦ ᓇᓕᒧᐸᓗᐊᓂᓪᓘᓐᓃᑦ ᓇᓗᓇᐃᒃᑯᑕᒥᑦ 2016−ᒥᑦ, ᐊᒥᓱᕈᕆᐊᖅᑐᑦ 6−ᒥᑦ 10−ᒧᑦ 2006−ᒥᑦ. ᑕᒪᑐᒪᓂᑦᑕᐅᖅ, ᐃᓄᐃᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᐊᖅᓯᒪᓚᐅᖅᑐᑦ ᓇᐅᒃᑯᓕᒫᖅ ᖁᑦᑎᖕᓂᓕᒃᑯᑦ. 2016−ᒥᑦ, 10.9% ᐃᓄᐃ ᐅᑭᐅᓖᑦ 25−ᒥᑦ 64−ᒧᑦ ᖁᑦᑎᖕᓂᕐᓴᓂᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᓚᐅᖅᑐᑦ ᖁᑦᑎᖕᓂᕐᓴᓂᓪᓘᓐᓃᑦ, 7.7% ᖁᕝᕙᕆᐊᖅᑐᖅ 2006−ᒥᑦ. ᐳᓴᓐᑎᐅᔪᑦ ᐃᓄᐃᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᔪᑦ ᐊᒥᓱᕈᓚᐅᖅᑐᑦ, 18.7%−ᒥᑦ 23.0%−ᒧᑦ ᑕᒪᑐᒪᓂ ᐊᑐᕐᑎᓪᓗᒍ. ᐱᓕᕆᕝᕕᐅᔪᖅ ᐱᓇᔪᐃᓐᓇᖕᓂᐊᕐᑐᑦ ᐱᐅᓯᕚᓪᓕᕋᓱᒡᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᓂᕆᔭᐅᔪᑦ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕐᑎᖏᓐᓄᑦ.

ᐃᓕᓐᓂᐊᕈᓐᓃᖅᐸᒃᑐᑦ ᐅᓄᕐᓂᖏᑦ

ᑲᑎᒪᔨᕋᓛᑦ ᑐᑭᓯᔪᒪᓚᐅᖅᑐᑦ ᖃᓄᖅ ᐊᑯᓂᐅᑎᒋᔪᖅ ᐱᓕᕆᕝᕕᐅᔪᑦ ᖃᐅᔨᓴᖅᓯᒪᓕᖕᒪᖔᖏᑦ ᐊᒥᓲᓂᖏᑦ ᓄᖅᑲᖃᑦᑕᖅᑐᑦ ᓄᓇᕗᒻᒥᑦ ᑐᒃᓯᕋᖅᖢᑎᒡᓗ ᓄᖅᑲᖃᑦᑕᖅᑐᑦ ᐊᒥᓲᓂᖏᓐᓂᑦ ᑐᓴᖅᑕᐅᑎᑦᑎᖁᔨᓪᓗᑎᒃ ᑲᑎᒪᔨᕋᓛᓂᑦ ᖃᖓᑲᓪᓚᓕᒫᖓᓐᓄᑦ.

ᑲᓇᑕᒥᑦ ᓇᐃᓴᐅᔨᒃᑯᑦ ᐋᖅᑭᒃᓱᐃᓲᑦ ᓄᖅᑲᖅᐸᒃᑐᑦ ᐊᒥᓲᓂᖏᓐᓂᑦ ᑲᓇᑕᒥᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᑎᒍᑦ ᐅᑭᐅᖅᑕᖅᑐᒥᓪᓗ ᐊᑐᕐᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᓇᐃᓴᖅᑕᐅᓯᒪᓂᖏᑦᑕ ᑎᑎᖅᑲᖏᓐᓂᑦ ᐃᓄᖕᓄᑦ ᐅᑭᐅᓕᖕᓂᑦ 20−ᒥᑦ 24−ᒧᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᙱᑦᑐᑦ, ᑎᑎᕋᖅᑕᐅᓯᒪᓇᑎᒡᓗ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ. ᓄᖅᑲᖅᐸᒃᑐᑦ ᐊᒥᓲᓂᖏᑦ ᑲᓇᑕᒥᑦ ᓇᐃᓴᐃᔩᑦ ᐅᓂᒃᑳᓕᐅᓚᐅᖅᑐᑦ ᓄᓇᕗᒻᒥᑦ 2007- 2010 ᐊᕐᕌᒍᖏᓐᓂᑦ, 50%−ᑎᐅᓚᐅᖅᖢᓂᓗ. ᑭᓯᐊᓂᓕ, ᑖᓐᓇ ᐃᓱᒪᒋᔭᖃᙱᑦᑐᖅ ᐃᓄᖕᓂᑦ ᐅᑎᕐᓯᒪᔪᓂᑦ, ᐅᑎᕈᒪᔪᓂᒡᓘᓐᓃᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ, ᑖᒃᑯᐊᓘᓐᓃᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥᑦ ᐱᔭᕇᕈᓯᐊᖅᓯᒪᔪᑦ ᐊᓯᖏᑎᒍᑦ, ᓲᕐᓗ ᐊᖅᑯᑎ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᖕᓂᖏᓐᓄᑦ ᐱᔭᕇᕈᓯᐊᒧᑦ ᐱᓕᕆᓗᐊᒃᓴᒥᑦ. 2012−ᒥᑦ, ᓄᓇᖃᖅᑳᖅᓯᒪᔪᑦ ᐃᓄᖕᓂᑦ ᓇᐃᓴᐃᓃᑦ ᓇᓚᐅᑦᑖᖅᑕᐅᓯᒪᓚᐅᖅᑐᑦ 15% ᐃᓄᐃᑦ ᐅᑎᕐᓯᒪᓕᕐᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ ᐱᐊᓂᒐᓱᐊᖅᖢᑎᒃ ᐃᓕᓐᓂᐊᕐᑕᒥᓂᒃ.

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐱᓕᕆᕝᕕᐅᔪᖅ ᖃᐅᔨᓴᓪᓚᕆᒃᐸᙱᑦᑐᑦ ᓄᖅᑲᖅᐸᒃᑐᑦ ᐊᒥᓲᓂᖏᓐᓂᑦ, ᖃᐅᔨᒪᔪᒍᑦ ᐱᒻᒪᕆᐅᓂᖓᓂᑦ ᐃᓕᓐᓂᐊᕐᑏᑦ ᐃᓚᐅᑎᑕᐅᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᓗᑎᒡᓗ ᐃᓕᓐᓂᐊᕆᐊᑦᑎᐊᕐᐸᒡᓗᑎᒃ ᐃᑲᔪᖅᑐᖅᑕᐅᓗᑎᒡᓗ ᐃᓱᓕᑦᑎᓇᓱᐊᖕᓂᖏᓐᓂᑦ. ᐱᓕᕆᕝᕕᐅᔪᖅ ᐱᓕᕆᔾᔪᑎᖃᖅᐸᓪᓕᐊᔪᑦ ᐃᓕᓐᓂᐊᕐᑏᑦ ᐃᓚᐅᒃᑲᓐᓂᕈᑎᒃᓴᖏᓐᓂᑦ ᐃᓚᐅᓕᒃᑲᓐᓂᕈᑎᒃᓴᖏᓐᓂᒡᓗ. ᐱᓕᕆᕝᕕᐅᔪᖅ ᐱᓕᕆᔪᐃᑦ ᐊᒥᓱᒐᓚᖕᓂᑦ ᐱᒋᐊᖅᑕᐅᓯᒪᔪᓂᑦ ᐃᑲᔪᖅᑐᐃᓂᐊᕐᓗᑎᒡᓗ ᐅᐸᖃᑦᑕᖕᓂᖕᓂᑦ ᐃᓚᒌᓪᓗ ᐃᓚᐅᑎᑕᐅᓂᖏᓐᓄᑦ, ᐃᓚᓕᐅᑎᓪᓗᒍ ᓴᖅᑭᑕᐅᓂᖓ ᑎᑎᕋᖅᑕᐅᓂᖕᒧᑦ ᐅᐸᖃᑦᑕᖕᓂᖕᒧᓪᓗ ᐊᑐᐊᒐᓄᑦ ᐊᑐᕐᑕᐅᓲᖅ ᐃᑲᔪᖅᑐᐃᓂᐊᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᑐᓕᕆᔨᒃᑯᓐᓂᑦ ᓴᖅᑭᑦᑎᓂᖕᓂᑦ ᐊᑐᓕᖅᑎᑦᑎᓂᖕᓂᓪᓗ ᓄᓇᓕᖕᓅᖓᔪᓄᑦ ᑎᑎᕋᖅᑕᐅᕙᖕᓂᖕᒧᑦ ᐅᐸᖃᑦᑕᖕᓂᖕᒧᓪᓗ ᐊᑐᐊᒐᖏᓐᓂᑦ. ᐱᓕᕆᕝᕕᒐ ᐱᓕᕆᖃᑎᖃᖕᒥᔪᐃᑦ ᐃᑲᔪᖅᑐᐃᓪᓗᑎᒃ ᐃᓚᒌᑦ ᐃᓚᐅᑎᑕᐅᓂᖏᓐᓄᑦ, ᓴᖅᑭᑦᑎᓛᕈᒪᓪᓗᑎᒡᓗ ᓄᑖᒥᑦ ᐃᓚᒌᓄᑦ ᐃᓚᓕᐅᔾᔭᐅᓂᖕᒧᑦ ᐃᑭᐊᖅᑭᕕᐊᓂᑦ ᐱᒋᐊᖕᓂᐊᓂᑦ 2020. ᓄᑖᖅ ᐃᑭᐊᖅᑭᕕᒃ ᐃᓚᖃᖕᓂᐊᖅᑐᑦ ᑐᕌᖓᔪᓄᑦ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ, ᐊᖓᔪᖅᑳᕆᔭᓄᑦ, ᐃᓕᓴᐃᔨᓂᓪᓗ ᐃᑲᔪᖅᑐᐃᓂᐊᕐᓗᑎᒃ ᐃᓅᓯᓕᒫᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᖕᒧᑦ, ᓴᙱᒃᑎᓪᓗᒋᓪᓗ ᐊᔪᙱᓐᓂᕗᑦ ᐃᑲᔪᕐᓂᐊᕐᓗᑕ ᓄᑕᖅᑲᖁᑎᑦᑎᓐᓂᑦ.

ᕿᑐᙵᕗᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᓕᐊᕈᑎᓚᕗᑦ ᐅᓪᓗᖓ

ᑲᑎᒪᔨᕋᓛᑦᑕᐅᖅ ᐊᑐᕈᒪᓚᐅᖅᑐᑦ ᐱᓕᕆᕝᕕᑦᑕ ᐊᑐᕐᓯᒪᔭᖏᓐᓂᑦ ᐃᑲᔪᖅᑐᐃᓗᑎᒃ ᕿᑐᙵᕗᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᓕᐊᕈᑎᓚᕗᑦ ᐅᓪᓗᖓᓂᑦ. ᐱᓕᕆᕝᕕᒃᐳᑦ ᐃᓚᐅᖃᑦᑕᕐᓯᒪᓕᖅᑐᑦ ᕿᑐᙵᕗᑦ

ᐃᖅᑲᓇᐃᔭᕐᕕᓕᐊᕈᑎᓚᕗᑦ ᐅᓪᓗᖓᓂᑦ 2012−ᒥᓂᓂᑦ. ᐊᕐᕌᒍᒐᓴᐅᓕᖅᑐᓄᑦ, ᐱᓕᕆᕝᕕᐅᑉ ᑐᓴᒪᐅᒪᔪᓕᕆᔨᒃᑯᖏᑦ, ᐱᓕᕆᖃᑎᖃᖅᖢᑎᒃ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᔨᒃᑯᓐᓂᑦ, ᐱᓕᕇᓐᓇᖅᓯᒪᓕᖅᑐᑦ ᐅᔾᔨᖅᓱᓕᖅᐹᓪᓕᕐᑎᑦᑎᓂᖕᒥᑦ ᕿᑐᙵᕗᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᓕᐊᕈᑎᓚᕗᑦ ᐅᓪᓗᖓᓂᑦ ᑐᓴᐅᒪᔭᒃᓴᓂᑦ ᓴᖅᑭᑦᑎᕙᒃᖢᑎᒃ ᐃᓅᖃᑎᒌᓄᑦ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᔾᔪᑎᒃᑯᑦ. ᕿᑐᕐᖓᑎᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᓕᐊᕈᑎᓚᕗᑦ
ᐅᓪᓗᖓ 2019−ᒥᑦ ᐃᓂᒃᓴᓕᐅᖅᑕᐅᓯᒪᕗᑦ ᐱᖓᔪᐊᓂ ᓄᕕᑉᐱᕆ 6−ᒥᑦ.

ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᖅᑲᓇᐃᔮᖏᑦ ᐊᔪᙱᓐᓂᕆᔭᓪᓗ

ᑲᑎᒪᔨᕋᓛᑦ ᑐᒃᓯᕋᒃᑲᓐᓂᓚᐅᖅᑐᑦ ᐃᖅᑲᓇᐃᔮᓕᒫᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ ᐊᔪᙱᓐᓂᕆᔭᐅᔪᓂᒡᓗ ᑕᒪᐃᓐᓄᑦ ᐃᖅᑲᓇᐃᔮᓄᑦ. ᐅᐃᒍᐊᕈᓯᖅ A ᐆᒧᖓ ᑎᑎᖅᑲᒧᑦ ᐃᓗᓕᖃᖅᑐᖅ ᓇᓗᓇᐃᔭᑦᑎᐊᕐᓯᒪᔪᓂᑦ ᑖᒃᑯᓂᖓ ᑐᓴᒐᒃᓴᓂᑦ. ᐃᖅᑲᓇᐃᔮᑦ ᐊᕕᒃᑕᐅᓯᒪᔪᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦᑕ ᐃᖅᑲᓇᐃᔮᖏᓐᓄᑦ, ᐊᔪᙱᓐᓂᖏᑦ ᐋᖅᑭᒃᑕᐅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᖕᒧᑦ

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐱᖁᔭᖓᓂᑦ ᑖᒃᑯᐊᓗ ᐃᖅᑲᓇᐃᔮᑦ ᐃᓚᒋᔭᐅᙱᑦᑐᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓄᑦ
ᓲᕐᓗ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᐃᑲᔪᖅᑎᑦ ᐃᑲᔪᖅᑎᖏᑦ ᓴᓗᒻᒪᕐᓴᐃᔩᓪᓗ. ᐱᓕᕆᕝᕕᐅᔪᖅ ᕿᒥᕐᕈᔪᑦ ᓇᓖᕌᕈᑎᒃᓴᓂ ᐊᔾᔨᒌᓕᕐᑎᔾᔫᒥᓗᒋᑦ ᐊᔪᓐᖏᓐᓂᕆᔭᖏᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓄᑦ ᐃᓚᐅᙱᑦᑐᑦ ᐱᐅᓯᕚᓪᓕᖁᓪᓗᒋᑦ ᐱᐅᓂᑦ ᐊᔪᕐᓇᕈᓐᓃᖅᐹᓪᓕᕐᓗᒋᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕈᓯᐅᓲᑦ.

ᐅᖓᓯᒃᑐᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ − ᐅᖃᐅᓯᓕᕆᓂᖕᒧᑦ ᐃᓕᓐᓂᐊᒐᒃᓴᐃᑦ

ᑲᑎᒪᔨᕋᓛᑦ ᑐᒃᓯᕋᓚᐅᖅᑐᑦ ᑐᓴᐅᒪᔭᒃᓴᓂᑦ ᐊᑐᐃᓐᓇᐅᓂᖏᑦ ᐅᖃᐅᓯᖕᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᐅᖓᓯᒃᑐᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓂᐊᕐᓗᒋᑦ. ᐊᒥᓱᒐᓚᐅᖕᒪᑕ ᐅᖃᐅᓯᖕᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᓴᐃᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ ᐅᖓᓯᒃᑐᒃᑯᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᑯᑦ. ᐃᓕᓐᓂᐊᒐᒃᓴᐃᑦ ᐃᓚᖃᖅᑐᑦ ᖃᓪᓗᓈᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᖏᓂᑦ ᓲᕐᓗ ᖃᓪᓗᓈᑐᑦ ᐊᐃᑉᐸᕆᔭᑦ ᐅᖃᐅᓯᕆᓪᓗᒍ ᐅᖃᐅᓯᓕᕆᓃᓪᓗ, ᐅᐃᕖᑦ; ᔫᒪᓐ; ᔮᐸᓃᔅ ᐊᒻᒪᓗ ᔅᐹᓂᔅ. ᒫᓐᓇᐅᔪᖅ, ᐱᓕᕆᕝᕕᐅᔪᖅ ᑮᓇᐅᔭᖅᑖᖅᑎᑦᑎᓲᑦ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᐊᑎᓕᐅᕐᓂᐊᕐᓗᑎᒃ ᐅᖓᓯᒃᑐᒧᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓄᑦ ᐱᖓᔪᖏᑎᒍᑦ ᐱᖃᖅᑎᑦᑎᔨᐅᔪᓂᑦ. ᐊᐃᑦᑖᖑᒐᓗᐊᕐᓕ, ᒫᓐᓇᐅᔪᖅ ᐱᖓᔪᖓᑦᑐᒍᑦ ᐱᖃᖃᖅᑎᑦᑎᔩᑦ ᐃᓄᒃᑎᑐ ᐃᓕᓐᓂᐊᕐᑎᑦᑎᖕᒪᑕ ᖃᕆᑕᐅᔭᒃᑯᑦ.

