



加拿大真相與和解委員會94項行動呼籲

**Truth and Reconciliation Commission of
Canada: 94 Calls to Action**

中文版由加拿大文化更新研究中心翻譯

Translated to Chinese by CRRS

加拿大真相與和解委員會 94 行動呼籲 (中英對照)

Truth and Reconciliation Commission of Canada: 94 Calls to Action (Chinese Translation)

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聲明 Disclaimer

此中文版由**加拿大文化更新研究中心**翻譯，是本機構對原住民真相與和解表示關注和作出貢獻，讓加拿大華人和移民社區用母語去理解**加拿大真相與和解委員會報告的 94 行動呼籲**。如有任何歧義，請以英文原版 Truth and Reconciliation Commission of Canada: Calls to Action 為準。在全國真相與和解中心網頁 nctr.ca 查看。

This Chinese translated version is developed by the **Culture Regeneration Research Society** as an act of reconciliation, providing a way for Chinese Canadians and immigrant community to understand the **Truth and Reconciliation 94 Calls to Action** in their own language. Please refer to the official English or French version on the website of the **National Centre for Truth and Reconciliation** at nctr.ca for accuracy.

行動呼籲 CALLS TO ACTION

為糾正寄宿學校的歷史問題，以及促進加拿大與原住民的和解進程，真相及和解委員會發出下列行動呼籲：

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

歷史遺留問題 LEGACY

兒童福利 Child welfare

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| <p>1. 我們呼籲聯邦、省、地區及原住民政府透過以下各方面，致力減少在寄養系統的原住民兒童人數：</p> <ul style="list-style-type: none">i. 監督和評估關於疏忽的調查。ii. 為原住民社區及兒童福利組織提供充足的資源，以確保原住民家庭在安全的情況下共同生活，並且確保兒童不論居住在何地，仍能生活在文化互相包容的環境中。iii. 確保社工及其他從事兒童福利調查工作的人士，就有關寄宿學校歷史及其影響，已接受適當的教育和培訓。iv. 確保社工及其他從事兒童福利調查工作的人士，就提供原住民社區及家庭康復治療方面，有更適合的解決方案，已接受適當的教育及培訓。v. 要求所有兒童福利決策制定者，必須考慮寄宿學校的情況對兒童及其監護人帶來的衝擊。 | <p>1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:</p> <ul style="list-style-type: none">i. Monitoring and assessing neglect investigations.ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers. |
| <p>2. 我們呼籲聯邦政府與省級及地區政府合作，準備及出版有關受監護的原住民兒童數目（包含第一民族，因紐特，梅蒂斯）的年度報告，與非原住民兒童的數目作對比，同時就被接管原因、兒童福利機構用於預防及照顧服務的總開支，以及各種介入措施的有效性上作比較。</p> | <p>2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.</p> |

<p>3. 我們呼籲各級政府確切執行佐敦原則 (Jordan's Principle)。</p>	<p>3. We call upon all levels of government to fully implement Jordan's Principle.</p>
<p>4. 我們呼籲聯邦政府制定原住民兒童福利法案，訂立原住民兒童被拘捕和監護案的全國標準，並包括以下原則：</p> <p>i. 確認原住民政府有權建立及維持自有的兒童福利機構。</p> <p>ii. 要求所有兒童福利機構及法院在做出裁決前，必須考慮原住民寄宿學校歷史遺留的問題。</p> <p>iii. 在安排暫時或永久監護原住民兒童時，必須優先考慮原住民的文化適合性。</p>	<p>4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:</p> <p>i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.</p> <p>ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.</p> <p>iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.</p>
<p>5. 我們呼籲聯邦、省、地區及原住民政府，為原住民家庭制定適合他們文化的育兒項目。</p>	<p>5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.</p>

教育 Education

<p>6. 我們呼籲加拿大政府廢除加拿大刑事法第 43 條。</p>	<p>6. We call upon the Government of Canada to repeal Section 43 of the <i>Criminal Code of Canada</i>.</p>
<p>7. 我們呼籲聯邦政府與原住民團體共同制定策略，消除原住民與非原住民之間的教育和就業差距。</p>	<p>7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.</p>
<p>8. 我們呼籲聯邦政府消除原住民第一民族的兒童在保留區內外教育撥款上的差別。</p>	<p>8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those</p>
<p>9. 我們呼籲聯邦政府準備和出版年度報告，內容包括與保留區內外原住民第一民族的兒童教育撥款的比較，以及加拿大原住民與非原住民教育程度和收入情況的比較。</p>	<p>9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.</p>

<p>10. 我們呼籲聯邦政府在徵得原住民同意，並能充分參與的情況下，草擬新的原住民教育法。新教育法應該確保撥款充足，並且包括以下原則：</p> <ul style="list-style-type: none"> i. 提供足夠撥款，落實在一代之內消除教育成果裏已被確實的程度差距。 ii. 提高教育水平和成功率。 iii. 發展適宜原住民文化的課程。 iv. 保護原住民語言的權利，包括將教授原住民語言定為學分制課程。 v. 提供家長及社區參與、管理和監察教育系統的機會，如同在公立學校裏的系統。 vi. 使父母能夠全面參與子女的教育。 vii. 尊重和遵守與原住民條約的關係。 	<p>10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:</p> <ul style="list-style-type: none"> i. Providing sufficient funding to close identified educational achievement gaps within one generation. ii. Improving education attainment levels and success rates. iii. Developing culturally appropriate curricula. iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses. v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems. vi. Enabling parents to fully participate in the education of their children. vii. Respecting and honouring Treaty relationships.
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<p>11. 我們呼籲聯邦政府提供充足的撥款，盡快處理原住民學生尋求專上教育機會的積壓個案。</p>	<p>11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.</p>
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<p>12. 我們呼籲聯邦、省、地區及原住民政府，為原住民家庭提供適合他們文化的學前教育項目。</p>	<p>12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>
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語言和文化 Language and culture

