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# RESPONSE TO THE STANDING COMMITTEE ON AGENCIES, BOARDS AND COMMISSIONS REPORT ON ARCTIC COLLEGE

Prepared by the
Department of Education, Culture and Employment

March 10, 1994

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# RESPONSE TO THE STANDING COMMITTEE ON AGENCIES, BOARDS AND COMMISSIONS REPORT ON ARCTIC COLLEGE

## Introduction

The Standing Committee on Agencies, Boards and Commissions presents four recommendations in their Final Report on Arctic College. The recommendations are:

1. That the Minister of Education, Culture and Employment proceed on a priority basis with the introduction of legislation to implement the establishment of two colleges for the Northwest Territories.

2. That the Minister of Education, Culture and Employment table in the Legislative Assembly a draft strategic plan for each of the proposed colleges prior to the introduction of legislation to establish the new college system.

3. That a formal process for the delegation of responsibilities from the Minister to the new boards be prepared and tabled in the Legislative Assembly for discussion.

4. That Arctic College develop a formal process for obtaining the input of community education councils on local programming and planning.

In addition to the above recommendations, the Committee made general comments regarding other areas of activity including the proposed amalgamation of Arctic College and the Science Institute. The Department of Education, Culture and Employment has prepared the following response to the recommendations and comments for tabling in the Legislative Assembly as required.

## RESPONSES TO RECOMMENDATIONS

**Recommendation:**

1. That the Minister of Education, Culture and Employment proceed on a priority basis with the introduction of legislation to implement the establishment of two colleges for the Northwest Territories.

**Response:**

A legislative proposal has been prepared and approved for the amendment of the current *Arctic College Act* and the bill is being drafted for consideration in this Winter Session. The purpose of the proposal is to rename the Act and to amend it to provide for the establishment of two colleges, one in the East and one in the West.

This proposal includes some minor changes to the current powers and duties of the Arctic College as they would apply to the two colleges, and recommends the organizational integration of the NWT Science Institute with the two colleges. Consideration and approval of the legislation during the Winter Session would allow for the creation of two colleges by the agreed upon date of July 1, 1994.

**Recommendation:**

2. That the Minister of Education, Culture and Employment table in the Legislative Assembly a draft strategic plan for each of the proposed colleges prior to the introduction of legislation to establish the new college system.

**Response:**

At the direction of the Minister, the Arctic College Board of Governors has begun the development of strategic plans for each of the two new colleges being created. These plans are intended to guide the activities of the new colleges for the first few years of their operation.

The strategic plans for the colleges will be prepared within the context of the overall departmental plan being developed by Education, Culture and Employment. Consultation Focus Groups on adult education and training programs have been set for the end of March and early April. Comments made in these forums, as well as the MLAs Strategic Planning Workshop scheduled in April 1994, will provide overall direction for adult education and training, including college programs and operations.

The development of the more specific strategic plans of the colleges in the East and West will require additional detailed consultation at regional and local levels to ensure that they effectively represent the adult education and training needs of Nunavut and the Western Territory. The two colleges' plans are scheduled to be drafted for the preliminary review of the Board of Governors at their May/June board meeting. They are scheduled to be complete upon the establishment of the two colleges in July, 1994. The plans will contain draft mission statements; identify priorities for program and service development and delivery including an overall implementation plan, as well as regional and local development strategies; and make recommendations concerning the structure of the colleges to reflect the goals and objectives of the plans.

**Recommendation:**

3. That a formal process for the delegation of responsibilities from the Minister to the new boards be prepared and tabled in the Legislative Assembly for discussion.

**Response:**

The colleges' legislation provides the broad framework for assignment of responsibilities as they relate to college activities. The legislation specifically describes the duties and powers of the Minister, the Department, the Board of Governors and College administration.

Over the past five years it has become apparent that additional definition of the authorities and responsibilities is necessary. To address this matter the Department of Education, Culture and Employment, in cooperation with Arctic College, has undertaken a series of initiatives. These initiatives include:

1. The development of an accountability framework which more clearly defines the relationship between the college(s) and the department.

2. The development of a funding allocation system which reflects the accountability framework but also describes a standard approach to the funding of college activities.

3. The development of general performance indicators for college activities in association with the accountability framework.

As well, through departmental reorganization, a division titled, "Colleges and Continuing Education" has been created within the Culture and Careers Branch of the Department. This division will have the specific responsibility of supporting the Minister by coordinating and monitoring college activities as they relate to governmental priorities.

The Department will implement the planned accountability framework and funding allocation system as part of the 1994-95 operation plan for full implementation in 1995-96.

**Recommendation:**

4. That Arctic College develop a formal process for obtaining the input of community education councils on local programming and planning.

**Response:**

The Committee recommended that Arctic College develop a formal process for seeking advice from Community Education Councils (CECs) on local programs. The college is proposing the establishment of minimum standards for consultation with the CECs as follows:

1. Community adult educators shall provide CECs with a monthly report of activity. The report shall summarize programs and services delivered and plans for future activity.

2. Adult educators shall meet with the CEC at least once per term and no less than three times per year; and more frequently should the CEC consider it to be appropriate.

3. The CEC shall be consulted each year during the needs assessment process to assist in determining the priorities for local program and service activity.

4. At least once per year, the adult educator shall make a presentation to the CEC outlining the responsibilities of an adult educator in accordance with the approved position description.

5. The campus director shall arrange for an annual presentation to the Divisional Board of Education regarding campus and community learning centre activity within the region.

These standards are to increase understanding and participation by CEC's in the college's community activities. As well, the college staff, including the adult educator, will focus their efforts on including all appropriate local organizations in the development, planning and monitoring of local activities.

These practices will ensure that the CEC's gain increased opportunities to meet and discuss local programs. Further consultation with communities and other partners will help to define precisely how to strengthen local control and make communities more accountable for the delivery of education. In addition, the Department is proposing, in the new *Education Act*, that CEC's would be required to communicate their priorities on adult education and training programs annually to Arctic College.

**Response - Recommendation #4 con'd**

Over the past few years funding for local education and skill training has increasingly been supported by a variety of funding sources. Many of these sources provide funds for specific projects which are sponsored by a local or regional organization. In these cases Arctic College works directly for the local employer, band or municipality which has secured the funding for the project. When this occurs it may not be possible for CEC's to have full involvement in decision making related to the training. However, the Department and the College(s) can ensure that communication takes place between the project sponsor and CEC and that the CEC is informed about the project and encourages communication between the CEC and the project sponsor.