ᐃᓕᓐᓂᐊᒐᒃᓴᓕᒫᑦ ᓴᖅᑭᑕᐅᔪᑦ ᐅᖓᓯᒃᑐᒧᑦ ᐃᓕᓐᓂᐊᖕᓂᖕᒧᑦ ᐊᑦᑕᑕᖅᓯᒪᔪᖅ ᑎᑎᖅᑲᒧᑦ ᐅᐃᒍᐊᕈᓯᖕᒥᑦ B. ᐅᖃᐅᓯᖕᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᖁᕐᓱᖅᑐᒧᑦ ᑕᕐᓯᖅᓯᒪᔪᑦ ᐊᑲᐅᓈᖁᓪᓗᑎᑦ.

ᐃᓅᓯᓕᕆᔩᑦ

ᑲᑎᒪᔨᕋᓛᑦᑕᐅᖅ ᐊᐱᖅᑯᑎᖃᓚᐅᖕᒥᔪᑦ ᐃᓅᓯᓕᕆᔨᓂᑦ. ᐱᓗᐊᖅᑐᒥᑦ, ᑲᑎᒪᔨᕋᓛᑦ ᖃᐅᔨᔪᒪᓚᐅᖅᑐᑦ ᐊᒥᓲᓂᖏᑦ ᐃᓅᓯᓕᕆᔨᑦ ᓄᓇᕗᒻᒥᑦ ᐊᒥᓱᕈᖅᓯᒪᖕᒪᖔᖏᑦ ᐊᕐᕌᒎᒐᓴᐅᓕᖅᑐᓄᑦ ᐊᓯᔾᔨᓚᐅᖅᓯᒪᙱᓚᓪᓘᓐᓃᑦ.

ᐃᓅᓯᓕᕆᔨᖃᖅᑎᑦᑎᓂᖅ ᒪᓕᒃᑐᖅ ᐃᓱᒪᓕᐊᖑᓯᒪᔪᓄᑦ ᑎᓕᐅᕆᓂᐊᕐᓗᑎᒃ ᐃᓅᓯᓕᕆᔨᐅᑉ ᐃᖅᑲᓇᐃᔮᖓᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓕᓐᓂᐊᕐᑎᑦᑎᓂᖏᑕ ᐅᓄᖕᓂᖏᓐᓂᑦ. ᐃᓱᒪᓕᐅᕆᓲᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᐅᑕᑦ, ᑐᓴᕋᓱᖅᓯᒪᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᑐᓕᕆᔨᒃᑯᓐᓂᑦ. ᐃᓕᓐᓂᐊᕕᒐᓴᐃᑦ ᐃᓅᓯᓕᕆᔨᖃᙱᑦᑐᑦ ᐊᑐᕈᒪᓂᖏᓐᓄᑦ ᐃᓕᓴᐃᔨᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ ᐊᒥᓲᔪᓐᓇᓛᖕᓂᖏᓐᓂᑦ ᓇᓖᕌᕐᕕᖃᕈᓐᓇᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᑏᑦ.

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐊᒥᓲᓂᖏᑦ ᐃᓅᓯᓕᕆᔩᑦ ᐃᓕᓐᓂᐊᕐᕕᓕᒫᓂᑦ ᐊᓯᔾᔨᖅᐸᒃᑐᑦ ᐊᕐᕌᒍᒥᑦ ᐊᕐᕌᒍᒧᑦ. ᓇᓕᖅᑲᖅ C, ᐃᓚᓕᐅᑎᓯᒪᔪᖅ ᐆᒧᖓ ᑎᑎᖅᑲᒧᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐃᓅᓯᓕᕆᔩᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ ᓄᓇᕗᒻᒥᑦ ᒪᐃ 2014−ᒥᓂᓂᑦ.

ᐃᓕᓐᓂᐊᕐᑏᑦ ᐃᓕᓴᐃᔩᓪᓗ ᐅᓄᕐᓂᖏᑦ

ᑲᑎᒪᔨᕋᓛᑦ ᐊᐱᖅᑯᑎᖃᓚᐅᖕᒥᔪᑦ ᐃᓕᓐᓂᐊᕐᑏᑦ ᐃᓕᓴᐃᔩᑦ ᐊᒥᓲᓂᖏᓐᓂᑦ, ᐊᑐᕐᑕᐅᓲᑦ ᐱᓕᕆᕝᕕᖕᒥᑦ ᐃᓕᓴᐃᔨᑖᕋᓱᒃᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᕕᓕᒫᓂᑦ. ᒫᓐᓇ ᐃᓕᓐᓂᐊᕐᑎᑦ ᐃᓕᓴᐃᔨᑦ ᐋᖅᑭᐅᒪᔾᔪᑎᖏᑦ ᐊᓯᔾᔨᖅᐸᖕᒪᑕ ᐊᕐᕌᒍᓂᑦ ᐊᕐᕌᒍᒧᑦ ᑎᑎᕋᖅᑕᐅᕙᖕᓂᖏᑦ ᐃᓕᓐᓂᐊᕐᑏᓪᓗ ᐅᐸᒃᐸᖕᓂᖏᑦ ᐊᓯᔾᔨᖅᐸᖕᓂᖏᓐᓄ. ᐊᓯᔾᔨᖅᐸᒃᑕᖕᓂᖏᑦ ᐊᒃᓱᕈᖕᓇᖅᑐᓕᐅᕈᑕᐅᕙᒃᐳᑦ

ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐃᒡᓗᖏᓐᓄᓪᓗ. ᐊᒻᒪᓗᑦᑕᐅᖅ, ᐋᖅᑭᒃᓱᐃᔾᔪᑎ ᐃᓚᖃᙱᓚᖅ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᓄᑦ, ᓇᓕᒧᙱᑦᑐᓂᑦ ᓯᐊᒻᒪᒃᑎᕈᑕᐅᓕᖅᖢᓂ ᐃᓚᖏᓐᓂᑦ ᐃᖅᑲᓇᐃᔮᓂᑦ, ᓲᕐᓗ
ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᐃᑲᔪᖅᑎᖏᑦᑕ ᐃᑲᔪᖅᑎᖏᓐᓄᑦ ᐅᖃᐅᓯᓕᕆᔨᒻᒪᕆᖕᓂᓪᓗ.

ᑖᒃᑯᓄᖓ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ, ᐱᓕᕆᕝᕕᐅᔪᑦ ᓴᖅᑭᑦᑎᓕᖕᒪᑕ ᓄᑖᙳᕆᐊᖅᓯᒪᔪᒥᑦ ᐋᖅᑭᐅᒪᔾᔪᑎᒃᓴᓂᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐃᓚᐅᓂᐊᕐᓗᑎ ᐊᑕᐅᓯᐅᔾᔫᒥᔪᒃᑯᑦ ᓈᒻᒪᒃᑐᓂᒡᓗ ᓴᐊᒻᒪᒃᑎᕆᔪᓐᓇᖁᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ. 2021-22−ᒥᑦ, ᐱᓕᕆᕝᕕᐅᔪᖅ ᓴᖅᑭᑦᑎᓛᖅᑐᑦ ᓇᓖᕌᕈᑎᒃᓴᓂᑦ ᐱᐅᓯᕚᓪᓕᕈᑕᐅᓂᐊᖅᑐᓂᑦ ᒫᓐᓇ ᐊᑐᕐᑕᐅᕙᒃᑐᒥᑦ

ᐋᖅᑭᐅᒪᔾᔪᑎᓂᑦ. ᓇᓗᓇᐃᔭᖅᓯᒪᔪᓂᑦ ᒫᓐᓇ ᐱᔪᓐᓇᙱᖦᖢᑕ, ᐱᓕᕆᕝᕕᐅᔪᖅ ᐊᖏᖅᓯᒪᔪᑦ ᐱᐅᓯᕚᒧᓪᓕᕆᓂᖕᒥᑦ ᓯᐊᒻᒪᒃᑎᕆᕙᖕᓂᖏᓐᓂᑦ ᐊᑐᒐᒃᓴᓂᑦ ᑎᑭᑉᐸᓪᓕᐊᓕᕋᓗᐊᕆᐊᒃᓴᑦᑎᓐᓂᑦ ᓄᓇᕘᑉ ᐃᓕᓐᓂᐊᕐᑎᖏᑕ ᐱᔭᕆᐊᓕᖏᓐᓂᑦ.