<p>13. 我們呼籲聯邦政府承認原住民權利，包括原住民語言權利。</p>	<p>13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.</p>
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<p>14. 我們呼籲聯邦政府頒布原住民語言法案，包含以下原則：</p> <ul style="list-style-type: none"> i. 原住民語言是加拿大文化和社會的一個基本和寶貴的元素，迫切需要受到保存。 	<p>14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:</p> <ul style="list-style-type: none"> i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
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<p>ii. 保障原住民條約中有關原住民語言的權益。</p> <p>iii. 聯邦政府有責任提供充足的撥款，復興和保存原住民語言。</p> <p>iv. 原住民及其社區能最佳領導和處理有關保護、復興和強化原住民語言和文化的事宜。</p> <p>v. 有關原住民語言的撥款政策，必須反映原住民語言的多元性。</p>	<p>ii. Aboriginal language rights are reinforced by the Treaties.</p> <p>iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.</p> <p>iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.</p> <p>v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.</p>
<p>15. 我們呼籲聯邦政府透過諮詢原住民團體，委任一位原住民語言專員。該專員須協助推廣原住民語言，並彙報聯邦撥款用於有關原住民語言政策上的恰當性。</p>	<p>15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.</p>
<p>16. 我們呼籲專上學院設立原住民語言的大學本科及專科以上學位和文憑課程。</p>	<p>16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.</p>
<p>17. 為幫助原住民寄宿學校倖存者及其家庭恢復被寄宿學校制度取締的原有姓名，我們呼籲各級政府豁免為期 5 年更改姓名的行政費用。當中包括修訂身份證明文件，如出生證明書、護照、駕駛執照、醫療卡、原住民卡和社會保險號碼。</p>	<p>17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.</p>

健康 Health

<p>18. 我們呼籲聯邦、省、地區及原住民政府承認現時加拿大的原住民健康情況，是基於前加拿大政府的政策，包括寄宿學校，所造成的直接後果；並且承認和實施原住民在國際法、憲法以及原住民條約下所享有的醫療保健權利。</p>	<p>18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.</p>
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<p>19. 我們呼籲聯邦政府在諮詢原住民後，訂立可量度的目標，以確定和消除原住民社區與非原住民社區健康情況的差距；並出版年度進程報告和評估長期趨勢。上述行動的指標應該集中在下列各方面：嬰兒死亡率，孕婦健康，自殺率，精神健康，癮癮，壽命，出生率，幼兒健康問題，長期病患，疾病和意外受傷個案，以及提供適當醫療服務。</p>	<p>19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.</p>
<p>20. 為解決住在保留區以外原住民的司法爭議，我們呼籲聯邦政府承認、尊重和處理梅蒂斯、因紐特和居住在保留區外的原住民的個別健康需求。</p>	<p>20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.</p>
<p>21. 我們呼籲聯邦政府為現有和新的原住民治療中心提供持續撥款，以處理寄宿學校所造成在身體、心理、情感和精神上的傷害，並且確保撥款優先給予努勒維特地區 (Nunavut) 和西北地區 (Northwest Territories) 的治療中心。</p>	<p>21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.</p>
<p>22. 我們呼籲在加拿大醫療保健系統中具影響力的人士，確認原住民治療方法的價值和實行。就原住民病人的要求使用原住民治療方法時，與原住民治療師及長老合作實行。</p>	<p>22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.</p>
<p>23. 我們呼籲各級政府：</p> <ul style="list-style-type: none"> i. 在醫療保健領域增加原住民專業人士的就業數量。 ii. 在原住民社區內，保持原住民醫療保健診所的數量。 iii. 為所有醫療保健的專業人士，提供文化認知能力的培訓。 	<p>23. We call upon all levels of government to:</p> <ul style="list-style-type: none"> i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all health-care professionals.

<p>24. 我們呼籲加拿大的醫學院和護理學院，要求所有學生修讀有關原住民健康問題的課程，包括原住民寄宿學校的歷史和遺留問題，聯合國原住民權利宣言，原住民條約權和原住民權，以及原住民教育和醫療方法。並必須接受跨文化認知、衝突解決、人權、反種族主義這些方面的技能培訓。</p>	<p>24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, <i>the United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>
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司法公正 Justice

