



Crown-Indigenous Relations Relations Couronne-Autochtones

<u>ኣኈጮኰኈናነፅጏቦና</u>: <u>م⊃م∆፨</u>ィጋ∩ኮ ላዛ LΓኣኅጋ∩ኮ ዖህσና∩ኈσ ርዛኒናσሊታ▷የኦር⊂▷ዀጋσኮ ላዛ ⊲ጋዀር▷ረL⊀ልራና; 

<sup>•</sup>የዖኈርσ ረርቲ下 ሥርተσላኈስና L°ዉ ለኈሁረልርኈሁ<del>ረ</del>ም ለርኪላ°፝፝፝፝፝፝፝፝፝፝፝፝ኯ፟<sup></sup>፡በኅዚያና ላዜ ላኯረትርዾኈኇ፟ዀፚዺጚሩ. ዻር፞σ ዉጋዉሏታሏረደቃሪ



᠕ᢣ᠋᠋ᡅ <sup>ᢑ</sup> ᡄ᠋ᡗ	CdイLケタc	∧ᢣ᠋ᡎᡎ᠈᠘᠆᠃ᢗᢁ᠂᠌▷᠆ᠴ᠋ᡗ
ሏϿϤϲ ϤϽϲϷ <sup>ͼ</sup> ͱϒͰϟ <sub>ʹ</sub> ϧϲ ϤϷϲͺͺͿ;ϥϧϧ	<ul> <li>Δ<sup>6</sup><sup>6</sup>baΔ<sup>5</sup><sup>6</sup>bn<sup>2</sup><sup>6</sup><sup>6</sup> <sup>4</sup><sup>6</sup>b<sup>2</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup></li></ul>	<ul> <li>2021 - ϽΡ/ϷL<sup>5</sup>bΠ<sup>6</sup><sup>*</sup> σ<sup>5</sup>J<sup>c</sup> 4<sup>6</sup>P<sup>2</sup>Πσ<sup>b</sup></li> <li>2022 - Ϸ<sup>5</sup>b<sup>5</sup>bΠ<sup>5</sup>b<sup>2</sup>P<sup>4</sup><sup>5</sup>σ<sup>5</sup> 4<sup>c</sup><sup>2</sup>S<sup>5</sup><sup>5</sup><sup>5</sup>δ<sup>6</sup> 4<sup>6</sup>S<sup>6</sup></li> <li>2022 - Ϸ<sup>5</sup>b<sup>5</sup>D<sup>5</sup>b<sup>2</sup>P<sup>4</sup><sup>5</sup>σ<sup>5</sup> 4<sup>6</sup>P<sup>2</sup><sup>5</sup></li> <li>2022 - Ϸ<sup>5</sup>b<sup>5</sup>D<sup>5</sup>b<sup>2</sup>P<sup>4</sup><sup>5</sup>D<sup>6</sup> 4<sup>6</sup>P<sup>2</sup><sup>5</sup></li> <li>4<sup>5</sup>P<sup>3</sup><sup>2</sup>A<sup>2</sup>C 4<sup>4</sup>L<sup>6</sup>ΠΛ<sup>2</sup>C<sup>2</sup></li> <li>4<sup>5</sup>P<sup>3</sup><sup>2</sup>A<sup>2</sup>C 4<sup>4</sup>L<sup>6</sup>ΠΛ<sup>2</sup>C<sup>2</sup></li> <li>Δ<sup>6</sup><sup>6</sup>σ<sup>4</sup>ΛϷ<sup>5</sup><sup>5</sup>D<sup>6</sup> 4<sup>6</sup>C<sup>6</sup>C<sup>5</sup>D<sup>6</sup></li> <li>Δ<sup>6</sup><sup>6</sup>σ<sup>4</sup>ΛϷ<sup>5</sup>D<sup>6</sup>C<sup>6</sup>C<sup>6</sup>C<sup>6</sup>C<sup>6</sup>D<sup>6</sup>D<sup>6</sup></li> <li>Δ<sup>6</sup><sup>6</sup>σ<sup>4</sup>P<sup>3</sup><sup>5</sup>D<sup>6</sup>C<sup>6</sup>C<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup></li> <li>Δ<sup>6</sup>P<sup>6</sup>C<sup>2</sup>C<sup>6</sup>D<sup>7</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup>D<sup>6</sup></li></ul>
	<ul> <li>Ρ΄αϷϧϧμΟς Δράζεαζους σαδης</li> <li>ΚάρργμΟς Φράζεαζους σαδης</li> <li>Κηθιά Καιά και τη τη</li></ul>	<ul> <li>ና₽₽ናьС  ና₽_ь₽&lt;</li> </ul>
Δ <sup>ͺ</sup> ϒͱϚϧϫͺϘͺͼϷ ͳϹͳͺͼϲ	<ul> <li>Δαζ<sup>C</sup> L)L<sup>4</sup><sup>C</sup> &gt; ζ<sub>Λ</sub>Δ<sup>6</sup><sup>C</sup><sup>C</sup><sup>5</sup>)<sup>C</sup></li> <li>Δό/<sup>C</sup><sup>Λ</sup>σ<sup>b</sup>d<sup>C</sup> L<sup>C</sup><sup>5</sup>σ<sup>b</sup>d<sup>C</sup><sup>5</sup></li> <li>Δb<sup>4</sup><sup>6</sup><sup>b</sup><sup>1</sup><sup>6</sup><sup>5</sup><sup>2</sup><sup>6</sup><sup>5</sup>σ<sup>4</sup><sup>6</sup><sup>2</sup><sup>6</sup><sup>5</sup><sup>2</sup><sup>6</sup><sup>5</sup><sup>2</sup><sup>6</sup><sup>5</sup><sup>6</sup><sup>5</sup><sup>2</sup><sup>6</sup><sup>5</sup><sup>2</sup><sup>6</sup><sup>2</sup><sup>6</sup><sup>2</sup><sup>6</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup></li></ul>	