*RESPONSE TO THE STANDING COMMITTEE ON*
*AGENCIES, BOARDS AND COMMISSIONS*
*REPORT ON ARCTIC COLLEGE, MARCH 10, 1994*

# ᑭᐅᔾᔪᑏᑦ ᒐᕙᒪᒃᑯᑦ ᑲᑎᒪᔨᒐᓚᖏᓐᓄᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐅᓂᒃᑳᓕᐊᓇᓯᒪᔭᖏᓐᓄᑦ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᓇᔨᒃᑯᑦ

ᐊᖅᑭᒃᓱᖅᑕᐅᔪᑦ
ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᓐᓄᑦ, ᐃᓕᕐᑯᓯᑐᖅᑳᓕᓇᔨᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᓇᔨᒃᑯᓐᓄᑦᓗ

ᒪᑦᓯ 10, 1994

## ᑭᐅᔾᔪᑏᑦ ᒐᕙᒪᒃᑯᑦ ᑲᑎᒪᔨᒐᓚᕐᓄᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐅᓂᒃᑳᓕᐊᓇᓯᒪᔭᕐᓄᑦ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᓇᔨᒃᑯᑦ

### ᐱᒋᐊᕐᓂᖓ

ᒐᕙᒪᒃᑯᑦ ᑲᑎᒪᔨᒐᓚᕐᓄᑦ ᑲᑎᒪᔨᕋᓛᑦ ᓯᑕᒪᓂᒃ ᐊᑐᓕᕐᑯᔨᒍᑎᖃᓚᐅᖅᐳᑦ <u>ᑭᖑᓪᓕᖅᐸᒥ ᐅᓂᒃᑳᓕᐅᕈᑎᒋᔭᒥᖕᓂ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᓇᔨᒃᑯᑦ</u> ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᐊᑐᓕᕐᑯᔭᐅᓚᐅᖅᑐᑦ ᐅᑯᐊᖑᓪᓗᑎᒃ:

1. ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᓐᓄᑦ, ᐃᓕᕐᑯᓯᑐᖃᓕᓇᔨᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᓇᔨᒃᑯᓐᓄᓪᓗ ᒥᓂᔅᑕ ᓯᕗᓪᓕᖅᐸᐅᑎᑦᓯᓗᓂ ᐱᒋᐊᕐᑯᓪᓗᓂᔾᔪᒃ ᓴᖅᑭᑎᑦᓯᓗᓂ ᒪᓕᒐᒃᓴᓂᒃ ᐊᑐᓕᖅᑕᐅᕐᑯᓪᓗᒍ ᒪᕐᕈᖕᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑖᓇᐊᓕᕐᓂᕐᒥᒃ ᓄᓇᑦᓯᐊᒥ.

2. ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᓐᓄᑦ, ᐃᓕᕐᑯᓯᑐᖃᓕᓇᔨᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᓇᔨᒃᑯᓐᓄᓪᓗ ᒥᓂᔅᑕ ᓴᖅᑭᑎᑦᓯᕐᑯᓪᓗᒍ ᑎᑎᖃᓂᒃ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᓐᓂ ᐸᕐᓇᐅᑎᓕᐅᕈᑕᐅᓯᒪᔪᓂᒃ ᐊᑐᓂ ᓯᓚᑦᑐᑦᓴᕐᕕᐅᓂᐊᖅᑑᖕᓄᑦ ᓴᖅᑭᑎᑦᓯᓚᐅᖕᓂᕐᒥᓂ ᒪᓕᒐᒃᓴᐅᓂᐊᖅᑐᓂᒃ ᓴᖅᑭᑎᑦᓯᒍᑕᐅᓂᐊᖅᑐᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᓴᖕᓂᒃ.

3. ᐊᖅᑭᐅᒪᔪᒥᒃ ᑎᓕᓯᓂᕐᒧᑦ ᐱᓕᓇᐊᒃᓴᓂᒃ ᑖᒃᑯᓄᖓ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᓄᑦ ᑲᑎᒪᔨᒃᓴᐅᓂᐊᖅᑐᓄᑦ ᒥᓂᔅᑕ ᐊᖅᑭᒃᓯᐃᕐᑯᔭᐅᓪᓗᓂ ᓴᖅᑭᑎᓪᓗᒋᓪᓗ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᓐᓄᑦ ᐅᖃᐅᓯᒃᓴᐅᓂᐊᕐᓗᑎᒃ.

4. ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᓇᔨᒃᑯᑦ ᐊᖅᑭᒃᓯᓗᑎᒃ ᖃᓄᖅ ᐃᓕᕐᑯᓯᓇᓂᐊᖅᑕᒥᖕᓂᒃ ᑕᒪᒃᑯᐊ ᐃᓚᐅᑎᑕᐅᒋᐊᖃᕐᓂᖏᓐᓄᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓇᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᑎᒃᓴᓄᑦ ᐊᒻᒪᓗ ᐸᕐᓇᒃᓯᒪᒍᑎᒃᓴᖏᓐᓄᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᓇᔨᒃᑯᑦ.

ᐊᒻᒪᓗ ᕐᑯᓛᓂ ᐊᑐᓕᕐᑯᔭᐅᓯᒪᔪᑦ ᓴᓂᐊᒍᑦ, ᑲᑎᒪᔨᕋᓛᑦ ᐅᖃᐅᓯᖃᓚᐅᓇᕗᑦ ᐱᔾᔪᑎᖃᖅᑐᑎᒃ ᐊᓯᖏᓐᓂᒃ ᐱᓕᓇᐊᓇᔭᐅᓂᐊᖅᑐᓂᒃ ᑲᑎᑕᐅᓂᐊᕐᓂᖏᓐᓄᓪᓗ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᓇᔨᒃᑯᑦ ᐊᒻᒪᓗ ᓯᓇᑐᐃᓐᓇᕐᓂᒃ ᖃᐅᔨᓴᖅᑏᑦ ᐱᓕᓇᔨᖏᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᑦ ᐃᓕᕐᑯᓯᓕᓇᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᓇᔨᒃᑯᓪᓗ ᐅᑯᓂᐊ ᐊᖅᑭᒃᓯᐃᓯᒪᕗᑦ ᑭᐅᒍᑎᓂᒃ ᐅᖃᐅᓯᖃᖅᑐᑎᒡᓗ ᓴᖅᑭᑎᑕᐅᓂᐊᖅᑐᓂᒃ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᓐᓄᑦ.

