

# An Inuit Elder and Youth

# WORKSHOP MODEL



ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ  
PAUKTUUTIT  
INUIT WOMEN OF CANADA  
ᐃᐸᐃᐸᐸ ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ

PREVENTING ABUSE THROUGH  
SUPPORTING WOMEN'S LEADERSHIP

#### **ACKNOWLEDGEMENTS**

Pauktuutit Inuit Women of Canada would like to thank the many individuals and organizations that played a significant role in developing the *Preventing Abuse Through Supporting Women's Leadership* workshop models.

Pauktuutit also expresses its sincere thanks and appreciation to its Board of Directors and staff. This project would not have been possible without their ongoing support and commitment.

Pauktuutit Inuit Women of Canada would also like to acknowledge Status of Women Canada, Women's Programs, for providing funding and support for this initiative.

© Pauktuutit Inuit Women of Canada  
520 – 1 Nicholas Street  
Ottawa, ON K1N 7B7  
Tel: 613-238-3977  
Fax: 613-238-1787  
[www.pauktuutit.ca](http://www.pauktuutit.ca)

June 2011

ISBN 1-894396-79-0

Cover photo by Lee Narraway



## CONTENTS

Background .....	<b>2</b>
Objectives.....	<b>3</b>
Facilitation Guide .....	<b>4</b>
<b>Appendices</b>	
1. Community Announcement.....	<b>8</b>
2. Application Form .....	<b>9</b>
3. Confidentiality Form.....	<b>10</b>
4. Supplies .....	<b>11</b>
5. Sample Participant Agenda.....	<b>12</b>
6. Sample Facilitator's Guide.....	<b>14</b>
7. Workshop Evaluation Form.....	<b>18</b>

## BACKGROUND

---

### NATIONAL STRATEGY TO PREVENT ABUSE IN INUIT COMMUNITIES

In 2007, Pauktuutit Inuit Women of Canada published the first such document developed by Inuit for Inuit. The vision of this strategy is an Inuit society of healthy individuals who respect the past and embrace the future as Inuit, and who live in supportive families and caring communities. In this vision, violence and abuse are rare occurrences that are dealt with swiftly and justly according to Inuit ways. Abusers are held accountable for their actions, and both victims and abusers are supported in their healing process.

This workshop was developed over several years as part of Pauktuutit's ongoing work to prevent violence and abuse in Inuit communities. Traditionally, in order to survive in a harsh environment, Inuit values included survival, knowledge, love, sharing, caring, and strength, all of which are values still needed to survive in a healthy way today. It is hoped that this workshop guide will help your community to bring together the priorities and potential solutions of elders and youth to develop recommendations and/or future actions to address violence and abuse issues in ways that are specific to your community or region.

This document will provide you with the information you need to hold a similar workshop in your region or community. It contains information to help you plan and hold such a workshop including daily activity programs and supplies you will need. You will also find sample public notices, a confidentiality agreement, application forms and evaluation questions that you can customize for your own use.

The staff at Pauktuutit is available to assist you if you have specific questions or need some assistance. We wish you every success with your workshop!



## OBJECTIVES

---

This workshop is intended for women to build individual and community leadership and support healing, based on Inuit principles of healing and working together, to address violence and abuse prevention. The broad objectives are to:

- Increase awareness of abuse issues and their prevention in Inuit communities;
- Increase capacity to lead and sustain prevention of abuse and family violence;
- Increase access to culturally relevant resources and networks to address abuse; and,
- Increase engagement, commitment and leadership capacity to prevent abuse and family violence at the community level.

## GOAL

The overall goal of this workshop is to develop leadership among elders and youth to reach out to families and community members to raise awareness of abuse issues as part of a community action plan to prevent violence and abuse.

## OBJECTIVES

- To provide an opportunity to gather to acknowledge the reality of violence and abuse in our community;
- To discuss and share knowledge and possible solutions in a safe place;
- To listen to and learn from the experiences of others;
- To share the root causes of abuse from the perspectives of different generations;
- To learn positive ways elders and youth have used to cope with violence issues;
- To support one another to begin their personal change journey;
- Create public messages intended to raise awareness and support prevention of violence and abuse; and
- To create a community action plan for ending family violence and abuse.



## FACILITATION GUIDE

---

This workshop is centered on Inuit principles of healing and working together. These six principles are listed below and may help you tailor questions to discuss during your workshop.