ᕿᒥᕐᕈᔭᐅᕙᖕᓂᖏᑦ ᐃᓕᓐᓂᐊᕕᖕᒥᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑎᓄᓪᓗ

ᑭᐅᓪᓗᒋᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐊᐱᖅᑯᑎᖏᑦ ᕿᒥᕐᕈᔭᐅᕙᖕᓂᖏᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑎᑦ ᐃᓱᐊᓂᑦ, ᓄᓇᕗᒻᒥ ᐊᑐᓲᑦ ᐋᓪᐴᑕᐅᑉ ᐃᓕᓐᓂᐊᕐᑎᑦᑎᔾᔪᑎᖏᓐᓂᑦ ᖁᑦᑎᓛᓂᑦ 12 ᐃᓕᓐᓂᐊᕈᑎᖏᓐᓂᑦ. 2015-16 ᐃᓕᓐᓂᐊᕐᓇᐅᑉ ᐊᕐᕌᒍᐊᓂᑦ, ᐋᓪᐳᑕ ᐃᓕᓐᓂᐊᕐᑐᓕᕆᔨᒃᑯᑦ ᐊᓯᔾᔨᓚᐅᖅᐸᔾᔪᒃ ᐃᓕᓐᓂᐊᕐᑎᑦᑎᔾᔪᑎᑎᒃ ᕿᒥᕐᕈᔭᐅᕙᖕᓂᖏᓪᓗ ᐃᓕᓐᓂᐊᕐᑏᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑎᖏᑦ ᑭᖑᓪᓕᖅᐹᒥᑦ 50 ᐳᓴᓐᑎᒥᑦ ᐃᓕᓐᓂᐊᕐᑕᒥᑦ 50% ᐱᓕᕆᕝᕕᖕᒧᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑖᓂᑦ (50/50) 70 ᐳᓴᓐᑎᒧᑦ ᐃᓕᓐᓂᐊᕐᑕᒥᑦ 30 ᐳᓴᓐᑎᓗ ᐱᓕᕆᕝᕕᖕᒥᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑖᓂᑦ (70/30).

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᑕᒪᐃᓐᓂᒃ ᐋᓪᐴᑕᒥᑦ ᓄᓇᕗᒻᒥᓪᓗ ᐃᓱᒫᓘᑎᖃᓚᐅᖅᑐᑦ 'ᖃᐅᔨᓴᕈᑎᓪᓚᕆᐅᓗᐊᖅᑐᑦ' ᖃᐅᔨᓴᖕᓃᑦ 50/50 ᐋᖅᑭᒃᓯᒪᔪᒥᑦ. ᑕᐃᒪᙵᑦ ᐊᓯᔾᔨᓚᐅᖅᑎᓪᓗᒍ, ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ ᑎᑎᕐᑕᐅᓲᑦ ᐃᓕᓴᐃᔨᒧᑦ ᐱᓕᕆᐊᖃᕐᓂᕐᓴᐅᕗᖅ ᑭᖑᓪᓕᖅᐹᒥᑦ ᖃᐅᔨᓴᖅᑕᒥᑦ ᐃᓕᓐᓂᐊᕐᑎᐅᑉ. ᑕᐃᒫᒃ ᐃᓕᓐᓂᐊᕐᑏᑦ ᐊᒥᓲᓂᕐᓴᓂᑦ ᓇᐃᓴᐅᑎᑖᖅᐸᒃᐳᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᓕᕌᖓᒥᑦ ᐃᓕᓴᐃᔨᐅᓪᓗ ᖃᐅᔨᓴᕐᓗᓂᐅᑉ ᐊᕐᕌᒎᑉ ᐃᓗᐊᓂᑦ ᐃᓕᓐᓂᐊᕐᓇᐅᑉ.

ᐊᒥᓱᑦ ᓇᓖᕋᕐᕕᒃᓴᑦ

ᑭᖑᓪᓕᖅᐹᒥᑦ, ᑲᑎᒪᔨᕋᓛᑦ ᑐᓴᕈᒪᓚᐅᖅᑐᑦ ᖃᓄᐃᓕᖓᓕᖕᓂᖏᓐᓂᑦ ᐊᒥᓱᐃᑦ ᓇᓖᕌᒐᒃᓴᑦ ᐱᒋᐊᖅᑕᓄᑦ ᐱᓕᕆᕝᕕᐅᑉ ᕿᒥᕐᕈᓯᒪᓕᖅᑕᖏᑦ 2013−ᒥᑦ. ᐊᒥᓱᑦ ᓇᓖᕌᒐᒃᓴᐃᑦ ᐃᖅᑲᓇᐃᔮᒧᑦ ᐊᖅᑯᑕᐅᓪᓗᓂ ᓴᖅᑭᑕᐅᓚᐅᖅᓯᒪᕗᑦ ᐱᕕᒃᓴᖃᕈᓐᓇᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᖁᑦᑎᓛᒥᑦ ᑐᕌᕋᓱᒃᑎᓪᓗᒋᑦ ᑭᓱᓪᓚᕆᖕᒥᑦ ᐃᖅᑲᓇᐃᔮᒥᑦ ᐋᖅᑭᑦᑎᐊᕐᓯᒪᔪᑎᒍᑦ ᐃᓕᓐᓂᐊᒐᒃᓴᒥᑦ ᐃᓱᒪᒋᔭᒥᑦ.

ᑖᓐᓇ ᐊᒥᓱᑦ ᓇᓖᕌᒐᒃᓴᓄᑦ ᐱᓕᕆᐊᒃᓴᑦ ᐊᑐᓕᖅᑎᑕᐅᓂᐊᓚᐅᖅᓯᒪᔪᑦ 2013−ᒥᑦ, ᐆᒃᑑᑕᐅᓪᓗᓂ ᐊᒥᓱᓂ ᖁᑦᑎᓛᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ ᓄᓇᕗᒻᒥᑦ. ᑭᒡᓕᖃᖕᓂᖏᑦ ᐱᓕᐊᒧᑦ ᐊᑐᓕᖅᑎᑕᐅᓂᖓᓂ, ᐱᓗᐊᖅᑐᒥᑦ ᐱᓕᕆᔾᔪᑎᖃᑦᑎᐊᙱᓐᓂᖅ ᐊᔪᙱᑦᑐᓂᒡᓗ ᐃᓕᓴᐃᔨᖃᑦᑎᐊᖏᓐᓂᑯᒧᑦ, ᐊᓯᔾᔨᓕᓚᐅᖅᐳᖅ ᐃᖅᑲᓇᐃᔮᒧᑦ ᐊᖅᑯᑕᐅᔪᒧᑦ ᐃᑲᔪᖅᑐᐃᓂᖅ ᐃᓕᓐᓂᐊᕐᑎᓄᑦ.

ᐊᒥᓱᑦ ᓇᓖᕌᒐᒃᓴᓄᑦ ᐱᓕᕆᐊᒃᓴᑦ ᐊᑐᓕᖅᑎᑕᐅᓪᓚᕆᓚᐅᕋᑎᒃ, ᐃᓚᖏᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐊᑐᕐᑐᐃᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᑦ ᓴᓇᔭᐅᓯᒪᔪᑦ ᐱᓕᕆᐊᒃᓴᒧᑦ ᐃᑲᔪᖅᑐᐃᓂᐊᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᑎᓂᑦ

ᓂᕈᐊᖅᑎᓪᓗᒋᑦ ᐱᔭᕇᕌᓂᒃᑎᓪᓗᒋᑦ. ᒫᓐᓇᐅᔪᖅ, ᓄᓇᕗᒻᒥᑦ ᐃᓕᓐᓂᐊᕐᑏᑦ ᐃᑲᔪᖅᑐᖅᑕᐅᕗᑦ ᐃᖅᑲᓇᐃᔮᕆᔪᒪᔭᒥᓂᒃ ᐊᐅᓚᔮᖅᑐᒃᑯᑦ, ᐃᓕᓐᓂᐊᕐᑕᐅᔭᕆᐊᓕᒃ ᐱᔭᕇᖅᑐᓄᑦ, ᐃᓗᓕᖃᖅᑐᑦ ᑭᓱᓪᓚᕆᖕᓂᑦ ᐃᖅᑲᓇᐃᔮᓄᑦ ᐱᓕᕆᐊᓄᓪᓗ ᐸᖕᓇᐅᑎᓂᑦ ᐃᑲᔪᖅᑐᐃᔪᑦ ᖁᑦᑎᓛᓂᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐃᓕᓐᓂᐊᒐᒃᓴᓂᑦ ᓂᕈᐊᖕᓂᖕᒥᑦ, ᐃᖅᑲᓇᐃᔮᓂᑦ ᐅᔾᔨᖅᓱᖅᑎᐊᖕᓂᖅ, ᓯᓚᑦᑐᖅᓴᕐᕕᓕᐊᖕᓂᖕᒥᑦ, ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔮᒧᑦ ᐱᓕᒻᒪᒃᓴᓂᖕᒧᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᖕᒥᑦ.