The objective of the Department of Social Policy's Qikiqtani Truth Commission division is to "Promote healing, reconciliation and moving forward by implementing Qikiqtani Truth Commission recommendations through programming". This involves programming and advocacy to: acknowledge and heal from past wrongs and experiences; strengthen Inuit governance; strengthen Inuit culture; and create healthy communities.

The Qikiqtani Truth Commission (QTC) division currently has three program and advocacy areas. Below are the key upcoming milestones that were working towards in each area:

Accomplishments	What we hope to achieve	What we accomplished so far
Inuit History & Governance	<ul> <li>Collaborate with the Department of Education, and NAC to develop and implement QTC curriculum for youth and adults</li> <li>Develop core informational materials to support governance education for Inuit</li> <li>Advocate with the Department of Education to establish Inuit History Month</li> </ul>	<ul> <li>2021 – signed MOU with Dept., of EDU</li> <li>2022 – discussions began w/ NAC for MOU</li> <li>Developed and distributed early childhood Inuktitut learning material to preschools and day cares, as well as Kindergarteners (partnership w/ Inhabit Media/Education)</li> <li>Developed 16 Children's Inuktitut books (partnership w/ Inhabit Media/Education)</li> <li>Developed and promoted Inuit History Month w/ GN</li> </ul>
Qimmiit Revitalization	<ul> <li>Continue to sponsor the Nunavut Quest and respond to emerging needs of participants</li> <li>Support Inuit dog teamers through the Qikiqtani Qimuksiqtiit Program pilot project</li> <li>Host Qimuksuqtiit Regional Gatherings to determine how best to support the growth and sustained success of dog teamers in the Qikiqtani Region</li> </ul>	Qikiqtani Qimuksiqtiit Program pilot project -
Travel and Healing	<ul> <li>Coordinate site visits to closed communities with integrated counselling and therapeutic supports</li> <li>Build partnerships to support Qikiqtani Inuit affected by forced relocations to spend time on their ancestral land and reconnect with family members</li> <li>Host regional healing gatherings for individuals affected by the closure of communities or forced relocations</li> </ul>	