1. What is your role in your family? community? organization/work?  
(*Pilirigarigiinngniq* – Working together for the common good)
2. How do you stay balanced (mind, body, spirit)?  
(*Avatikmik Kamattiarniq* – Environmental wellness)
3. What are good leadership qualities to have? How does that help your family and the community?  
(*Pijittsirarniq* – Service to others and leadership)
4. How do you model and encourage success in your community?  
(*Pilimmaksarniq* – Empowerment)
5. Tell us about a time that you found a creative solution for a difficult problem?  
(*Qanuqtuurunnarniq* – Resourcefulness and adaptability)
6. How do you align your strengths to create change in your community?  
Do you see groups modeling this in your community?  
(*Aajiiqatigiinngniq* – Cooperation and consensus)

A draft agenda with notes for the workshop facilitator(s) is included on page 12. This section contains some general information to assist you.

# TO PREVENT ABUSE IN INUIT COMMUNITIES

## PLANNING

This is a list of some of the tasks necessary for a successful workshop.

### Before

- Find funding if necessary
- Hire a facilitator(s) and counsellor(s)
- Develop content with the facilitator(s)
- Consider safety and comfort issues
- Confirm a workshop location
- Advertise the workshop
- Organize supplies and refreshments
- Address legal issues if any (insurance, etc.)
- Select participants

### During

- Execute day-to-day activities (including debrief at the end of the day)
- Collect evaluations

### After

- Celebrate your success!
- Compile evaluations
- Write up final reports, recommendations and action plans
- Follow-up as required (share photos, informal meetings)

## LOCATION

A place with extra breakout rooms and counselling support is recommended due to the sensitivity of the workshop content and the emotions of the participants.

## AGENDA

As the topics are discussed, you may need to adapt the agenda to allow for longer discussions, or discussions of subjects not in this outline.



## **CONFIDENTIALITY**

A confidentiality agreement is provided in the workshop participant package.

## **BREAKS**

Participants will be discussing serious issues, so it will be important to have 'fun breaks' to lighten people's spirits. These could include games, exercise breaks or even telling jokes. You may want to solicit donations from local stores and organizations of items that can be used as prizes during breaks.

## **WORKSHOP EVALUATION**

You will want to ask the participants to evaluate the workshop. This will help you to build on what worked well and take into consideration any suggestions for improvements if you hold more workshops. Assure participants that their comments will be anonymous and will be kept confidential.

## **DEFINITIONS**

These general definitions of some different forms of abuse may be of help to you during your workshop.

### **ELDER ABUSE**

Elder abuse can take many forms. This can happen, even when there are the best of intentions. Elder abuse describes many types of harm against older adults. These are some examples.

### **VERBAL ABUSE**

Verbal abuse can be speaking to the elderly in harsh tones, rude ways, belittling them, or being angry with them because of an illness or weakness.

Verbal abuse can get more aggressive with threats of harm or withdrawal of contact, such as saying things like "Just for that I won't see you tomorrow!"



# TO PREVENT ABUSE IN INUIT COMMUNITIES

## MENTAL ABUSE

Mental abuse can be telling elders that they are worthless, a burden, in the way, treating them as if they were a child, or not respecting an elder's dignity. Moving in to an elder's home by threat or force and taking charge is disrespectful of an elder's dignity and rights.

## PHYSICAL ABUSE

Abuse can be physical, causing bodily harm.

Physical abuse is not only hurting such as hitting, punching, etc., but failing to provide adequate care or the necessities of life. This includes not providing adequate nutrition or medication, sufficient rest, help with personal hygiene, or taking them to the nursing station or hospital.

## FINANCIAL ABUSE

Financial abuse is taking money or resources from elders by threat, by force, theft, or other deceptive means. This can include taking cash or other property or charging items to a store account without their informed consent. Other forms of financial abuse can include taking over an elder's home,

## A HEALTHY FAMILY:

---

Communicates openly and respectfully;

---

Knows their roles and responsibilities;

---

Works together to solve problems and keep the home safe; and,

---

Has rules and routines but is also flexible.

---



## APPENDIX ONE

### COMMUNITY SERVICE ANNOUNCEMENT

#### **Preventing Abuse Through Supporting Women's Leadership: An Inuit Elder and Youth Workshop**

We are looking for 10 Inuit women youth and 10 Inuit women elders.