## ᑭᐅᔾᔪᑦᑎᑦ ᐊᑐᓕᕐᓱᔭᐅᓯᒪᔪᓄᑦ

### ᐱᒋᐊᖅᑎᑕᖅ:

1. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᓕᕐᓱᓯᑐᖃᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᕆᔨᒃᑯᓐᓄᑦᓗ ᒥᓂᔅᑕ ᓯᕗᓪᓕᖅᐸᐅᑎᑦᓯᓗᓂ ᐱᒋᐊᕐᑯᓪᓗᓂᔅᔪᒃ ᓴᖅᑭᑎᑦᓯᓗᓂ ᒪᓕᒐᒃᓴᓂᒃ ᐊᑐᓕᖅᑕᐅᕐᑯᓪᓗᒍ ᒪᕐᕈᖕᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑖᕆᐊᓕᕐᓂᕐᒥᒃ ᓄᓇᑦᓯᐊᒥ.

### ᑭᐅᔾᔪᑦ:

ᒪᓕᒐᒃᓴᓕᐅᕐᓂᐊᓕᖅᐳᑦ ᐊᖅᑭᒃᓯᖅᑕᐅᓯᒪᓕᕆᖅᓱᓂ ᐊᖏᖅᑕᐅᓯᒪᓕᖅᓱᓂᓗ ᐊᖅᑭᒃᑕᐅᒋᐊᕈᑎᒃᓴᖏᑦ ᒪᓐᓇᐅᔪᖅ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᖓᑦ ᐊᒻᒪᓗ ᐱᕐᑯᔭᒃᓴᖅ ᑎᑎᕋᖅᑕᐅᒃᑲᓐᓂᓕᖅᓱᓂ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᔭᐅᓂᐊᕐᓗᓂ ᐅᑭᐅᒥ ᑲᑎᒪᕐᔪᐊᓕᖅᐸᑕ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᑦ. ᐊᑦᓯᖅᑕᐅᒃᑲᓐᓂᕐᓂᐊᕐᓗᓂ ᐊᓯᐊᓂᒃ ᒪᓕᒐᖅ ᐊᒻᒪᓗ ᐊᖅᑭᒋᐊᖅᑕᐅᓂᐊᖅᓱᓂ ᒪᕐᕈᓕᖓᔪᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᖃᓕᕈᓐᓇᕐᑯᓪᓗᒋᑦ, ᐊᑕᐅᓯᖅ ᑲᓇᖕᓇᒥ ᐊᒻᒪᓗ ᐱᖃᑖ ᐅᐊᓕᓂᕐᒥ.

ᒪᓕᒐᕐᒧᑦ ᐊᖅᑭᒋᐊᕈᑕᐅᓂᐊᖅᑐᖅ ᐱᑕᖃᖅᐳᖅ ᐊᖅᑭᒋᐊᖅᓯᒍᑎᒃᓴᓂᒃ ᒪᓐᓇᐅᔪᖅ ᓴᓐᖏᓂᓇᔭᐅᔪᓂᒃ ᐱᓕᓇᐊᒃᓴᓇᔭᐅᔪᓂᒃᓗ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᓐᓄᑦ ᒪᕐᕈᖕᓄᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᓄᑦ ᐊᓯᔾᔨᕈᑕᐅᓂᐊᖅᓱᑎᒃ, ᐊᒻᒪᓗ ᐊᑐᓕᕐᓱᔨᒍᑎᖃᖅᐳᑦ ᐊᖅᑭᐅᒪᓂᓇᔭᖏᓐᓂᒃ ᓄᓇᑦᓯᐊᒥ ᓯᓇᑐᐃᓐᓇᓕᕆᔨᒃᑯᑦ ᑲᑎᑕᐅᓂᐊᕐᓗᑎᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᓚᒋᔭᐅᓕᕐᓂᐊᕐᓗᑎᒃ. ᐃᓱᒪᓕᐅᕈᑕᐅᒃᐸᑦ ᐊᖏᖅᑕᐅᒃᐸᑕᓗ ᒪᓕᒐᒃᓴᐃᑦ ᐅᑭᐅᒥ ᑲᑎᒪᕐᔪᐊᕐᓇᐅᓕᖅᐸᑦ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᓐᓄᑦ ᐊᖅᑭᒃᑕᐅᔪᓐᓇᕋᔭᕐᓗᑎᒃ ᒪᕐᕈᓕᖓᑎᑕᐅᓕᕐᓗᑎᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᖏᖅᑕᐅᓯᒪᓕᕐᓗᑎᒃ ᑲᔪᓯᐊᕈᓐᓇᕐᓂᖏᓐᓄᑦ ᔪᓚᐃ 1, 1994-ᒥ.

### ᐊᑐᓕᕐᓱᔭᐅᔪᖅ:

2. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᓕᕐᓱᓯᑐᖃᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᕆᔨᒃᑯᓐᓄᑦᓗ ᒥᓂᔅᑕ ᓴᖅᑭᑎᑦᓯᕐᑯᓪᓗᒍ ᑎᑎᖃᓂᒃ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᓐᓂ ᐸᕐᓇᐅᑎᓕᐅᕈᑕᐅᓯᒪᔪᓂᒃ ᐊᑐᓂ ᓯᓚᑦᑐᑦᓴᕐᕕᐅᓂᐊᖅᑑᖕᓄᑦ ᓴᖅᑭᑎᑦᓯᓚᐅᖏᓐᓂᕐᒥᓂ ᒪᓕᒐᒃᓴᐅᓂᐊᖅᑐᓂᒃ ᓴᖅᑭᑎᑦᓯᒍᑕᐅᓂᐊᖅᑐᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᓴᖕᓂᒃ.

### ᑭᐅᔾᔪᑦ:

ᒥᓂᔅᑕᐅᑉ ᑎᓕᓯᔾᔪᑎᖏᑦ ᒪᓕᒃᓗᒋᑦ, ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐊᖅᑭᒃᓯᐃᕝᕕᓕᐊᓕᖅᐳᑦ ᐸᕐᓇᒃᓯᒪᒍᑎᒃᓴᐅᓂᐊᖅᑐᒥᒃ ᐊᑐᓂ ᒪᕐᕈᖕᓄᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᓄᑦ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᓄᑦ. ᑖᒃᑯᐊ ᐸᕐᓇᒃᓯᒪᒍᑎᑦ ᒪᓕᒃᑕᐅᔪᒃᓴᐅᓂᐊᕐᓗᑎᒃ ᐱᓕᓇᓂᖏᓐᓄᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᕐᕋᒍᓄᑦ ᖃᑉᓯᑲᓪᓚᖕᓄᑦ ᖃᐃᔪᓄᑦ ᐊᐅᓚᑦᔪᑎᒋᔭᐅᓂᐊᕐᓗᑎᒃ.

ᐸᕐᓇᐅᑎᒋᔭᐅᓯᒪᔪᑦ ᓯᓚᑦᑐᕐᓴᕐᕕᖕᓄᑦ ᐊᖅᑭᒃᓱᖅᑕᐅᓂᐊᖅᐳᑦ ᑕᒪᐃᑎᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᐃᓕᕐᑯᓯᑐᖃᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᒃᓴᖅᓯᐅᖅᑎᒃᑯᓪᓗ ᐸᕐᓇᒃᐸᓪᓕᐊᓂᖏᓐᓂ ᐃᓚᒋᔭᐅᓗᑎᒃ. ᑐᓴᐅᒪᑎᑦᓯᓂᕐᒧᑦ ᑎᒥᒋᔭᐅᔪᑦ ᐱᔾᔪᑎᖃᖅᑐᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕙᖕᓂᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᕐᓂᕐᒧᓪᓗ ᐱᓕᕆᔨᐅᔪᑦ ᐊᖅᑭᒃᑕᐅᓯᒪᓕᖅᐳᑦ ᑲᑎᒪᓂᐊᕐᓂᖏᓐᓄᑦ ᒪᑦᓯᐅᑉ ᓄᖑᐊᓂ ᐊᒻᒪᓗ ᐱᒋᐊᓕᓴᕐᓂᖓᓂ ᐃᐳᕈ. ᑕᐃᒪ ᐅᖃᐅᓯᖏᑦ ᑲᑎᒪᓐᓇᐅᓂᐊᖅᑐᓂ, ᐊᒻᒪᓗ ᒪᓕᒐᓕᐅᖅᑏᑦ ᓄᓇᑦᓯᐊᖅ ᐊᕕᒃᑕᐅᕙᓪᓕᐊᓂᖓᓂ ᐸᕐᓇᐅᑎᖃᕐᓂᕐᒧᑦ ᑲᑎᒪᓐᓇᐅᓂᐊᖅᑐᑦ ᐃᐳᕈ 1994-ᒥ, ᒪᓕᒃᑕᐅᓂᐊᖅᐳᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕙᖕᓂᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒃᑲᓐᓂᖃᑦᑕᕐᓂᕐᒧᓪᓗ ᐱᔾᔪᑎᖃᖅᑐᓂᒃ ᐅᖃᐅᓯᖃᕐᓂᐊᕐᒪᑕ, ᐃᓚᐅᑎᑕᐅᓗᑎᒡᓗ ᑕᒪᒃᑯᐊ ᐅᑭᐅᖅᑕᖅᑐᓯ ᓯᓚᑦᑐᕐᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᐊᖏᑦ ᐊᐅᓚᓂᖏᓐᓗ.

ᐊᖅᑭᒃᓱᐃᓕᖅᐸᑕ ᓇᓗᓇᐃᔭᖅᓯᒪᓂᖅᓴᒃᑯᑦ ᐸᕐᓇᒃᓯᒪᒍᑎᒃᓴᒥᒃ ᓯᓚᑦᑐᕐᓴᕐᕕᒃ ᑲᓇᖕᓇᒥ ᐅᐊᓕᓂᕐᒥᓗ ᐊᖅᑭᐅᒪᓂᓇᓂᐊᖅᑕᖏᓐᓂᒃ ᑕᐃᒪ ᑲᑎᒪᖃᑎᖃᒃᑲᓐᓂᓇᐊᖃᕐᓂᐊᖅᐳᑦ ᓄᓇᓖᑦ ᐊᕕᒃᑐᖅᓯᒪᓂᓇᔭᖕᓂ ᐊᒻᒪᓗ ᓄᓇᓕᖕᓂ ᑕᒪᒃᑯᐊ ᑭᒡᒐᖅᑐᖅᑕᐅᑦᓯᐊᕐᑯᓪᓗᒋᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐃᓕᓴᖅᑎᑕᐅᓂᖏᓐᓄᓪᓗ ᐱᓕᕆᔨᒋᔭᐅᔪᓄᑦ ᐱᔭᐅᒍᒪᔪᑦ ᓄᓇᕗᒥᓗ ᐊᒻᒪᓗ ᐅᐊᓕᓂᕐᒥ. ᑖᒃᑯᐊ ᒪᕐᕈᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐸᕐᓇᐅᑎᖏᑦ ᑎᑎᕋᖅᑕᐅᓂᐊᖅᐳᑦ ᓯᕗᓪᓕᕐᒥ ᖃᐅᔨᓴᖅᑕᐅᓯᒪᒍᑎᒃᓴᐅᓂᐊᕐᓗᑎᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᒪᐃ/ᔪᓂᒥᓗ ᑲᑎᒪᒋᐊᕐᓂᐊᕐᓂᖏᓐᓂ ᐅᖃᐅᓯᓇᔭᐅᓂᐊᕐᓗᑎᒃ. ᐱᐊᓂᒃᑕᐅᓂᐊᖅᐳᑦ ᐸᕐᓇᒃᑕᐅᓯᒪᓂᓇᓂᐊᖅᑕᖏᑦ ᔪᓚᐃ, 1994-ᒥ. ᐸᕐᓇᒃᓯᒪᓂᓇᔭᖏᓐᓂ ᐃᓗᐊᓃᑦᑐᖃᕐᓂᐊᖅᐳᖅ ᖃᓄᖅ ᐱᓕᕆᐊᖃᕐᓂᐊᕐᓂᖏᓐᓄᑦ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ; ᓇᓗᓇᐃᔭᐃᓯᒪᓗᑎᒡᓗ ᓯᕗᓪᓕᖅᐸᐅᓗᑎᒃ ᐱᓕᕆᐊᓇᖃᑦᑕᕐᓂᐊᖅᑕᖏᓐᓂᒃ ᐃᑲᔪᕈᑎᒋᖃᑦᑕᕐᓂᐊᖅᑕᖏᓐᓂᒡᓗ ᐊᒻᒪᓗ ᖃᓄᐃᓕᐅᕈᑎᒋᖃᑦᑕᕐᓂᐊᖅᑕᖏᓐᓂᒃ ᑕᒪᐃᑎᒍᑦ ᐊᑐᓕᖅᑕᐅᒍᑎᒋᓂᐊᖅᑕᖏᓐᓂᒡᓗ ᐸᕐᓇᒃᓯᒪᒍᑎᒋᔭᖏᑦᑕ, ᐊᒻᒪᓗ ᓄᓇᓖᑦ ᐊᕕᒃᑐᖅᓯᒪᓂᖏᑦᑎᒍᑦ ᓄᓇᓕᖕᓂᓗ ᐱᕙᓪᓕᐊᓂᕐᒧᑦ ᐸᕐᓇᒃᓯᒪᒍᑎᖃᕐᓗᑎᒃ; ᐊᒻᒪᓗ ᐊᑐᓕᕐᑯᔨᒍᑎᓕᐅᕐᓂᐊᖅᓗᑎᒃ ᖃᓄᖅ ᐊᖅᑭᐅᒪᓂᓇᓂᐊᖅᑕᖏᓐᓂᒃ ᓯᓚᑦᑐᕐᓴᕐᕕᑦ ᑐᕋᕐᓂᓇᓂᐊᖅᑕᖏᑦᑕ ᐱᓕᕆᐊᓇᓂᐊᖅᑕᖏᑦᑕᓗ ᒥᒃᓴᓄᑦ ᐅᖃᖅᓯᒪᓗᑎᒃ.