ᑖᒃᑯᐊ ᑭᐅᔾᔪᑎᒃᑲ ᓈᒻᒪᒃᑐᒃᓴᐅᕗᑦ ᑐᓴᖅᑕᐅᔭᕆᐊᓕᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑕᖏᓐᓂ ᑭᒃᑯᑐᐃᓐᓇᕐᓗ ᑮᓇᐅᔭᒃᑯᕕᖏᓐᓄᑦ, ᖁᔭᓐᓇᒦᒃᓗᒃᑲᓐᓂᖅ ᐱᓕᕆᕝᕕᒐ ᓴᖅᑭᑦᑐᓐᓇᖁᓪᓗᒋᑦ ᑭᐅᓂᐊᕐᓗᑎᒃ ᐊᐱᖅᑯᓂᑦ ᕿᒥᕐᕈᔭᐅᓂᖏᓐᓂᑦ.

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐊᐱᖅᑯᑎᒃᓴᖃᒃᑲᓐᓂᕈᕕᑦ, ᖃᐅᔨᒋᐊᕐᕕᒋᙵ.

ᐃᓚᓐᓇᕆᔭᐃᑦ,

ᑕᐃᕕᑎ ᔪᐊᓇᓯ

Honourable David Joanasie

ᒥᓂᔅᑕ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᓐᓄᑦ

ᐊᔾᔨᖓᓂᑦ ᐱᔪᑦ: ᑳᑎ ᐅᒃᐱᒃ, ᒥᓂᔅᑕᐅᑉ ᑐᒡᓕᐊ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ

ᑦᕋᐃᓯ ᒪᒃᒥᓚᓐ, ᐃᑲᔪᖅᑎ ᒥᓂᔅᑕᐅᑉ ᑐᒡᓕᐊᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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Iqaluit, Nunavut X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐅᐃᒍᐊᕈᓯᖅ A – ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ – ᐃᓕᓐᓂᐊᕐᕕᖕᓂᑦ ᐃᖅᑲᓇᐃᔮᑦ ᐊᔪᙱᓐᓂᕆᔭᓪᓗ

ᐃᖅᑲᓇᐃᔮᑉ ᑕᐃᒎᓯᐊ ᐋᔩᖃᑎᒌᒃᑎᑦᑎᔨᑦ ᐃᓕᓐᓂᐊᕐᑕᐅᓯᒪᔭᕆᐊᓖᑦ

ᐱᔭᕆᐊᑭᑦᑐᓕᕆᓂᖕᒧᑦ

ᖃᐅᔨᓴᖅᑕᐅᓂᖅ/ᐱᕋᔭᖕᓂᑰᓂᖕᒧᑦ
ᖃᐅᔨᓴᖅᑕᐅᓂᖅ

ᐃᓕᓴᐃᔨᓄᑦ ᐊᖏᔪᖅᑳᖅ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ

ᑲᑐᔾᔨᖃᑎᒌᑦ

ᐱᔭᕇᖅᓯᔾᔪᓯᐊᒻᒪᕆ

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᖁᔭᐅᓯᒪᔪᑦ

ᐃᓕᓴᐃᔨ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ

ᑲᑐᔾᔨᖃᑎᒌᑦ

ᐱᔭᕇᖅᓯᔾᔪᓯᐊᒻᒪᕆ

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᖁᔭᐅᓯᒪᔪᑦ

ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᑲᔪᖅᑎᖓ
ᐃᓕᓴᐃᔨ

ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ
ᑲᑐᔾᔨᖃᑎᒌᑦ

ᐱᔭᕇᖅᓯᔾᔪᓯᐊᒻᒪᕆ

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᖁᔭᐅᓯᒪᔪᑦ

ᐃᓕᓐᓂᐊᓂᕐᒧ ᐃᑲᔪᖅᑎ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ

ᑲᑐᔾᔨᖃᑎᒌᑦ

ᐱᔭᕇᖅᓯᔾᔪᓯᐊᒻᒪᕆ

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᖁᔭᐅᓯᒪᔪᑦ

ᐅᖃᐅᓯᓕᕆᕐᒧᑦ ᖃᐅᔨᒪᔨᑕᖅ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ

ᑲᑐᔾᔨᖃᑎᒌᑦ

ᐱᔭᕇᖅᓯᔾᔪᓯᐊᒻᒪᕆ

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᖁᔭᐅᓯᒪᔪᑦ

ᐃᓕᓐᓂᐊᕐᑎᓄᑦ ᐃᑲᔪᖅᑎᐅᑉ
ᐃᑲᔪᖅᑎᖓ

ᓄᓇᕗᒻᒥ
ᐃᖅᑲᓇᐃᔭᖅᑏᑦ
ᑲᑐᔾᔨᖃᑎᒌᖏᑦ

ᐃᓱᓕᑦᑎᓂᖏᑦ ᐃᓐᓇᕐᓄᑦ
ᐃᓕᓐᓂᐊᕐᓂᖅ ᓇᓕᒧᓕᒃ
ᖁᑦᑎᖕᓂᓕᖕᒥᑦ 12
ᖁᑦᑎᖕᓂᕐᓴᒥᓪᓘᓐᓃᑦ

ᐱᖁᔭᐅᓯᒪᔪᑦ

ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᐃᓅᓯᓕᕆᔨ

ᓄᓇᕗᒻᒥ
ᐃᖅᑲᓇᐃᔭᖅᑏᑦ
ᑲᑐᔾᔨᖃᑎᒌᖏᑦ

ᐃᓱᓕᑦᑎᓂᖏᑦ ᐃᓐᓇᕐᓄᑦ
ᐃᓕᓐᓂᐊᕐᓂᖅ ᓇᓕᒧᓕᒃ
ᖁᑦᑎᖕᓂᓕᖕᒥᑦ 12
ᖁᑦᑎᖕᓂᕐᓴᒥᓪᓘᓐᓃᑦ

ᐱᖁᔭᐅᓯᒪᔪᑦ

ᑎᑎᕋᖅᑎ

ᓄᓇᕗᒻᒥ
ᐃᖅᑲᓇᐃᔭᖅᑏᑦ
ᑲᑐᔾᔨᖃᑎᒌᖏᑦ

ᑎᑎᕋᕐᕕᓕᕆᓂᖕᒧᑦ ᐃᓕᓐᓂᐊᖕᓂᖅ
ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥᑦ
ᖁᑦᑎᖕᓂᓕᖕᒥᓪᓘᓐᓃᑦ 10
ᓇᓕᒧᖃᕐᓗᓂ ᐊᕐᕌᒎᖕᓄ 2
ᐊᔾᔨᐸᓗᐊᓂ ᐱᓕᕆᓂᑰᓗᓂ