ORGANIZATION: \_\_\_\_\_

has organized an Inuit elder and youth workshop. The overall goal of this workshop is to develop leadership among elders and youth to reach out to families and community members to raise awareness of abuse issues as part of a community action plan to prevent violence and abuse. The workshop will be held

DATE: \_\_\_\_\_ at LOCATION: \_\_\_\_\_

The main objectives of this workshop are to raise awareness of violence and abuse in our community and talk about ways we can take leadership, as individuals and as a community, to prevent violence and abuse. This is an opportunity for both elders and youth to share your views about the current issues in our community and develop potential solutions as family and community members.

In this workshop there will be time to talk "elder to elder" and "youth to youth" as well as participating in intergenerational groups. Your participation will help develop a community action plan to prevent violence and abuse.

The topics may be difficult and quite personal so every consideration will be given to maintain your privacy and confidentiality. There are spaces for 10 Inuit women elders and 10 Inuit women youth.

Please contact PERSON: \_\_\_\_\_

at PHONE NUMBER: (     ) \_\_\_\_\_

or EMAIL ADDRESS: \_\_\_\_\_

for an application form or more information.

We hope you will consider taking part in this important workshop!

## APPENDIX TWO

### Preventing Abuse Through Supporting Women's Leadership: An Inuit Elder and Youth WORKSHOP APPLICATION

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Community/Mailing address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail/Work #: \_\_\_\_\_

Contact person: \_\_\_\_\_ Phone Number: \_\_\_\_\_

(Person to contact in case of emergency – next of kin or spouse)

Why do you want to attend this workshop?

\_\_\_\_\_  
\_\_\_\_\_

What do you hope this workshop will accomplish?

\_\_\_\_\_  
\_\_\_\_\_

Other comments:

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Please return this application to:

Name: \_\_\_\_\_

at: LOCATION: \_\_\_\_\_

EMAIL: \_\_\_\_\_

FAX NUMBER: \_\_\_\_\_

APPENDIX THREE

CONFIDENTIALITY FORM

OBLIGATION TO CONFIDENTIALITY

*I understand and promise to keep confidential all information that is personal to others.*

Participant Signature: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_

Signed at: \_\_\_\_\_

Dated at: \_\_\_\_\_

## APPENDIX FOUR

### SUPPLIES

ITEMS	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>
Flip chart paper	<input type="checkbox"/>		<input type="checkbox"/>
Flip chart stands	<input type="checkbox"/>		<input type="checkbox"/>
Kleenex	<input type="checkbox"/>		<input type="checkbox"/>
Markers	<input type="checkbox"/>		<input type="checkbox"/>
Masking tape	<input type="checkbox"/>		<input type="checkbox"/>
Name tags	<input type="checkbox"/>		<input type="checkbox"/>
Note pads	<input type="checkbox"/>		<input type="checkbox"/>
Pens/pencils	<input type="checkbox"/>		<input type="checkbox"/>
Prizes	<input type="checkbox"/>		<input type="checkbox"/>



APPENDIX FIVE

SAMPLE PARTICIPANT AGENDA

DAY ONE
<p><b>Morning</b></p> <p>Welcome/Opening                      Overall workshop goals and objectives                      Participant objectives                      Ground rules and housekeeping</p>
<p><b>Break</b></p> <p><i>What does abuse look like?</i>  <i>How do I know abuse?</i></p>
<p><b>Afternoon</b></p> <p><i>What do we have in common?</i>  <i>How have I overcome problems in the past?</i></p>
<p><b>Break</b></p> <p><i>What are the root causes of abuse?</i></p> <p>Review                      Closing</p>

DAY TWO
<p><b>Morning</b></p> <p>Welcome                      Review of Day One</p> <hr/> <p>Remembering Traditional Values  <i>Part 1 – Traits</i></p> <hr/> <p>Remembering Traditional Values  <i>Part 2 – Discussion</i></p> <hr/> <p>Remembering Traditional Values  <i>Part 3 – Influences</i></p>
<p><b>Break</b></p> <p><i>What is a healthy family?</i>  <i>What are the challenges to having a healthy family?</i>  <i>What do we need to change</i></p>
<p><b>Afternoon</b></p> <p><i>The person I could become</i>  <i>The family we could become</i>  <i>The community we could become</i></p>
<p><b>Break</b></p> <p><i>How does change take place?</i>  <i>What are some ways to get a message out in our community?</i></p> <p>Review                      Closing</p>