<p>25. 我們呼籲聯邦政府制定一項書面政策重申確定在民事訴訟中，當政府由於自身利益成為潛在的或實際上的一方時，皇家騎警必須有刑事調查的獨立性。</p>	<p>25. We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.</p>
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<p>26. 我們呼籲聯邦、省和地區政府審查和修訂訴訟時效的法規，以確保政府就原住民提出的歷史虐待訴訟時，不會受訴訟時效限制。</p>	<p>26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.</p>
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<p>27. 我們呼籲加拿大法律協會聯盟確保律師得到適當的跨文化認知能力培訓，包括原住民寄宿學校的歷史和遺留問題，聯合國原住民權利宣言，原住民條約權和原住民權利，原住民法律，原住民與主權關係等，並必須接受跨文化認知、衝突解決、人權、反種族主義這些方面的技能培訓。</p>	<p>27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, <i>the United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>
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<p>28. 我們呼籲加拿大法學院，要求所有法律學生修讀有關原住民法律問題的課程，包括原住民寄宿學校的歷史和遺留問題，聯合國原住民權利宣言，原住民條約權和原住民權利，以及原住民教育和醫療方法，並必須接受跨文化認知、衝突解決、人權、反種族主義這些方面的技能培訓。</p>	<p>28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, <i>the United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>
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<p>29. 我們呼籲各政黨，特別就聯邦政府與在原住民寄宿學校和解協議外的起訴方，共同有效地利用根據雙方同意的事實下，協商解決法律上的爭議。</p>	<p>29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.</p>
<p>30. 我們呼籲聯邦、省和地區政府承諾在未來十年內，解決原住民被關押人數比例過高的問題，並且發表詳細的年度報告，作為監察和評估該事項的進程。</p>	<p>30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.</p>
<p>31. 我們呼籲聯邦、省和地區政府提供充足和持續的撥款，以便實施和評估對原住民罪犯採用社區制裁，建立更適合的代替監禁方法，並應對有關潛在的犯罪因素。</p>	<p>31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.</p>
<p>32. 我們呼籲聯邦政府修改刑事法，容許審訊法官基於提供的理由，避免使用強制最短期刑同時也限制法官使用有條件判刑。</p>	<p>32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.</p>
<p>33. 我們呼籲聯邦、省和地區政府確認應要處理和預防胎兒酒精症候群的逼切性，並且以適合他們文化的形式，與原住民一起合作籌劃預防胎兒酒精症候群的項目。</p>	<p>33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.</p>
<p>34. 我們呼籲聯邦、省和地區政府在刑事司法系統中進行改革，有效地應對患有胎兒酒精症候群的違法者的需要，包括：</p> <p>i. 為法庭提供更多的社區資源和權力，確保正確地診斷胎兒酒精症候群，並且確保能為胎兒酒精症候群患者提供社區支援。</p>	<p>34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:</p> <p>i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.</p>

<p>ii. 為受到胎兒酒精症候群影響的罪犯制定法定豁免，免除入獄的強制最短刑期。</p> <p>iii. 提供社區、懲教和假釋資源，優化胎兒酒精症候群患者在社區中生活的能力。</p> <p>iv. 採用適當的評估機制衡量上述措施的效率，並確保社區安全。</p>	<p>ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.</p> <p>iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.</p> <p>iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.</p>
<p>35. 我們呼籲聯邦政府消除就聯邦懲教系統中，增加額外的原住民治療中心事情上的障礙。</p>	<p>35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.</p>
<p>36. 我們呼籲聯邦、省和地區政府與原住民社區一起合作，為濫用藥物、家庭暴力和克服曾經被性虐待影響的囚犯提供與原住民文化相關的服務。</p>	<p>36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.</p>
<p>37. 我們呼籲聯邦政府在中途宿舍和假釋服務上，為原住民項目提供更多的支持。</p>	<p>37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.</p>
<p>38. 我們呼籲聯邦、省、地區和原住民政府在未來十年內致力解決被關押原住民青少年人數比例過高的問題。</p>	<p>38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.</p>
<p>39. 我們呼籲聯邦政府制定全國性計劃，以收集和公佈原住民罪案受害者的數據，數據包括謀殺和家庭暴力。</p>	<p>39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.</p>
<p>40. 我們呼籲各級政府與原住民共同創立足夠撥款，並且能提供幫助原住民受害者可及的項目和服務，而這些項目和服務必須有適當的評估機制。</p>	<p>40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.</p>

<p>41. 我們呼籲聯邦政府經諮詢原住民組織，籌組公開調查，探討原住民女性和女童受害者比例過高的成因和補救措施。詢問權限包括：</p> <ul style="list-style-type: none"> i. 調查失蹤和被謀殺的原住民女性和女童。 ii. 探討與寄宿學校跨代遺留問題的連貫性。 	<p>41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:</p> <ul style="list-style-type: none"> i. Investigation into missing and murdered Aboriginal women and girls. ii. Links to the intergenerational legacy of residential schools.
<p>42. 我們呼籲聯邦、省和地區政府承諾，按照原住民條約權利和原住民權利，1982 年憲法，和 2012 年 11 月加拿大認可的聯合國原住民權利宣言，確認並執行原住民司法系統。</p>	<p>42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the <i>Constitution Act, 1982</i>, and the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, endorsed by Canada in November 2012.</p>

和解 RECONCILIATION

加拿大政府和聯合國原住民權利宣言 Canadian Governments and the United Nations Declaration on the Rights of Indigenous People

<p>43. 我們呼籲聯邦、省、地區和市級政府全面採納和執行聯合國原住民權利宣言，作為和解的框架。</p>	<p>43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> as the framework for reconciliation.</p>
<p>44. 我們呼籲加拿大政府制定全國行動計劃、策略和其他具體措施，以實現聯合國原住民權利宣言的目標。</p>	<p>44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>.</p>