ᐱᖁᔭᐅᓯᒪᔪᑦ

ᓴᓗᒻᒪᕐᓴᐃᔨ

ᓄᓇᕗᒻᒥ
ᐃᖅᑲᓇᐃᔭᖅᑏᑦ
ᑲᑐᔾᔨᖃᑎᒌᖏᑦ

ᐃᓕᓐᓂᐊᓗᐊᖅᓯᒪᔭᕆᐊᖃᙱᑦᑐᖅ ᐱᖁᔭᐅᓯᒪᔪᑦ

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

ᐅᐃᒍᐊᕈᓯᖅ B – ᐊᑐᐃᓐᓇᐅᔪᑦ ᐅᖓᓯᒃᑐᒥᑦ ᐃᓕᓐᓂᐊᒐᒃᓴᐃᑦ

ᐃᓕᓐᓂᐊᒐᒃᓴᐅᑉ ᑕᐃᔭᐅᓂᖓ ᐱᔾᔪᑎᖓ
ᖁᕝᕙᓯᖕᓂᖓ
ᓄᓇᖃᖅᑳᖅᓯᒪᔪᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ 30 SSN3154 12
ᑮᓇᐅᔭᓕᕆᓂᕐᒥᑦ 1 FIN1020 10
ᑮᓇᐅᔭᓕᕆᓂᕐᒥᑦ 1 FIN1020 10
ᑮᓇᐅᔭᓕᕆᓂᕐᒥᑦ 2 FIN1030 10
ᑮᓇᐅᔭᓕᕆᓂᕐᒥᑦ 2 FIN1030 10
ᑮᓇᐅᔭᓕᕆᓂᕐᒥᑦ ᐱᕙᒌᔭᖕᓂᖅ FIN1015 10
ᑮᓇᐅᔭᓕᕆᓂᕐᒥᑦ ᐱᕙᒌᔭᖕᓂᖅ FIN1015 10
AGR ᐱᓕᕆᐊᒃᓴᖅ A AGR1910 10
AGR ᐱᓕᕆᐊᒃᓴᖅ A AGR1910 10
AGR ᐱᓕᕆᐊᒃᓴᖅ B AGR2910 11
AGR ᐱᓕᕆᐊᒃᓴᖅ B AGR2910 11
ᐱᕈᒃᓰᕕᖁᑎᓕᕆᑦ ᐊᑦᑕᖕᓇᖅᑕᐃᓕᒪᓂᖏᑦ AGR3000 12
ᐱᕈᒃᓰᕕᖁᑎᓕᕆᑦ ᐊᑦᑕᖕᓇᖅᑕᐃᓕᒪᓂᖏᑦ AGR3000 12
ᓴᓇᐅᒐᓕᕆᓂᖅ 10 FNA1400 10
ᓴᓇᐅᒐᓕᕆᓂᖅ 10 FNA1400 10
ᓴᓇᐅᒐᓕᕆᓂᖅ 10 FNA1400 10
ᓴᓇᐅᒐᓕᕆᓂᖅ 10 FNA1400 10
ᓴᓇᐅᒐᓕᕆᓂᖅ 10 FNA1400 10
ᓴᓇᐅᒐᓕᕆᓂᖅ 10 FNA1400 10

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᓴᓇᐅᒐᓕᕆᓂᖅ 20 FNA2400 11

ᓴᓇᐅᒐᓕᕆᓂᖅ 20 FNA2400 11

ᓴᓇᐅᒐᓕᕆᓂᖅ 30 FNA3400 12

ᓴᓇᐅᒐᓕᕆᓂᖅ 30 FNA3400 12

ᓴᓇᐅᒐᓕᕆᓂᖅ 7 7310 07

ᓴᓇᐅᒐᓕᕆᓂᖅ 7 7310 07

ᓴᓇᐅᒐᓕᕆᓂᖅ 8 8310 08

ᓴᓇᐅᒐᓕᕆᓂᖅ 8 8310 08

ᑐᒃᓯᐅᑎᓕᕆᓂᖅ A 7660 07

ᑐᒃᓯᐅᑎᓕᕆᓂᖅ A - ᐅᒃᐱᖅᑐᖅ 7660 07

ᑐᒃᓯᐅᑎᓕᕆᓂᖅ B 8660 08

ᑐᒃᓯᐅᑎᓕᕆᓂᖅ B - ᐅᒃᐱᖅᑐᖅ 8660 08

ᑐᒃᓯᐅᑎᓕᕆᓂᖅ C 9660 09

ᑐᒃᓯᐅᑎᓕᕆᓂᖅ C - ᐅᒃᐱᖅᑐᖅ 9660 09

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ᐆᒪᔪᓕᕆᓂᖅ 20 SCN3230 11

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ᐆᒪᔪᓕᕆᓂᖅ 30 SCN3230 12

ᐆᒪᔪᓕᕆᓂᖅ 30 SCN3230 12

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ᓇᖕᒥᓂᖃᖕᓂᖅ ᑲᓇᑕᒥᑦ ᐱᕙᓪᓕᐊᓂᖕᒥᑦ MAM3020 12

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᓇᖕᒥᓂᖃᖕᓂᖅ ᑲᓇᑕᒥᑦ ᐱᕙᓪᓕᐊᓂᖕᒥᑦ MAM3020 12

ᓇᖕᒥᓂᖃᖕᓂᖅ ᓄᓇᕐᔪᐊᒥᑦ ᓂᐅᕕᐊᒃᓴᓄᑦ MAM3030 12

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ᑮᒃᓗ ᐸᓚᐅᒑᒐᓚᐃᑦ FOD2040 11

ᐃᖅᑲᓇᐃᔮᑦ ᐃᓅᓯᖕᒥᓪᓗ ᐊᐅᓚᑦᑐᑎᓂᖅ -

ᐃᓅᑉ ᓄᓕᐊᕐᐸᖕᓂᖏᑦ PED0770 10

ᐃᖅᑲᓇᐃᔮᑦ ᐃᓅᓯᖕᒥᓪᓗ ᐊᐅᓚᑦᑐᑎᓂᖅ -

ᐃᓅᑉ ᓄᓕᐊᕐᐸᖕᓂᖏᑦ PED0770 10

ᐃᖅᑲᓇᐃᔮᑦ ᐃᓅᓯᖕᒥᓪᓗ ᐊᐅᓚᑦᑐᑎᓂᖅ -

ᓄᓕᐊᕐᓂᖃᖅᐸᙱᑦᑐᑦ PED0770 10

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ᐃᓚᐅᕈᑎᒃᓴᓕᕆᓂᖅ 20 SCN2796 11

ᐃᓚᐅᕈᑎᒃᓴᓕᕆᓂᖅ 30 SCN3796 12

ᐃᓚᐅᕈᑎᒃᓴᓕᕆᓂᖅ 30 SCN3796 12

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Chimie 30 SCN3796 12

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ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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Iqaluit, Nunavut X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

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CTF ᐊᐅᓚᑕᐅᓲᑦ 2 8170 08

CTF ᐊᐅᓚᑕᐅᓲᑦ 3 9170 09

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ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᖃᕆᑕᐅᔭᓕᕆᓂᖅ 1 INF1050 10

ᖃᕆᑕᐅᔭᒃᑯᑦ ᓴᖅᑭᔮᖅᑎᑦᑎᓂᖅ INF1070 10

ᖃᕆᑕᐅᔭᒃᑯᑦ ᓴᖅᑭᔮᖅᑎᑦᑎᓂᖅ INF1070 10

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ᖃᓪᓗᓈᑐᑦ 10−2 ELA1104 10

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200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᖃᓪᓗᓈᑐᑦ 30−2 ELA3104 12

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10−ᖁᑦᑎᖕᓂᓕᒃ 2 ESL1121 10

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10−ᖁᑦᑎᖕᓂᓕᒃ 3 ESL1122 10

ᖃᓪᓗᓈᑎᑐᑦ ᐊᐃᑉᐸᖓ ᐅᖃᐅᓯᖅ

10−ᖁᑦᑎᖕᓂᓕᒃ 4 ESL1123 10

ᖃᓪᓗᓈᑎᑐᑦ ᐊᐃᑉᐸᖓ ᐅᖃᐅᓯᖅ

10−ᖁᑦᑎᖕᓂᓕᒃ 5 ESL1125 10

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200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᐊᓐᓄᕌᓂ ᓴᖅᑭᔮᖅᑎᑦᑎᓂᖅ 1 FAS1000 10
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200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᓈᓴᐅᓯᕆᓂᖅ 1 0106 01

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200
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Iqaluit, Nunavut X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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200
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Iqaluit, Nunavut X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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200
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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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200
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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᖃᐅᔨᓴᕐᓂᖅ 1 0108 01

ᖃᐅᔨᓴᖕᓂᖅ 1 - ᑯᕆᔅᑎᐊᓐ 0108 01

ᖃᐅᔨᓴᖕᓂᖅ 1-3 - ᐃᒻᒥᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ PL0108 01

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 10 SCN1270 10

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 10 SCN1270 10

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 10 SCN1270 10

ᖃᐅᔨᓴᕐᓂᖅ 10−4 KAE1783 10

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 14 SCN1288 10

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 14 SCN1288 10

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 14 SCN1288 10

ᖃᐅᔨᓴᕐᓂᖅ 2 0208 02

ᖃᐅᔨᓴᕐᓂᖅ 2 0208 02

ᖃᐅᔨᓴᖕᓂᖅ 2 - ᑯᕆᔅᑎᐊᓐ 0208 02

ᖃᐅᔨᓴᕐᓂᖅ 20 SCN2270 11

ᖃᐅᔨᓴᕐᓂᖅ 20 SCN2270 11

ᖃᐅᔨᓴᕐᓂᖅ 20 SCN2270 11

ᖃᐅᔨᓴᕐᓂᖅ 20-4 KAE2783 11

ᖃᐅᔨᓴᕐᓂᖅ 24 SCN2288 11

ᖃᐅᔨᓴᕐᓂᖅ 24 SCN2288 11

ᖃᐅᔨᓴᕐᓂᖅ 24 SCN2288 11

ᖃᐅᔨᓴᕐᓂᖅ 3 0308 03

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

ᖃᐅᔨᓴᕐᓂᖅ 3 0308 03

ᖃᐅᔨᓴᖕᓂᖅ 3 - ᑯᕆᔅᑎᐊᓐ 0308 -1

ᖃᐅᔨᓴᕐᓂᖅ 30 SCN3270 12

ᖃᐅᔨᓴᕐᓂᖅ 30 SCN3270 12

ᖃᐅᔨᓴᕐᓂᖅ 30 SCN3270 12

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 4 0408 04

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 4 0408 04

ᖃᐅᔨᓴᖕᓂᖅ 4 - ᑯᕆᔅᑎᐊᓐ 0408 04

ᖃᐅᔨᓴᖕᓂᖅ 4 - ᑯᕆᔅᑎᐊᓐ 0408 04

ᖃᐅᔨᓴᖕᓂᖅ 4-6 - ᐃᒻᒥᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ PL0108 04