## DAY THREE

### Morning

Welcome

Review of Day Two

*What did each generation say that was the same, what was different?*

*What's involved in creating a Community Action Plan?*

*What messages do we want to share with our community?*

### Break

Key Messages

Our Action Plan  
*Who?*

### Afternoon

Our Action Plan  
*How?*

Our Action Plan  
*Partners?*

*Distribution*

### Break

*Has the overall goal been achieved?*

Evaluation

Review

Thank-you/Closing

## APPENDIX SIX

### SAMPLE FACILITATOR'S GUIDE

DAY ONE	ACTIVITY	FACILITATOR'S NOTES
<b>Morning</b>		
	Welcome/Opening Prayer	
	Introductions	Everyone will likely know each other but this is a chance to have some fun. Ask the participants to pair up and find out one new thing about the other, which they then can quickly share with the rest of the group.
	Goal and Objectives of the Workshop	Ask participants why are we here? Note comments on flip chart paper that you can keep posted in the room during the workshop.
	Participant Objectives	Go around the room and ask for comments. What do they hope to get out of this workshop? Note comments on flip chart paper.
	Ground Rules/Housekeeping	Ground rules may include no bad language, listen politely, etc. Housekeeping notes may include the location of washrooms, break times, etc. Ask participants to sign a confidentiality agreement.
<b>Break</b>		
	Experiences of Abuse: <b>What does abuse look like in our community?</b>	Ask participants how they wish to talk about abuse. This may be a way for participants to indicate what kind of language and approach they appreciate when talking about abuse. Note comments on flip chart paper.
	Sharing Experiences: <b>How do I know abuse?</b>	Form two groups of participants: one for elders and one for youth. Note each group's comments on flip chart paper. If participants are not comfortable talking in a group let them know they can talk to the facilitator privately or make anonymous comments on paper for the facilitator.  Each pair can report back to the larger group. Record their comments on flip charts.
<b>Afternoon</b>		
	<b>What do we have in common?</b>	Review the lists prepared by each group. There will likely be more in common than different.
	<b>How have I overcome problems in the past?</b>	Have participants pair up with one elder and one youth talking together. Each group can then share their discussion with the larger group.
<b>Break</b>		
	<b>What are the root causes of abuse?</b>	In the large group ask participants to share what they think are the root causes of violence in their family/community. These may be substance abuse, anger, financial problems, parenting, jealousy or others. If participants wish, they may share a personal story.
	Review Of The Day	Review the major points that came up in discussions.
	Closing	Ask each participant to share how they are feeling about the day and what they hope for the next day.

# TO PREVENT ABUSE IN INUIT COMMUNITIES

DAY TWO	ACTIVITY	FACILITATOR'S NOTES
<b>Morning</b>		
Welcome		
Review of Day One	Take the time to review the content of yesterday's workshop and answer any questions, especially if there are any misunderstandings.	
Remembering Traditional Values <b>Part 1 – Traits</b>	Use flip chart paper and draw large 'Values' circles. Ask participants to call out or write down on flip charts traits they admire in others and themselves. For example trust, love, strength, honesty, faith, willpower, etc.	
Remembering Traditional Values <b>Part 2 – Discussion</b>	Ask the group how traditional values helped Inuit survive in the past. How could they help today? Each participant should be asked to say which value he/she thinks is most important.	
Remembering Traditional Values <b>Part 3 – Influences</b>	Ask the group what stresses or influences can affect the 'Values' circles. Add their words around the outside of the circles. This will show how stress builds up around us and affects our inner strength and peacefulness. This may be an opportunity to discuss traditional roles of women, and what it means to a woman and Inuk today.	
<b>Break</b>		
<b>What Is A Healthy Family?</b>	Use flip chart paper and label sheets 'Attitudes' and 'Behaviours.' Show links that help to have a positive and open attitude and positive behaviours in the family.	
<b>What Are The Challenges To Having a Healthy Family?</b>	Use flip chart paper to show the barriers and challenges to having and maintaining a healthy family.	
<b>What Do We Need To Change?</b>	Discuss how some of the challenges identified might be overcome. How would the participants share these solutions with others?	
<b>Afternoon</b>		
<b>The person I could become</b>	Individually, participants should list 5-10 things they can do to change their own behaviour.	
<b>The family we could become</b>	Individually, participants should list 5-10 things that would make their family work better.	
<b>The community we could become</b>	As a group, list ideas for how the community could reduce and prevent violence and abuse. This could include listing the responsibilities and mandates of different agencies including hamlet councils, schools, police, the nursing station, social workers, CHRs, etc., and how different services could work together better, or other ideas specific to your community.	

chart continued on next page

<b>DAY TWO</b> <i>continued</i>	<b>ACTIVITY</b>	<b>FACILITATOR'S NOTES</b>
<b>Break</b>		
	<i>How does change take place?</i>	In small groups, discuss different ways in which changes have been made individually, in the home, and in the community. Have the groups report on their notes and summarize their findings.
	<i>What are some ways to get a message out in our community?</i>	Start brainstorming as a group on ways to spread the message that abuse and violence is wrong.
	Review Of The Day	Review the major points that came up in discussions.
	Closing Remarks	Ask each participant to share how they are feeling about the day and what they hope for the next day.

<b>DAY THREE</b>	<b>ACTIVITY</b>	<b>FACILITATOR'S NOTES</b>
<b>Morning</b>		
	Welcome	
	Review of Day Two	Take the time to review the content of yesterday's workshop and answer any questions, especially if there are any misunderstandings.
	<i>What did each generation say that was the same, what was different?</i>	Ask the group how abuse prevention ideas, attitudes, and behaviours differed from the youth and elders.
	<i>What's involved in creating a Community Action Plan?</i>	Use this time to outline the different parts of a Community Action Plan. Discuss key messages, actions, distribution, and partners.
	<i>What Messages Do We Want to Share With Our Community?</i>	Individually participants should write the messages they would give different members of the community: victims of abuse, abusers, someone who knows abuse is happening but doesn't know what to do, leaders, and children.  Set up each message around the room and have them grouped by the different audiences listed above. Join similar statements so they are not repeated and compile the statements.
<b>Break</b>		
	Key Messages	Use flip chart paper to compile the different messages. Have the participants read out the messages and make a list of the main themes from the messages. Prioritize the messages by popularity and identify the top five messages as key messages.
	Our Action Plan	Putting it all together as below.
	• <i>Who?</i>	Which community members and organizations should receive and/or share each message?  What formal role should individuals and organizations play?

chart continued on next page



# TO PREVENT ABUSE IN INUIT COMMUNITIES

## DAY THREE *continued*

ACTIVITY	FACILITATOR'S NOTES
<b>Afternoon</b>	
• <i>How?</i>	Discuss what ways there are to reach different community members.
• <i>Partners?</i>	Discuss who can help take ownership of the Community Action Plan. Who should take the leadership to take action on each key message and action? What is the responsibility of various partners? How can they be encouraged to work with interested community members?
• <i>Distribution</i>	Individually participants should draft open letters to the partners noting the importance of the Community Action Plan, how it was prepared, and why it is important.
<b>Break</b>	
<i>Has the overall goal been achieved?</i>	Review the first day's flip chart paper with the group and see if the objectives have been fulfilled.
Evaluation	Ask each participant to fill out an evaluation form.
Review of the Day	Each participant should say a little something of their thoughts and feelings about this process. Be sure no one leaves the workshop feeling upset or with no one to talk to after the workshop.
Thank-you/Closing	

# NATIONAL STRATEGY TO PREVENT ABUSE IN INUIT COMMUNITIES

## APPENDIX SEVEN

### WORKSHOP EVALUATION FORM

YOUR COMMUNITY:

DATE:

The topic I remember most is...

---

---

I learned that...

---

---

What surprised me was...

---

---

A new idea I have is...

---

---

I felt heard when...

---

---

It would be a better workshop if...

---

---

I suggest:

---

---

Comments:

---

---

ግሪክ 7

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት

ስም:

ጾታ:

የደብዳቤ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት...

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት...

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት...

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት...

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት...

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት...