皇家公告與和解盟約 Royal Proclamation and Covenant of Reconciliation

<p>45. 我們呼籲加拿大政府代表全體加拿大人，與原住民共同制定皇家和解宣言，由加拿大官方(Crown)發佈。公告建基於 1763 年英國皇家宣言和 1764 年尼亞加拉條約基礎上，並重申原住民與主權之間的關係是民族與民族</p>	<p>45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation</p>
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<p>之間的關係。宣言需要包括和不限於以下承諾：</p> <ul style="list-style-type: none"> i. 否定歐洲國家對原住民土地和人民擁有主權的概念合理化，例如發現理論和無主之地理論。 ii. 承認和實施聯合國原住民權利宣言，作為和解的框架。 iii. 更新和建立原住民條約關係，基於互相認同、互相尊重的原則，以及共同承擔責任以延續該關係的原則。 iv. 調和原住民與加拿大官方(Crown)的憲法和法律秩序，確保原住民在聯邦中有充分參與，包括承認和整合原住民法律和法律傳統，在談判和履行進程上配合原住民條約、原住民產權，和主張其他建設性的協定。 	<p>relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:</p> <ul style="list-style-type: none"> i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and <i>terra nullius</i>. ii. Adopt and implement the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> as the framework for reconciliation. iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future. iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.
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<p>46. 我們呼籲原住民寄宿學校安置項目協議各締約方，制定和簽署和解盟約。這盟約會確認合作的原則落實在加拿大社會以進一步達致和解，包括和不限於：</p> <ul style="list-style-type: none"> i. 重申各締約方對和解的承諾。 ii. 否定歐洲國家對原住民土地和人民擁有主權的概念合理化，例如發現理論和無主之地理論；改革沿用這些概念的法律、管治架構和政策。 iii. 充分採納和執行聯合國原住民權利宣言，作為和解的框架。 iv. 基於互相認同、互相尊重的原則，以及共同承擔責任以延續該關係的原則，更新和建立原住民條約現在和往後的關係。 v. 容讓之前被排除在原住民寄宿學校安置項目協議以外的人有機會簽署和解盟約。 vi. 容許新的締約方能簽署和解盟約。 	<p>46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:</p> <ul style="list-style-type: none"> i. Reaffirmation of the parties' commitment to reconciliation. ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and <i>terra nullius</i>, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts. iii. Full adoption and implementation of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> as the framework for reconciliation. iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future. v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation. vi. Enabling additional parties to sign onto the Covenant
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	of Reconciliation.
<p>47. 我們呼籲聯邦、省、地區和市級政府，否定歐洲國家對原住民土地和人民擁有主權的概念合理化，例如發現理論和無主之地理論；改革沿用這些概念的法律、管治措施和訴訟策略。</p>	<p>47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and <i>terra nullius</i>, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.</p>

和解協議締約方和聯合國原住民權利宣言 Settlement Agreement Parties and the *United Nations Declaration on the Rights of Indigenous People*

<p>48. 我們呼籲和解協議的教會團體，以及其他宗教群體、以及在加拿大未參與其中的不同信仰的社會公義團體，正式採納和執行聯合國原住民權利宣言的原則、規範和標準，並以此作為和解框架。這包括和不限於以下承諾：</p> <ul style="list-style-type: none"> i. 確保他們的架構、政策、規劃和實踐方法能遵守聯合國原住民權利宣言。 ii. 尊重原住民宗教事務上的自主權利，包括實踐、發展和教育他們自有的精神和宗教傳統、風俗和儀式，如聯合國原住民權利宣言的第 12.1 項所述。 iii. 參與持續的公開對話和以行動支持聯合國原住民權利宣言。 iv. 所有宗教派別和信仰團體，於 2016 年 3 月 31 日前發表聲明，他們會如何實踐聯合國原住民權利宣言。 	<p>48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> as a framework for reconciliation. This would include, but not be limited to, the following commitments:</p> <ul style="list-style-type: none"> i. Ensuring that their institutions, policies, programs, and practices comply with the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>. ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>. iii. Engaging in ongoing public dialogue and actions to support the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>. iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>.
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<p>49. 我們呼籲仍未採取行動的所有宗教派別和信仰團體，否定歐洲國家對原住民土地和人民擁有主權的概念合理化，例如發現理論和無主之地理論。</p>	<p>49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and <i>terra nullius</i>.</p>
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在司法系統中公平對待原住民 **Equity for Aboriginal People in the Legal System**

<p>50. 根據聯合國原住民權利宣言，我們呼籲聯邦政府，與原住民團體合作，撥款建立原住民法律制度，以便制定、使用和瞭解原住民法律，參照加拿大原住民獨特的文化尋求司法公正。</p>	<p>50. In keeping with the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.</p>
<p>51. 我們呼籲加拿大政府，作為信託人履行其責任，就原住民民族權和條約權的範圍和程度，以透明的機制，公開所制定和執行或有意向執行的法律觀點。</p>	<p>51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.</p>
<p>52. 我們呼籲加拿大政府、省和地區政府，以及各法院採用以下的法律原則：</p> <ul style="list-style-type: none"> i. 若原住民原告在特定的時間和特定的區域申訴，政府或法院應受理原住民產權的索賠。 ii. 當原住民產權被確定後，主張對這權力應有限制的一方有責任去證實這觀點。 	<p>52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:</p> <ul style="list-style-type: none"> i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time. ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