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 5 0508 05

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 5 0508 05

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 5 0508 05

ᖃᐅᔨᓴᖕᓂᖅ 5 - ᑯᕆᔅᑎᐊᓐ 0508 05

ᖃᐅᔨᓴᖕᓂᖅ 5 - ᑯᕆᔅᑎᐊᓐ 0508 05

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 6 PAT0640 06

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 6 PAT0640 06

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 6 PAT0640 06

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 6 - ᑯᕆᔅᑎᐊᓐ PAT0640 06

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 6 - ᑯᕆᔅᑎᐊᓐ PAT0640 06

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 7 7140 07

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 7 7140 07

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 7 7140 07

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 7 - ᑯᕆᔅᑎᐊᓐ 7140 07

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 7 - ᑯᕆᔅᑎᐊᓐ 7140 07

ᖃᐅᔨᓴᖕᓂᖅ 7-9 - ᐃᒻᒥᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ PL0108 07

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 8 8140 08

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 8 8140 08

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 8 8140 08

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 8 - ᑯᕆᔅᑎᐊᓐ 8140 08

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 8 - ᑯᕆᔅᑎᐊᓐ 8140 08

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 9 PAT9140 09

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 9 PAT9140 09

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 9 PAT9140 09

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 9 - ᑯᕆᔅᑎᐊᓐ PAT9140 09

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 9 - ᑯᕆᔅᑎᐊᓐ PAT9140 09

ᖃᐅᔨᓴᖅᑐᓕᕆᓂᖅ 9-4 PAT9141 09

ᐃᑰᑕᐅᑎᓕᕆᓂᖅ 15 LDC1239 12

ᒥᖅᓱᕐᓂᖕᒨᖓᔪᑦ FAS1030 10

ᒥᖅᓱᕐᓂᖕᒨᖓᔪᑦ FAS1030 10

ᓂᕿᓕᐅᕐᑎ FOD3070 12

ᓂᕿᓕᐅᕐᑎ FOD3070 12

ᑎᑎᕋᕐᓂᖅ, ᑎᑎᕋᐅᔭᖕᓂᖅ ᖃᓄᐃᑦᑑᓂᖓᓗ DES1010 10

ᑎᑎᕋᕐᓂᖅ, ᑎᑎᕋᐅᔭᖕᓂᖅ ᖃᓄᐃᑦᑑᓂᖓᓗ DES1010 10

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

ᓇᖕᒥᓂᕋᓛᓕᖕᓄᑦ ᒪᓕᒐᖅ LGS3050 12

ᓇᖕᒥᓂᕋᓛᓕᖕᓄᑦ ᒪᓕᒐᖅ LGS3050 12

ᑕᒧᓗᒐᒃᓴᐃᑦ FOD1030 10

ᑕᒧᓗᒐᒃᓴᐃᑦ FOD1030 10

ᐃᓄᓕᕆᓂᕐᒧᑦ ᖃᐅᔨᓴᕐᓂᖅ 1 0103 01

ᐃᓄᓕᕆᓂᕐᒧᑦ ᖃᐅᔨᓴᕐᓂᖅ 1 0103 01

ᐃᓄᓕᕆᓂᖕᒧᑦ ᖃᐅᔨᓴᖕᓂᖅ 1 - ᑯᕆᔅᑎᐊᓐ 0103 01

ᐃᓄᓕᕆᓃᑦ 1-3 - ᐃᒻᒥᒧᑦ ᐃᓕᓐᓂᐊᕈᑏᑦ PL0103 01

ᐃᓄᓕᕆᓃᑦ 10-1 SST1771 10

ᐃᓄᓕᕆᓃᑦ 10-1 SST1771 10

ᐃᓄᓕᕆᓃᑦ 10-1 SST1771 10

ᐃᓄᓕᕆᓃᑦ 10-2 SST1772 10

ᐃᓄᓕᕆᓃᑦ 10-2 SST1772 10

ᐃᓄᓕᕆᓃᑦ 10-2 SST1772 10

ᐃᓄᓕᕆᓃᑦ 10-4 KAE1781 10

ᐃᓄᓕᕆᓃᑦ 2 0203 02

ᐃᓄᓕᕆᓃᑦ 2 0203 02

ᐃᓄᓕᕆᓃᑦ 2 - ᑯᕆᔅᑎᐊᓐ 0203 02

ᐃᓄᓕᕆᓃᑦ 20-1 SST2771 11

ᐃᓄᓕᕆᓃᑦ 20-1 SST2771 11

ᐃᓄᓕᕆᓃᑦ 20-1 SST2771 11

ᐃᓄᓕᕆᓃᑦ 20-2 SST2772 11

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

ᐃᓄᓕᕆᓃᑦ 20-2 SST2772 11

ᐃᓄᓕᕆᓃᑦ 20-2 SST2772 11

ᐃᓄᓕᕆᓃᑦ 20-4 KAE2781 11

ᐃᓄᓕᕆᓃᑦ 3 0303 03

ᐃᓄᓕᕆᓃᑦ 3 0303 03

ᐃᓄᓕᕆᓃᑦ 3 - ᑯᕆᔅᑎᐊᓐ 0303 03

ᐃᓄᓕᕆᓃᑦ 30-1 SST3771 12

ᐃᓄᓕᕆᓃᑦ 30-1 SST3771 12

ᐃᓄᓕᕆᓃᑦ 30-1 SST3771 12

ᐃᓄᓕᕆᓃᑦ 30-2 SST3772 12

ᐃᓄᓕᕆᓃᑦ 30-2 SST3772 12

ᐃᓄᓕᕆᓃᑦ 30-2 SST3772 12

ᐃᓄᓕᕆᓃᑦ 4 0403 04

ᐃᓄᓕᕆᓃᑦ 4 0403 04

ᐃᓄᓕᕆᓃᑦ 4 0403 04

ᐃᓄᓕᕆᓃᑦ 4 - ᑯᕆᔅᑎᐊᓐ 0403 04

ᐃᓄᓕᕆᓃᑦ 4 - ᑯᕆᔅᑎᐊᓐ 0403 04

ᐃᓄᓕᕆᓃᑦ 4-6 - ᐃᒥᒧᑦ ᐃᓕᓐᓂᐊᕈᑏᑦ PL0103 04

ᐃᓄᓕᕆᓃᑦ 5 0503 05

ᐃᓄᓕᕆᓃᑦ 5 0503 05

ᐃᓄᓕᕆᓃᑦ 5 0503 05

ᐃᓄᓕᕆᓃᑦ 5 - ᑯᕆᔅᑎᐊᓐ 0503 05

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

ᐃᓄᓕᕆᓃᑦ 5 - ᑯᕆᔅᑎᐊᓐ 0503 05

ᐃᓄᓕᕆᓃᑦ 6 PAT0650 06

ᐃᓄᓕᕆᓃᑦ 6 PAT0650 06

ᐃᓄᓕᕆᓃᑦ 6 PAT0650 06

ᐃᓄᓕᕆᓃᑦ 6 - ᑯᕆᔅᑎᐊᓐ PAT0650 06

ᐃᓄᓕᕆᓃᑦ 6 - ᑯᕆᔅᑎᐊᓐ 0603 06

ᐃᓄᓕᕆᓃᑦ 7 7150 07

ᐃᓄᓕᕆᓃᑦ 7 7150 07

ᐃᓄᓕᕆᓃᑦ 7 7150 07

ᐃᓄᓕᕆᓃᑦ 7 - ᑯᕆᔅᑎᐊᓐ 7150 07

ᐃᓄᓕᕆᓃᑦ 7 - ᑯᕆᔅᑎᐊᓐ 7150 07

ᐃᓄᓕᕆᓃᑦ 7-9 - ᐃᒻᒥᒧᑦ ᐃᓕᓐᓂᐊᕈᑏᑦ PL0103 07

ᐃᓄᓕᕆᓃᑦ 8 8150 08

ᐃᓄᓕᕆᓃᑦ 8 8150 08

ᐃᓄᓕᕆᓃᑦ 8 8150 08

ᐃᓄᓕᕆᓃᑦ 8 - ᑯᕆᔅᑎᐊᓐ 8150 08

ᐃᓄᓕᕆᓃᑦ 8 - ᑯᕆᔅᑎᐊᓐ 8150 08

ᐃᓄᓕᕆᓃᑦ 9 PAT9150 09

ᐃᓄᓕᕆᓃᑦ 9 PAT9150 09

ᐃᓄᓕᕆᓃᑦ 9 PAT9150 09

ᐃᓄᓕᕆᓃᑦ 9 - ᑯᕆᔅᑎᐊᓐ PAT9150 09

ᐃᓄᓕᕆᓃᑦ 9 - ᑯᕆᔅᑎᐊᓐ PAT9150 09

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

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867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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Bureau du ministre David Joanasie

ᐃᓄᓕᕆᓃᑦ 9-4 PAT9152 09

ᖃᔪᐃᑦ FOD2070 11

ᖃᔪᐃᑦ FOD2070 11

ᔅᐹᓂᔅ ᐅᖃᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᓗ

10-3Y SPN1345 10

ᔅᐹᓂᔅ ᐅᖃᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᓗ

10-3Y SPN1345 10

ᔅᐹᓂᔅ ᐅᖃᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᓗ

20 3Y SPN2345 11

ᔅᐹᓂᔅ ᐅᖃᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᓗ

20-3Y SPN2345 11

ᔅᐹᓂᔅ ᐅᖃᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᓗ

30-3Y SPN3345 12

ᔅᐹᓂᔅ ᐅᖃᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᕐᓗ

30-3Y SPN3345 12

ᕿᑎᖕᓃᑦ ᐃᓄᐃᓪᓗ REC3140 12

ᕿᑎᖕᓃᑦ ᐃᓄᐃᓪᓗ REC3140 12

ᕿᑎᖕᓂᖕᒧᑦ ᐃᓱᒪᓕᕆᓂᖅ 1 REC1050 10

ᕿᑎᖕᓂᖕᒧᑦ ᐃᓱᒪᓕᕆᓂᖅ 1 REC1050 10

ᓇᐃᓴᐅᓯᕆᔾᔪᑏᑦ 1 INF1060 10

ᓇᐃᓴᐅᓯᕆᔾᔪᑏᑦ 1 INF1060 10

ᑲᔪᓯᑦᑎᐊᑐᓕᐅᕈᑎᑦ (ᖁᑦᑎᖕᓂᓖᑦ 1-8) 1004 01

ᑐᓴᐅᒪᔪᓕᕆᓃᑦ 1 NET2110 11

ᓴᓇᐅᒐᓕᐅᕆᓂᖅ 1 FAS1190 10

ᓴᓇᐅᒐᓕᐅᕆᓂᖅ 1 FAS1190 10

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

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ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
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ᓇᖕᒥᓂᕆᔭᓄᑦ MAM3010 12

ᓇᖕᒥᓂᕆᔭᓄᑦ MAM3010 12

TOU ᐱᓕᕆᐊᒃᓴᖅ B ᐃᖅᑲᓇᐃᔮᒃᓴᕐᓯᐅᖕᓂᖅ TOU2910 11

TOU ᐱᓕᕆᐊᒃᓴᖅ B ᐃᖅᑲᓇᐃᔮᒃᓴᕐᓯᐅᖕᓂᖅ TOU2910 11

ᐳᓚᕋᖅᑐᓕᕆᓂᖅ - ᐊᐅᓪᓚᖕᓂᖕᒧᑦ

ᐊᐅᓚᑦᑎᓂᖅ TOU3060 12

ᐳᓚᕋᖅᑐᓕᕆᓂᖅ - ᐊᐅᓪᓚᖕᓂᖕᒧᑦ

ᐊᐅᓚᑦᑎᓂᖅ TOU3060 12

ᐳᓚᕋᖅᑐᓕᕆᓂᖅ - ᑲᔾᔮᖅᓴᐃᔩᑦ TOU1070 10

ᐳᓚᕋᖅᑐᓕᕆᓂᖅ - ᑲᔾᔮᖅᓴᐃᔩᑦ TOU1070 10

ᐳᓚᕋᖅᑐᓕᕆᓂᖅ - ᐳᓚᕋᖅᑐᓕᕆᔨᒃᑯᑦ TOU1010 10

ᐳᓚᕋᖅᑐᓕᕆᓂᖅ - ᐳᓚᕋᖅᑐᓕᕆᔨᒃᑯᑦ TOU1010 10

ᑕᐅᑦᑐᓅᖓᔪᑦ COM1005 10

ᑕᐅᑦᑐᓅᖓᔪᑦ COM1005 10

ᖃᕆᑕᐅᔭᓕᕆᓂᖅ 1 INF1030 10

ᖃᕆᑕᐅᔭᓕᕆᓂᖅ 1 INF1030 10

ᐃᖅᑲᓇᐃᔭᕐᕕᖕᒥᑦ ᐊᑦᑕᖕᓇᖅᑕᐃᓕᒪᔾᔪᑏᑦ HCS3010 12

ᐃᖅᑲᓇᐃᔭᕐᕕᖕᒥᑦ ᐊᑦᑕᖕᓇᖅᑕᐃᓕᒪᔾᔪᑏᑦ HCS3010 12

ᐃᖅᑲᓇᐃᔭᕐᕕᖕᒥᑦ ᐊᑦᑕᖕᓇᖅᑕᐃᓕᒪᔾᔪᑎᑦ HCS3000 12

ᐃᖅᑲᓇᐃᔭᕐᕕᖕᒥᑦ ᐊᑦᑕᖕᓇᖅᑕᐃᓕᒪᔾᔪᑎᑦ HCS3000 12

ᓵᒥᑦ ᖃᕆᑕᐅᔭᓕᕆᔾᔪᑎᑦ ᐊᐅᓚᔾᔪᑏᓪᓗ NET2020 11

ᓄᓇᕐᔪᐊᓕᕆᓂᖅ 30 SSN3166 12

ᓄᓇᕐᔪᐊᓕᕆᓂᖅ 30 SSN3166 12

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐳᓪᓚᒃᓴᐅᑏᑦ FOD3040 12

ᐳᓪᓚᒃᓴᐅᑏᑦ FOD3040 12

ᑎᑎᖅᑲᒃᑯᕕᐊ 2410 ᓇᓗᓇᐃᒃᑯᑖ
200
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ X0A 0H0

C. P. 2410 Succ. 200
Iqaluit, Nunavut X0A 0H0

867-975-5023
867-975-5103

ᒥᓂᔅᑕ ᑕᐃᕕᑎ ᔪᐊᓇᓯ ᑎᑎᕋᕐᕕᖓᓐᓂ
ᑎᑎᕋᕐᕕᐊ ᒥᓂᔅᑕᐅᑉ ᑕᐃᕕᑎ ᔪᐊᓇᓯ
Havakvingni Ministam David Joanasie
Bureau du ministre David Joanasie

ᐅᐃᒍᐊᕈᓯᖅ C – ᐃᓅᓯᓕᕆᔩᑦ ᓄᓇᕗᒻᒥᑦ 2014−ᒥᓂᓂᑦ

ᐅᓪᓗᖓ ᕿᑭᖅᑕᓂ ᑭᕙᓪᓕᖅ ᕿᑎᖕᒥᐅᑦ ᑲᑎᔅᖢᒋᑦ

ᒪᐃ 2014 1.5 (1 ᐃᖃᓗᐃᑦ, 0.5

ᒥᑦᑎᒪᑕᓕᒃ)

2.5 (1 ᐊᕐᕕᐊᑦ, 1 ᑲᖏᖅᖠᓂᖅ,

0.5 ᓇᐅᔮᑦ) 0 4

ᒪᐃ 2015 1.5 (1 ᐃᖃᓗᐃᑦ, 0.5

ᒥᑦᑎᒪᑕᓕᒃ)

2 (1 ᐊᕐᕕᐊᑦ, 1 ᑲᖏᖅᖠᓂᖅ) 0 3.5

ᒪᐃ 2016 1.5 (1 ᐃᖃᓗᐃᑦ, 0.5

ᒥᑦᑎᒪᑕᓕᒃ)

2 (1 ᐊᕐᕕᐊᑦ, 1 ᑲᖏᖅᖠᓂᖅ) 0 3.5

ᒪᐃ 2017 1 (1 ᐃᖃᓗᐃᑦ) 1 (1 ᑲᖏᖅᖠᓂᖅ) 0 2

ᒪᐃ 2018 2 (2 ᐃᖃᓗᐃᑦ) 2 (1 ᐊᕐᕕᐊᑦ, 1 ᑲᖏᖅᖠᓂᖅ) 1 (1 ᐃᖃᓗᒃᑑᑦᑎᐊᖅ) 5