**ᐊᑐᓕᕐᑯᔭᐅᔪᖅ:**

3. ᐊᖅᑭᐅᒪᔪᒥᒃ ᑎᓕᓯᓂᕐᒧᑦ ᐱᓕᕆᐊᒃᓴᓂᒃ ᑖᒃᑯᓄᖓ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᓄᑦ ᑲᑎᒪᔨᒃᓴᐅᓂᐊᖅᑐᓄᑦ ᒥᓂᔅᑕ ᐊᖅᑭᒃᓱᐃᕐᑯᔭᐅᓪᓗᓂ ᓴᖅᑭᑎᓪᓗᒋᓪᓗ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᓐᓄᑦ ᐅᖃᐅᓯᒃᓴᐅᓂᐊᕐᓗᑎᒃ.

**ᑭᐅᔾᔪᑦ:**

ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᖏᓐᓂ ᐅᖃᖅᓯᒪᔪᖃᕐᓂᐊᖅᐳᖅ ᖃᓄᖅ ᐱᓕᕆᐊᒃᓴᖃᖃᑦᑕᕐᓂᐊᕐᓂᖏᓐᓄᑦ ᓯᓚᑦᑐᕐᓴᖅᕕᓕᕆᔨᒃᑯᑦ. ᒪᓕᒐᕐᓂ ᐅᖃᖅᓯᒪᔪᖅᑕᖃᑦᓯᐊᕐᓂᐊᖅᐳᖅ ᐅᓂᒃᑳᖅᓯᒪᔪᓂᒃ ᐱᓕᕆᐊᓇᔭᐅᓂᐊᖅᑐᓂᒃ ᓴᓐᖏᓂᓇᔭᖏᓐᓂᓪᓗ ᒥᓂᔅᑕᐅᑉ, ᑎᐸᒻᒪᐅᓪᓗ, ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᓪᓗ ᑲᑎᒪᔨᖏᑦᑕ.

ᐊᕐᕋᒍᓂ ᑕᓪᓕᒪᐅᓯᒪᔪᓂ ᖃᐅᔨᓴᐅᓯᒪᓕᖅᐳᖅ ᓇᓗᓇᐃᔭᖅᓯᒪᖃᑕᐅᔪᑦ ᐱᔪᓐᓇᐅᑎᒋᔭᐅᔪᑦ ᐱᓕᕆᐊᒃᓴᐃᓪᓗ ᓴᖅᑭᔭᖅᑎᑕᐅᒋᐊᖃᕐᓂᖏᓐᓄᑦ. ᑕᒪᓐᓇ ᐊᖅᑭᒃᑕᐅᓯᒪᕐᑯᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᐃᓕᕐᑯᓯᑐᖃᓕᕆᔨᒃᑯᓪᓗ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᖅᓯᐅᖅᑎᒃᑯᓪᓗ, ᐱᓕᕆᖃᑎᖃᖅᓗᑎᒃ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᓐᓂᒃ, ᐱᒋᐊᕈᑎᖃᖅᓯᒪᕗᑦ ᐊᔾᔨᒌᖏᑦᑐᓂᒃ. ᑖᒃᑯᐊ ᐱᓕᕆᐊᕆᒋᐊᖅᑕᖏᑦ ᐅᑯᐊᖑᓪᓗᑎᒃ:

1. ᐊᖅᑭᒃᓯᐃᓂᖅ ᑎᑎᕋᖅᓯᒪᔪᒃᑯᑦ ᖃᓄᖅ ᓴᑕᐅᔪᒃᓴᐅᑎᖃᕋᔭᕐᓂᖏᓐᓄᑦ ᑖᒃᑯᐊ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐊᒻᒪᓗ ᑎᐸᒻᒪᒃᑯᑦ ᓇᓗᓇᐃᔭᖅᑕᐅᑦᓯᐊᖅᓯᒪᔪᒃᑯᑦ.