全國和解委員會 **National Council for Reconciliation**

<p>53. 我們呼籲加拿大國會，諮詢並與原住民合作，制定法律以建立全國和解委員會。該法制下，和解委員會是獨立的，全國性的監督團體，其委員由加拿大政府和全國性原住民組織共同任命，由原住民和非原住民組成。委員會的權限包括和不限於以下各項：</p> <ul style="list-style-type: none"> i. 監督、評估、每年向加拿大國會和國民報告加拿大政府在道歉後的和解進程，確保今後政府繼續負責維持與原住民的和解關係。 ii. 監督、評估、每年向加拿大國會和國民報告普及至加拿大社區各級各部門的和解進程，包括執行加拿大真 	<p>53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:</p> <ul style="list-style-type: none"> i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the
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<p>相與和解委員會的行動呼籲。</p> <p>iii. 開展並執行多年度全國和解行動計劃，包括研究和政策制定，公眾教育項目和資源。</p> <p>iv. 促進公眾對話、公眾/人夥伴合作關係、以及公眾的和解行動。</p>	<p>Crown is maintained in the coming years.</p> <p>ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.</p> <p>iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.</p> <p>iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.</p>
<p>54. 我們呼籲加拿大政府持續多年度撥款給全國和解委員會，保證該委員會在財政、人力和技術資源上開展工作所需要，設立全國和解信托基金，以推動和解進程。</p>	<p>54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.</p>
<p>55. 我們呼籲各級政府向全國和解委員會提供年度報告或所有的最新數據，以便報告和解的進程。報告或數據包括和不限於以下各項：</p> <p>i. 與非原住民兒童比較，原住民兒童（包括梅蒂斯人和因紐特人）接受監護照顧的人數，被接管的原因，以及兒童福利機構用於預防和照顧服務的總開支。</p> <p>ii. 比較保留區內外的第一民族兒童教育撥款。</p> <p>iii. 與非原住民比較，加拿大原住民的教育程度和收入情況。</p> <p>iv. 提供為消除原住民和非原住民社區之間差異的進展，提供健康指標數據，如：嬰兒死亡率，孕婦健康，自殺率，精神健康，癮癮，壽命，出生率，嬰幼兒健康問題，長期病患，疾病和意外受傷，以及保證提供足夠的醫療服務。</p> <p>v. 在未來十年之間，為原住民青少年被監護接管的人數比例過高問題提供進程報告。</p>	<p>55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:</p> <p>i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.</p> <p>ii. Comparative funding for the education of First Nations children on and off reserves.</p> <p>iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.</p> <p>iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.</p> <p>v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next</p>

<p>vi. 有關降低原住民受害者比率的進程報告，數據包括謀殺、家庭暴力和其他罪行。</p> <p>vii. 有關在司法和懲教系統中原住民比例降低的進程報告。</p>	<p>decade.</p> <p>vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.</p> <p>vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.</p>
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<p>56. 我們呼籲加拿大總理，正式回應全國和解委員會的報告，發佈原住民現狀年度報告，提供促進政府和解計劃的提綱。</p>	<p>56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual “State of Aboriginal Peoples” report, which would outline the government’s plans for advancing the cause of reconciliation.</p>
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公務員的專業發展和培訓 Professional Development and Training for Public Servants

<p>57. 我們呼籲聯邦、省、地區和市級政府，為公務員提供原住民歷史的培訓課程，包括寄宿學校的歷史和遺留問題，聯合國原住民權利宣言，原住民族權和條約權，原住民法律，以及原住民與主權關係。並要求接受有關跨文化認知、衝突解決、人權、反種族主義這些方面的技能培訓。</p>	<p>57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills- based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>
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教會道歉與和解 Church Apologies and Reconciliation

<p>58. 我們呼籲教皇，因羅馬天主教會在原住民第一民族、因紐特、梅蒂斯天主教寄宿學校的精神、文化、情感、身體和性虐待中扮演的角色，向倖存者、倖存者家庭和社區道歉。我們呼籲此報告應參照 2010 年教皇向愛爾蘭被虐待受害者的道歉，一年內由在加拿大的主教發表道歉聲明。</p>	<p>58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church’s role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.</p>
<p>59. 我們呼籲和解協議的各教會締約方，制定持續教育計劃，使各會眾能認識其教會在殖民主義、寄宿學校歷史和遺留問題中的角色，以及向前寄宿學校學生、學生家庭和社區道歉的原因。</p>	<p>59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church’s role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and</p>

	communities were necessary.
<p>60. 我們呼籲和解協議的各教會締約方的領袖，以及所有其他有信仰的群體，與原住民的宗教領袖、倖存者、宗教學校、神學院以及其他宗教培訓中心合作，為神職學員、在原住民社區工作的神職人員和職員，制定和教授課程。這些課程包括：必須尊重原住民在宗教上的權益，寄宿學校的歷史和遺留問題，教會各締約方在寄宿學校系統中的角色，原住民家庭和社區中信仰衝突的歷史和遺留問題，教會緩解這些衝突和防止精神暴力的責任。</p>	<p>60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.</p>
<p>61. 我們呼籲和解協議的各教會締約方，與倖存者以及原住民團體的代表合作，為原住民設立永久性的資金，以提供這些項目：</p> <ul style="list-style-type: none"> i. 由社區主管的醫治及和解項目。 ii. 由社區主管的文化和語言復興項目。 iii. 由社區主管的教育和關係建立項目。 iv. 原住民精神領袖和青年的區域對話，討論原住民的宗教、自主權、以及和解。 	<p>61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:</p> <ul style="list-style-type: none"> i. Community-controlled healing and reconciliation projects. ii. Community-controlled culture- and language-revitalization projects. iii. Community-controlled education and relationship-building projects. iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