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት:

ግሪክ ስርዓተ-ምግብ ለደብዳቤ ለመሙላት:











ᐸᑦᑕᑦᓂ 3

ᐸᑦᑕᑦᑕᑦ

ᐸᓂᑦᑕᑦᑕᑦ

ᑦᑕᑦᑕᑦᑕᑦᑕᑦ ᐸᑦᑕᑦᑕᑦ ᐸᐱᑦᑕᑦᑕ

ᑕᑦᑕᑦ ᐸᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᐸᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ  
ᑕᑦᑕᑦ ᐸᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ, ᑕᑦᑕᑦᑕᑦ  
ᐸᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ?

ᑦᑕᑦᑕᑦᑕᑦᑕᑦ ᐱᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ ᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ  
ᓂᑦᑕᑦᑕᑦ ᐱᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ?

ᑦᑕᑦᑕᑦᑕᑦᑕᑦ ᐸᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ  
ᐸᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ?

ᓂᑦᑕᑦᑕᑦᑕᑦᑕᑦ

ᐸᐱᑦᑕᑦᑕᑦ ᐸᑦᑕᑦᑕᑦᑕᑦ

ᐱᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ  
ᑕᑦᑕᑦ?

ᐸᑦᑕᑦᑕᑦᑕᑦ

ᐱᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ  
ᑦᑕᑦᑕᑦ?

ᐱᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ  
ᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ?

ᓂᑦᑕᑦᑕᑦᑕᑦᑕᑦ

ᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ?

ᓂᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ

ᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ

ᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ / ᐱᐸᑦᑕᑦᑕᑦ

ገጽ 5

ፋይናንስ ለማድረግ የሚያስፈልጉትን ጥያቄዎች

ገጽ 1

ግብረግብ

ግብረግብ/ገንዘብ  
ገንዘብ ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ግብረግብ

ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ግብረግብ

የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ግብረግብ

የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ገጽ 2

ግብረግብ

ግብረግብ  
የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ግብረግብ

የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ግብረግብ

የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች

ግብረግብ

የሚያስፈልጉትን ጥያቄዎች  
ለማድረግ ለማድረግ  
የሚያስፈልጉትን ጥያቄዎች





ՊԱՇՏՊԱՆՈՒԹՅԱՆ 3

ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ

ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ

ՍԵՐՎԵՐՈՒՄԻՆ ԿԱԿ ԿՐԻՄԻՆԱԿ ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ

ԸՆԴՈՒՄԻՆ ԿՐԻՄԻՆԱԿ: \_\_\_\_\_

ԵՆԴՈՒՄԻՆ ԿՐԻՄԻՆԱԿ: \_\_\_\_\_

ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ ԿՐԻՄԻՆԱԿ: \_\_\_\_\_

ՎԵՐՊԵՆՆԵՐՈՒԹՅԱՆ: \_\_\_\_\_



ገጽ 1

መረጃ ገጽ

ለምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

ስምዎ: \_\_\_\_\_

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

ስምዎ: \_\_\_\_\_

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ

የምረቃ ማህተም ለማግኘት የሚያስፈልጉትን መረጃ ለማግኘት ይጠቀሙ















Δጋርዕዮር ዲቮርቲዮር Δጋርዕዮር



ኖኔግራፊኒዮር.....2  
ጋፍህኒዮር .....3  
ኔቢሊቲዮር ጋፍህዮር.....4

**ፎፊዮር**

1. ግጥም ጋፍህዮር.....8  
2. ልሳሌላዮር ርገብ.....9  
3. ፎፊዮር ጋፍህዮር ጋፍህዮር .....10  
4. ግጥም ጋፍህዮር.....11  
5. ልሳሌላዮር ልሳሌላዮር ኔቢሊቲዮር .....12  
6. ልሳሌላዮር ጋፍህዮር ልሳሌላዮር.....14  
7. ልሳሌላዮር ልሳሌላዮር ጋፍህዮር .....18







ᐃᐃᐃᐃ ᐃᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅ ᐃᐅᐅᐅᐅᐅᐅ

ᐅᐅᐅᐅᐅᐅᐅ ᐃᐅᐅᐅᐅᐅᐅ



ᐋᐅᐅᐅᐅᐅᐅ  
PAUKTUUTIT  
INUIT WOMEN OF CANADA  
ᐃᐃᐃᐃ ᐋᐅᐅᐅᐅᐅᐅ

ᐋᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ  
ᐃᐅᐅᐅᐅᐅᐅᐅᐅᐅ ᐋᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