2. ᐊᖅᑭᒃᓯᐃᓂᖅ ᑮᓇᐅᔭᖅᑖᕈᓯᕆᖃᑦᑕᕋᔭᖅᑕᖏᓐᓂᒃ ᒪᓕᒃᓗᑎᒃ ᓴᑕᐅᔪᒃᓴᐅᔾᔪᑎᖏᓐᓂᒃ ᐅᓂᒃᑲᖅᓯᒪᔪᖅᑕᖃᕐᓗᓂᓗ ᖃᓄᖅ ᑮᓇᐅᔭᓂᒃ ᐊᑐᖃᑦᑕᕐᓂᖏᓐᓄᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ.

3. ᐊᖅᑭᒃᓯᐃᓂᖅ ᐱᓕᕆᑦᓯᐊᕐᓂᖏᓐᓄᑦ ᐱᕝᕙᓪᓕᖅᐸᓪᓕᐊᓂᖏᓐᓄᑦ ᖃᐅᔨᓴᕈᑎᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᕆᐊᕆᔭᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᐱᓕᕆᐊᖃᖅᓯᓐᓈ ᓴᑕᐅᔪᒃᓴᐅᑎᔾᔪᑎᒋᔭᒥᖕᓂᒃ.

ᐊᒻᒪᓗ, ᐃᖅᑲᓇᐃᔭᕐᕕᒃ ᐊᖅᑭᒃᓯᖅᑕᐅᓯᓐᓈᕐᓗᓂ, ᐃᖅᑲᓇᐃᔭᕐᕕᐅᑦ ᐃᓗᐊᓂ ᐊᒡᒍᖅᑕᐅᓯᒪᓂᖕᒐᑦ ᑕᐃᒍᖅᑕᐅᔪᖅ, "ᓯᓚᑦᓴᖅᓴᕐᕕᑦ ᐃᓕᓐᓂᐊᕆᐊᒃᑲᓐᓂᕐᓂᕐᒧᓪᓗ ᐱᓕᕆᔨᑦᑯ ᓴᖅᑭᑎᑕᐅᓯᒪᓕᖅᐳᖅ ᑕᒡᕙᓂ ᐃᓗᐊᓂ ᐃᓕᕐᑯᓯᑐᖃᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᓗ. ᐊᒡᒍᖅᑕᐅᓂᐅᔪᒥ ᐊᔾᔨᐅᖏᑦᑐᒥᒃ ᓇᓗᓇᐃᖅᓯᒪᔪᓂᒃ ᐱᓕᕆᐊᖃᖃᑦᑕᕐᓂᐊᖅᐳᑦ ᐃᑲᔪᖃᑦᑕᕐᓗᑎᒃ ᒥᓂᔅᑕᒥᒃ ᑲᒪᒋᔭᖃᕐᓗᑎᒃ ᖃᐅᔨᓴᖃᑦᑕᕐᓗᑎᒡᓗ ᒥᐊᓂᖅᓯᓗᑎᒡᓗ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐱᓕᕆᐊᕆᔭᖏᓐᓂᒃ ᐱᔾᔪᑎᖃᖅᑐᑦ ᒪᓕᒡᓗᒋᑦ ᒐᕙᒪᒃᑯᑦ ᓯᕗᓪᓕᖅᐸᐅᕐᑯᔭᖏᓐᓂᒃ.

ᑖᓐᓇ ᐃᖅᑲᓇᐃᔭᕐᕕᒃ ᐊᑐᓕᖅᑎᑦᓯᓂᐊᖅᐳᖅ ᐸᕐᓇᐅᑕᐅᓯᒪᔪᒃᑯᑦ ᓴᑕᐅᔪᒃᓴᐅᒍᑎᒃᓴᖏᓐᓂᒃ ᐊᒻᒪᓗ ᑮᓇᐅᔭᖅᑖᖅᑎᑕᐅᖃᑦᑕᕈᓯᖏᓐᓂᒃ 1994-95-ᒥᓗ ᐊᐅᓚᓂᕐᒧᑦ ᐸᕐᓇᒃᓯᒪᒍᑎᖏᓐᓂ ᐊᑐᓕᖅᑕᐅᓕᓪᓚᓇᖕᓂᐊᕐᓂᖏᓐᓂ 1995-96-ᒥᓗ.

**ᐊᑐᓕᕐᑯᔭᐅᔪᖅ:**

4. ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐊᖅᑭᒃᓯᓗᑎᒃ ᖃᓄᖅ ᐃᓕᕐᑯᓯᓇᓂᐊᖅᑕᒥᖕᓂᒃ ᑕᒪᒃᑯᐊ ᐃᓚᐅᑎᑕᐅᒋᐊᖃᕐᓂᖏᓐᓄᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᑎᒃᓴᓄᑦ ᐊᒻᒪᓗ ᐸᕐᓇᒃᓯᒪᒍᑎᒃᓴᖏᓐᓄᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ.

ᑭᐅᔾᔪᑦ:

ᒐᕙᒪᒃᑯᑦ ᑲᑎᒪᔨᒐᓚᖏᓐᓄᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐊᑐᓕᕐᑯᔨᒍᑎᖃᓚᐅᖅᐳᑦ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐊᖅᑭᒃᓯᐃᕐᑯᔭᐅᓪᓗᑎᒃ ᐃᓕᕐᑯᓯᒃᓴᒥᖕᓂᒃ ᖃᓄᖅ ᐃᓚᐅᑎᑦᓯᓂᐊᕐᓂᕐᒥᖕᓄᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᕐᒧᑦ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᑐᓂᒃ. ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐊᖅᑭᒃᓯᒋᐊᕈᒪᔭᑦ ᒪᓕᒃᑕᐅᖃᑦᑕᕋᔭᖅᑐᓂᒃ ᐅᖃᓪᓚᖃᑎᒋᔭᐅᓂᐊᕐᓗᑎᒃ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐃᒪᓐᓇ:

1. ᓄᓇᓕᖕᓂ ᐃᓐᓇᕐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᕙᒃᑐᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᓄᑦ ᐅᓂᒃᑳᓕᐅᖃᑦᑕᕆᐊᖃᖅᐳᑦ ᑕᖅᑭᑕᒪᑦ ᐱᓕᕆᐊᕆᕙᓪᓕᐊᔭᒥᖕᓂᒃ ᐱᔾᔪᑎᖃᕐᓗᑎᒃ. ᐅᓂᒃᑳᓕᐅᖅᓯᒪᔪᓂ ᐱᑕᖃᕆᐊᖃᖅᐳᖅ ᓇᐃᒡᓕᒋᐊᖅᓯᒪᔪᒃᑯᑦ ᐱᓕᕆᐊᕆᔭᖏᓐᓂᒃ ᐃᑲᔪᕈᑎᒋᔭᖏᓐᓂᒡᓗ ᐸᕐᓇᒃᓯᒪᒍᑎᒋᓂᐊᖅᑕᖏᓐᓂᒡᓗ ᓯᕗᓂᒃᓴᐅᓂᐊᖅᑐᒥ ᐱᓕᕆᐊᕆᓂᐊᖅᑕᒥᑕ.

2. ᐃᓐᓇᕐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᑦ ᑲᑎᒪᖃᑎᖃᖃᑦᑕᕐᓂᐊᖅᐳᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᓂᒃ ᐊᑕᐅᓯᖅᑕᕐᓗᑎᒃ ᑲᑎᒪᔨᐅᓂᖏᓐᓂ ᐱᖓᓯᐊᖅᑎᕈᓐᓇᖏᓪᓗᑎᒃ ᐊᕐᕋᒍᒧᑦ; ᐊᒻᒪᓗ ᑲᑎᒪᖃᑎᖃᕋᔪᖃᑦᑕᕆᐊᖃᖅᐳᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ ᑕᐃᒪᓐᓇ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐱᕐᑯᔨᒃᐸᑕ.

3. ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ ᑐᓴᖅᑎᑕᐅᖃᑦᑕᕐᓂᐊᖅᐳᑦ ᐊᕐᕋᒍᑕᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᒋᐊᖃᖅᑐᑦ ᖃᐅᔨᓴᖅᑕᐅᓕᑐᐊᕐᕌᒐᑕ ᐃᑲᔪᕐᑯᔭᐅᓗᑎᒃ ᖃᐅᔨᓇᓯᐊᕐᓂᖏᓐᓂ ᓯᕗᓪᓕᖅᐸᐅᑎᑕᐅᔭᒃᓴᓂᒃ ᓄᓇᓕᖕᓂ ᐱᓕᕆᐊᓄᑦ ᐃᑲᔪᑎᓄᓪᓗ.

4. ᐊᕐᕋᒍᑕᒪᑦ ᐱᒍᓐᓇᖅᐸᑦ, ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᖓᑦ ᐅᓂᒃᑳᖃᑦᑕᕆᐊᖃᖅᐳᖅ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᓄᑦ ᖃᓄᐃᓕᐅᖃᑦᑕᕆᐊᖃᕐᓂᖏᓐᓄᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᖓᑦ ᑕᒪᒃᑯᐊ ᐊᖏᖅᑕᐅᓯᒪᔪᑦ ᐱᓕᕆᐊᕆᒋᐊᖃᖅᑕᖏᑦ ᐅᓂᒃᑳᖅᓯᒪᔪᑦ ᒪᓕᒃᑕᐅᓗᑎᒃ.

5. ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐊᐅᓚᑦᓯᔨᖓᑦ ᐊᖅᑭᒃᓯᖃᑦᑕᕆᐊᖃᖅᐳᖅ ᐊᕐᕋᒍᑕᒪᑦ ᑐᓴᖅᑎᑕᐅᒍᑎᒃᓴᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᕐᔪᐊᒃᑯᑦ ᑲᑎᒪᔨᖏᑦᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᐊᕆᔭᖏᓐᓂᒃ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᕐᕕᖏᑦᑕᓗ ᐱᓕᕆᐊᕆᔭᖏᓐᓂᒃ ᓄᓈᑦ ᐊᕕᒃᑐᖅᓯᒪᐅᕐᓂᖏᓐᓂ.

ᑖᒃᑯᐊ ᒪᓕᒃᑕᐅᒐᒃᓴᐃᑦ ᐊᑐᖅᑕᐅᓂᐊᖅᐳᑦ ᑐᑭᓯᐅᒪᖃᑦᑕᐅᑎᑦᓯᐊᕐᑯᓪᓗᒋᑦ ᐃᓚᐅᑎᑕᐅᑦᓯᐊᕐᑯᓪᓗᒋᓪᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᓄᓇᓕᖕᓂ ᐱᓕᕆᓂᖏᓐᓂ ᐃᓚᐅᓂᐊᖅᑐᑦ. ᐊᒻᒪᓗ, ᐃᖅᑲᓇᐃᔭᖅᑏᑦ, ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᖓᓪᓗ, ᐱᓕᕆᐊᖃᕐᓂᐊᖅᐳᑦ ᑕᒪᐃᓐᓂ ᓈᒻᒪᒃᑐᓂ ᓄᓇᓖᑦ ᑲᑐᔾᔨᖃᑎᒌᒃᑯᖏᓐᓂ ᐊᖅᑭᒃᓯᐃᕙᓪᓕᐊᓂᖏᓐᓂ, ᐸᕐᓇᒃᐸᓪᓕᐊᓂᖏᓐᓂᓗ ᒥᐊᓂᖅᓯᓂᖏᓐᓂᓗ ᓄᓇᓕᖕᓂ ᐱᓕᕆᐊᕆᔭᐅᔪᑦ.