有關和解的教育 Education for reconciliation

<p>62. 我們呼籲聯邦、省、和地區政府，諮詢並與倖存者、原住民、以及教育工作者合作：</p> <ul style="list-style-type: none"> i. 就寄宿學校、原住民條約、原住民對加拿大在歷史上和當代的貢獻，按各年齡層，編寫幼稚園到十二年級學生的教育課程。 ii. 為專上教育機構提供必要的撥款，訓練教師在課程裏包含教導認識原住民的知識。 iii. 為原住民學校提供必要的資金，在課堂上善用原住民的 	<p>62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <ul style="list-style-type: none"> i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
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<p>知識和教導方法。</p> <p>iv. 在政府高層副部長級或以上的職級，設立原住民教育部門的職位。</p>	<p>iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.</p> <p>iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</p>
<p>63. 我們呼籲加拿大教育部長委員會，對原住民教育事務保持每年度的承諾，包括：</p> <p>i. 就加拿大歷史中的原住民、寄宿學校的歷史和影响，編寫幼稚園到十二年級教材和學習資料。</p> <p>ii. 分享有關寄宿學校和原住民歷史教材的資訊和最佳實踐方法。</p> <p>iii. 培養學生在跨文化理解、同理心和互相尊重的能力。</p> <p>iv. 就以上各方面，確定教師培訓的需要。</p>	<p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <p>i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.</p> <p>ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</p> <p>iii. Building student capacity for intercultural understanding, empathy, and mutual respect.</p> <p>iv. Identifying teacher-training needs relating to the above.</p>
<p>64. 我們呼籲各級政府為不同宗派的學校提供公共資金，要求學校提供宗教比較研究，這些研究的一部分必須包括與原住民長老合作探討，提供關於原住民宗教信仰和傳統的教材。</p>	<p>64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.</p>
<p>65. 我們呼籲聯邦政府，通過社會科學和人文科學研究理事會，與原住民、專上教育機構和教育工作者，全國真相與和解中心及其夥伴機構合作，設立有多年撥款的國家研究項目，以推進對和解的認識。</p>	<p>65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.</p>

青年項目 Youth Programs

<p>66. 我們呼籲聯邦政府為有社區性的青年機構事工提供多年撥款，以開展有關和解的活動；並設立全國性網絡分享信息和最佳實踐方法。</p>	<p>66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information</p>
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and best practices.

博物館和檔案館 Museums and Archives

67. 我們呼籲聯邦政府為**加拿大博物館協會**提供撥款，與原住民合作，對博物館政策和最佳實踐方法進行全國的審核，根據**聯合國原住民權利宣言**提出不同層面的建議和遵守程度。

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.

68. 我們呼籲聯邦政府，與原住民和**加拿大博物館協會**合作，提供全國性撥款，指定以和解為主題的紀念項目，以作 2017 年紀念加拿大建國 150 週年的標誌

68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.

69. 我們呼籲加拿大國家圖書館暨檔案館：

- i. 全面採納和執行**聯合國原住民權利宣言**和**聯合國儒瓦內-奧潤特里切原則** (Joint-Orentlicher Principles) ，原住民擁有不可剝奪的知情權，確認有關寄宿學校侵犯他們人權的原因及真相。
- ii. 保證公眾能夠查閱有關寄宿學校的文獻館藏。
- iii. 在寄宿學校的公眾教育材料和活動項目上，投入更多的資源。

69. We call upon Library and Archives Canada to:

- i. Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orentlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- ii. Ensure that its record holdings related to residential schools are accessible to the public.
- iii. Commit more resources to its public education materials and programming on residential schools.

70. 我們呼籲聯邦政府向加拿大檔案工作者協會撥款，與原住民一起合作對檔案館的政策和最佳實踐方法進行全國性審核，達到以下目的：

- i. 確定遵守**聯合國原住民權利宣言**和**聯合國儒瓦內-奧潤特里切原則**的不同層面，原住民擁有不可剝奪的知情權，確認有關寄宿學校侵犯他們人權的原因及真相。
- ii. 撰寫一份全面執行國際機制的報告建議，作為加拿大檔案館的和解框架。

70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- i. Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orentlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.

- ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

失蹤兒童和埋葬資料 Missing Children and Burial Information

<p>71. 我們呼籲所有首席死因調查官和省級人口統計局，如果未曾向加拿大真相與和解委員會提供寄宿學校原住民兒童死亡的記錄，應向全國真相與和解中心提供這些記錄。</p>	<p>71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.</p>
<p>72. 我們呼籲聯邦政府向全國真相與和解中心調配充足的資源，讓中心能夠發展和維護加拿大真相與和解委員會建立的全國寄宿學校學生死亡登記。</p>	<p>72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.</p>
<p>73. 我們呼籲聯邦政府，與教會、原住民社區、和前寄宿學校學生合作，建立和維護寄宿學校墓地的網上註冊，在可能的情況下設法提供寄宿學校死亡兒童的墓地地圖。</p>	<p>73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.</p>
<p>74. 我們呼籲聯邦政府，與教會和原住民社區領袖合作，通知寄宿學校有死亡兒童的家庭關於埋葬地點的資料，回應其家人適當紀念儀式和標誌的要求，或移葬到家鄉社區的期望。</p>	<p>74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.</p>
<p>75. 我們呼籲聯邦政府，與省、地區、市級政府、教會、原住民社區、前寄宿學校學生和現時土地擁有者合作，制定和執行策略及規程，為了持續辨認、記錄、維護、紀念和保護寄宿學校墓地或其他的埋葬地點，這包括提供適當的紀念儀式和紀念標誌，以向死亡兒童致意。</p>	<p>75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and</p>

	<p>commemorative markers to honour the deceased children.</p>
<p>76. 我們呼籲參與記錄、維護、紀念和保護寄宿學校墓地的各方，採用符合以下原則的策略：</p> <ul style="list-style-type: none"> i. 應由受影響最大的原住民社區帶領制定這些策略。 ii. 在制定這些策略的過程中，應該向寄宿學校倖存者和其他原住民傳統知識保管人士收集資料。 iii. 在調查墓地前，必須要尊重原住民禮儀，若需要使用任何潛在侵犯性檢查的技術。 	<p>76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:</p> <ul style="list-style-type: none"> i. The Aboriginal community most affected shall lead the development of such strategies. ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies. iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

全國真相與和解中心 National Centre for Truth and Reconciliation

<p>77. 我們呼籲省、地區、市和社區檔案館，與全國真相與和解中心合作，鑒定和收集有關寄宿學校歷史和遺留問題的所有記錄，並將有關記錄提供給全國真相與和解中心。</p>	<p>77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.</p>
<p>78. 我們呼籲加拿大政府承諾在 7 年內向全國真相與和解中心撥款一千萬元；另外再撥款協助社區研究和記錄當地的寄宿學校經歷，以及他們對真相、醫治與和解行動的參與。</p>	<p>78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.</p>

紀念 Commemoration

<p>79. 我們呼籲聯邦政府，與倖存者、原住民團體和藝術界合作，為加拿大的遺產和紀念活動制定和解的框架。包括和不限於：</p> <ul style="list-style-type: none"> i. 修訂歷史遺址和紀念碑法案，以便在加拿大歷史遺址和紀念碑委員會及其秘書處，有原住民、因紐特人和 	<p>79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:</p> <ul style="list-style-type: none"> i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation
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<p>梅蒂斯人的代表。</p> <p>ii. 修改全國歷史紀念計劃中的政策、標準和慣常做法，將原住民的歷史、遺產價值和紀念儀式加入加拿大的國家遺產和歷史。</p> <p>iii. 制定和實施全國遺產計劃和策略，以紀念寄宿學校遺址、寄宿學校歷史和遺留問題、原住民對加拿大歷史的貢獻。</p>	<p>on the Historic Sites and Monuments Board of Canada and its Secretariat.</p> <p>ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.</p> <p>iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.</p>
<p>80. 我們呼籲聯邦政府，與原住民合作，設立全國真相與和解紀念日公眾假期，向倖存者、倖存者家庭和社區致意；確保公開紀念寄宿學校歷史和遺留問題，成為和解進程裏一個重要的部分。</p>	<p>80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.</p>
<p>81. 我們呼籲聯邦政府，與倖存者、倖存者機構及和解協議的其他各締約方合作，在渥太華委托製作和樹立一座向公眾開放和明顯的寄宿學校全國紀念碑，紀念倖存者以及各家庭和社區所失去的孩子。</p>	<p>81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.</p>
<p>82. 我們呼籲省和地區政府，與倖存者、倖存者機構及和解協議的其他各締約方合作，在各省會和地區首府，委托製作和樹立向公眾開放和明顯的寄宿學校紀念碑，紀念倖存者以及各家庭和社區所失去的孩子。</p>	<p>82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.</p>
<p>83. 我們呼籲加拿大藝術委員會，建立首要撥款目標，讓原住民和非原住民藝術家共同制定策略，協作並製作與和解進程有關的藝術品。</p>	<p>83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.</p>

媒體與和解 Media and Reconciliation

84. 我們呼籲聯邦政府，恢復和增加對加拿大廣播公司

CBC 的撥款，讓加拿大的全國公眾廣播支持和解，適切地反映原住民文化、語言、觀點的多樣性，包括和不限於：

- i. 增加原住民節目，包括原住民語言廣播。
- ii. 增加原住民在廣播機構中獲得工作、領導職位和專發展的公平競爭機會。
- iii. 繼續對有關原住民和所有加拿大人提供專門新聞報道和網絡公開信息資源，包括寄宿學校的歷史和遺留問題，以及和解的進程。

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:

- i. Increasing Aboriginal programming, including Aboriginal-language speakers.
- ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
- iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians, including the history and legacy of residential schools and the reconciliation process.

85. 我們呼籲原住民電視頻道 APTN 作為獨立的非牟利廣播電視台，推動和解，在有關為原住民、或由原住民製作的節目中，包括和不限於：

- i. 繼續在節目製作和機構文化中發揮領導作用，以反映原住民文化、語言、觀點的多樣性。
- ii. 繼續開發媒體新措施，報告和教育加拿大公眾，聯繫加拿大原住民和非原住民。

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:

- i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
- ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.

86. 我們呼籲加拿大的新聞學課程和傳媒學校，要求所有學生學習原住民歷史，包括原住民寄宿學校的歷史和遺留問題，聯合國原住民權利宣言，原住民條約權和族權，原住民法和原住民與加拿大官方(Crown)的關係。

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations.

體育與和解 Sports and Reconciliation

87. 我們呼籲各級政府，與原住民、體育名人紀念館和其他有關機構合作，在全國為公眾提供原住民體育運動員的歷史故事。

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

88. 我們呼籲各級政府採取行動，確保原住民體育運動員能有長期的發展和成長，繼續支持 [北美原住民體育會](#)，包括為舉辦體育項目撥款、為省和地區級隊伍的訓練和行程撥款。

88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. 我們呼籲聯邦政府修訂 [身體鍛煉和競技運動法](#) 以支持和解，確保其政策包容和尊重原住民。這些政策將推廣體育活動作為健康和康樂的基本要素，減少體育參與的阻礙，增加在體育中對卓越的追求，提高加拿大體育運動系統包容性的能力。

89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

90. 我們呼籲聯邦政府確保全國體育政策、項目和新措施包含原住民在內，包括和不限於：

- i. 與省和地區政府合作，使用並持續撥款給原住民社區體育項目；這些體育項目反映原住民文化和傳統體育的多樣性。
- ii. 為原住民體育運動員設立優秀體育運動員發展項目。
- iii. 為教練、訓練者、體育活動官員設立與原住民文化有關的項目。
- iv. 設立關於反種族主義意識和培訓的課程。

90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

- i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
- ii. An elite athlete development program for Aboriginal athletes.
- iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
- iv. Anti-racism awareness and training programs.

91. 我們呼籲國際體育會（如奧運會、汎美體育會、英聯邦運動會）的官員和主辦國家，確保尊重原住民的領土禮節，確保本地原住民社區能參加及參與體育會的全面策劃過程。

91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

商業與和解 Business and Reconciliation

92. 我們呼籲加拿大的企業界採用**聯合國原住民權利宣言**作為和解的框架，在有關原住民、原住民土地和資源的企業政策及商業活動中應用**宣言**的原則、規範和標準，包括和不限於：

- i. 在開發經濟項目之前，承諾與原住民進行有效協商，建立相互尊重的關係，在項目實施前先知會原住民和他們的知情同意。
- ii. 確保原住民在企業界獲得工作、培訓和教育的公平機會，確保原住民在經濟發展項目中獲得長期可持續的利益。
- iii. 為管理人員和員工提供有關原住民歷史的培訓，包括原住民寄宿學校的歷史和遺留問題，**聯合國原住民權利宣言**，**原住民條約權和族權**，**原住民法和原住民與加拿大官方(Crown)**的關係等。這些項目必需包括跨文化能力、解決衝突、人權、反種族主義這些方面的技能培訓。

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

加拿大新移民 Newcomers to Canada

93. 我們呼籲聯邦政府，與全國原住民團體合作，修改加拿大新移民資料指南及公民考試內容，以反映加拿大不同原住民的廣泛歷史，包括**原住民條約**和寄宿學校歷史。

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.

94. 我們呼籲加拿大政府用以下宣誓內容代替現有的公民宣誓：我宣誓（或申報）將忠實地效忠加拿大女王伊麗莎白二世陛下、她的後嗣和繼任者，並將切實遵守加拿大的法律，包括**原住民條約**，且履行作為加拿大公民的責任。

94. We call upon the Government of Canada to replace the Oath of Citizenship with the following: I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.

詞彙表翻譯 Glossary & Translation

原住民條約 - Treaties / Aboriginal Treaties

第一民族 - First Nations

梅蒂斯 - Metis

因紐特 – Inuit

和解協議 - Settlement Agreement

真相與和解委員會 - Truth and Reconciliation Commission

聯合國原住民權利宣言 - The United Nations Declaration on the Rights of Indigenous Peoples

加拿大官方 – Crown (The Crown of Canada) Canada is a constitutional monarchy. The Crown in Canada was first established by the kings of France in the sixteenth century. Organized as a royal province of France, both French and British kings and queens have reigned over Canada since 1534.

封面藝術作品描述 Cover Page Artwork Description



The cover page artwork is extracted from the original painting by Nisga'a artist **Kilgenx Niisyok** (Glen Nisyok). He was commissioned by **Culture Regeneration Research Society** to create this piece of symbolic art for **Eagles Rising** initiative.

封面藝術作品摘自 Nisga'a Nation 藝術家 Kilgenx Niisyok (Glen Nisyok) 的原畫。由**文化更新研究中心**的委託，為**展鷹計畫**創作了這幅象徵性的藝術作品。

作品描述

紅色人哭泣/跪: 代表原住民受到虐待，土地被盜，兒童被帶走，失去他們的傳統生活方式。

四色人影(黃黑白棕): 代表不同族裔的人了解原住民的困境，張開雙臂向造物主祈求智慧。

鷹: 代表勇氣、智慧、力量、造物主的使者。

Description of the artwork by Nisga'a artist Kilgenx Niisyok

The red silhouette of a person on the right kneeling represents the Indigenous people. Their children were taken from them, forcefully and were subjected to sexual and physical abuses. They were punished if they spoke their language and the Canadian government banned potlaches and kept them from practicing their culture. Many of the First Nations have lost their traditional ways of governing themselves. This aggressive assimilation and colonization method was used by the government to divest itself of its financial and legal obligations to the First Nations in order to take control over their land and its resources.

The Truth and Reconciliation Commission (TRC) has defined Reconciliation as follows:

“Reconciliation is about establishing and maintaining a mutually respectful relationship between the First Nations and non-First Nations in this country. For that to happen, there must be awareness of the past, an acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behavior.”

The four silhouettes that are yellow, black, white, and brown with arms outstretched, represents the multicultural group or groups that have undertaken to learn about the first nations plight in the past over one hundred years. Their outstretched arms depict them asking for wisdom and the Eagle Rising in the background represents what the First Nations have always believed that the Eagle is a symbol of courage, wisdom, and strength. They have always believed that the Eagles' purpose was as a messenger to the Creator because he flies so high.