ᑖᒃᑯᐊ ᐃᓕᖁᓯᕆᔭᐅᖃᑦᑕᕐᓂᐊᖅᑐᑦ ᒪᓕᒃᓗᒋᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ
ᑲᑎᒪᔨᖏᑦ ᐱᔪᓐᓇᕐᓂᖃᖅᑎᑕᐅᑦᓯᐊᕈᓐᓇᖁᓪᓗᒋᑦ ᑲᑎᒪᓂᕐᒧᑦ ᐅᖃᐅᓯᖃᕐᓂᕐᒧᓪᓗ
ᓄᓇᕗᒻᒥ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᑐᓂᒃ ᓴᖅᑭᑎᑕᐅᓯᒪᑎᑕᐅᔾᑦ. ᐊᒻᒪᓗ
ᐅᖃᓪᓚᖃᑎᖃᖃᑦᑕᕐᓗᑎᒃ ᓄᓇᕗᒻᒥᐅᓂᒃ ᐊᒻᒪᓗ ᐊᓯᖏᓐᓂᒃ ᐃᓚᒋᔭᐅᖃᑕᐅᔪᓂᒃ
ᐃᑲᔪᕈᑕᐅᓂᐊᖅᐳᖅ ᓇᓗᓇᐃᔭᐃᓯᒪᑦᓯᐊᕈᓐᓇᖁᓪᓗᒋᑦ ᖃᓄᖅ
ᓴᓐᖏᓕᖅᑎᕆᔪᓐᓇᕋᔭᕐᓂᖏᓐᓄᑦ ᓄᓇᕗᒻᒥ ᑲᒪᒋᔭᖃᕐᓂᕐᒧᑦ ᓄᓇᓖᓪᓗ
ᓴᑕᐅᔪᒃᓴᐅᓂᖅᓴᐅᓕᖅᑎᑕᐅᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥᒃ ᐱᓕᕆᐊᖃᕐᓂᖏᓐᓂ. ᐊᒻᒪᓗ,
ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᐃᓕᖁᓯᑐᖃᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᕆᔨᒃᑯᓪᓗ ᐃᒪᓐᓇ
ᐱᖁᔨᒋᔭᑦ, ᓄᑖᑉ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ, ᑕᒪᒃᑯᐊ ᓄᓇᕗᒻᒥ
ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ ᓯᕗᓪᓕᖅᐸᐅᑎᓐᓂᐊᖅᑕᒥᓐᓂᒃ
ᑐᓴᖅᑎᑦᓯᒃᔪᑎᖃᖃᑦᑕᕐᓂᐊᖅᐳᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᕈᑎᖏᑦ ᐱᒃᔪᑎᒋᓪᓗᒋᑦ
ᐃᓕᓴᕈᑕᐅᓚᒃᑐᓪᓗ ᐱᒃᔪᑎᒋᓪᓗᒋᑦ ᐊᕐᕋᒍᑕᒪᑦ ᑖᒃᑯᐊ ᑐᓴᖅᑎᑉᐸᒻᓗᒋᑦ ᐅᑭᐅᖅᑕᖅᑐᒥ
ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ.

ᐊᕐᕋᒍᑲᓴᐅᓯᒪᓕᖅᑐᓂ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᔾᔪᑎᖏᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᕐᒧᑦ ᐊᒻᒪᓗ
ᐊᔪᖏᑉᐸᓪᓕᖅᑎᑕᐅᓇᓯᐊᖅᑐᓂᒃ ᐃᓕᓴᐃᓂᕐᒧᑦ ᐊᑐᒐᒃᓴᐃᑦ
ᐃᑲᔪᖅᑐᖅᑕᐅᓚᓪᓕᐊᓂᖃᖅᓯᒪᓕᖅᐳᑦ ᐊᔾᔨᒌᖏᑦᑐᓄᑦ ᑮᓇᐅᔭᖅᑖᕐᕕᐅᓚᒃᑐᓄᑦ. ᑕᒪᒃᑯᐊ
ᑮᓇᐅᔭᖅᑖᖅᑎᑦᓯᔨᐅᓚᒃᑐᑦ ᐊᔾᔨᐅᖏᑦᑐᓂᒃ ᐱᑎᑦᓯᓚᖕᒪᑕ ᐱᓕᕆᐊᖃᖅᑐᓂᒃ ᓄᓇᕗᒻᒥ
ᐅᓚᓚᓘᓐᓃᑦ ᓄᓇᓖᑦ ᐊᕕᒃᑐᖅᓯᒪᓂᖏᑦᑎᒍᑦ ᑲᑐᔾᔨᖃᑎᒌᓄᑦ ᐱᓕᕆᐊᕆᔭᐅᓪᓗᑎᒃ. ᑖᒃᑯᐊ
ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᐅᑭᐅᖅᑕᖅᑐᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖃᑦᑕᖅᓱᑎᒃ ᓄᓇᕗᒻᒥ,
ᐃᖅᑭᓖᑦ ᐅᓚᓚᓘᓐᓃᑦ ᐻᐊᒻᓚᒃᑯᒐᓚᐃᑦ ᑲᑎᒪᔨᖏᓐᓂ ᑮᓇᐅᔭᖅᑖᖅᑎᑕᓚᒃᓱᑎᒃ
ᐱᓕᕆᑎᑕᐅᖁᔭᐅᓪᓗᑎᒃ ᓯᓇᑐᐃᓐᓇᕐᒥᒃ. ᑕᐃᒪᓐᓇᒃᑲᖕᒐᑕ ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥ
ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ ᐃᓚᐅᑎᑕᐅᖏᑐᐃᓐᓇᕈᓐᓇᕐᒪᑕ ᐃᓯᒪᓕᐅᖃᑕᐅᓂᕐᒧᑦ
ᐱᔾᔪᑎᖃᖅᑐᓂᒃ ᐃᓕᓴᐃᓂᕐᒧᑦ. ᑭᓯᐊᓂ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᐃᓕᖁᓯᑐᖃᓕᕆᔨᒃᑯᑦ
ᐃᖅᑲᓇᐃᔭᒐᒃᓴᓕᕆᔨᒃᑯᓪᓗ ᐊᒻᒪᓗ ᓯᓚᑦᑐᖅᓴᕐᕕᓕᕆᔨᒃᑯᑦ ᑐᓴᐅᒪᑎᑦᓯᕐᖁᔨᓂᕐᒧᑦ
ᐱᑎᑦᓯᔨᐅᒐᔭᖅᐳᑦ ᐱᓕᕆᐊᖃᖅᑐᓄᓪᓗ ᐊᒻᒪᓗ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ
ᑲᑎᒪᔨᓄᓪᓗ ᑐᓴᐅᒪᑎᑕᐅᑦᓯᐊᖃᑦᑕᕐᓗᑎᒃ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑦ
ᐊᒻᒪᓗ ᑎᓕᐅᕈᑎᖃᖃᑦᑕᕐᓗᑎᒃ ᑕᐃᒪᓐᓇ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᕆᐊᖃᕐᓂᖏᓐᓄᑦ
ᐱᓕᕆᐊᖃᖅᑐᓪᓗ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕆᔭᐅᔪᓪᓗ.