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## OVERVIEW

### *Reconciling Injustices in a Pluralistic Canada*

2014-15-16-17-18-19-20-21-22-23, 2014.

2014-15-16-17-18-19-20-21-22-23, 2014.

2014-15-16-17-18-19-20-21-22-23, 2014.

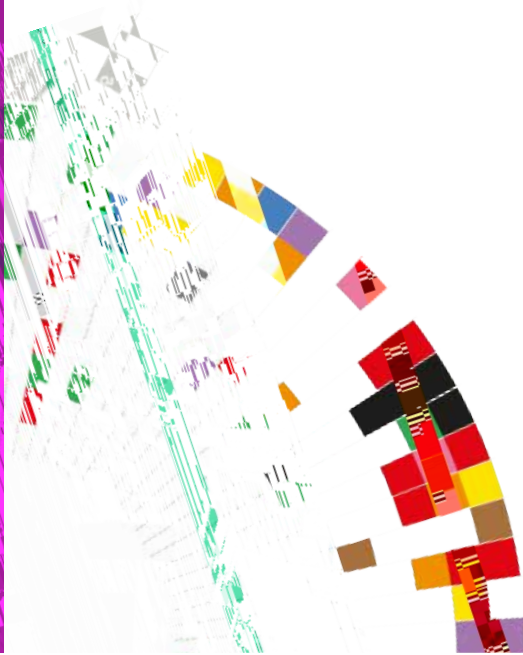
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2014-15-16-17-18-19-20-21-22-23, 2014.



# SUMMARY OF KEY THEMES



## CLARITY OF PURPOSE

### *Reconciling Injustices in a Pluralistic Canada*

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## CLARITY OF PURPOSE

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## ANALYSIS: THREE FORMS OF HEALING

Participants discussed three discrete types of healing throughout the *Reconciling Injustices* event: healing for individuals, healing within communities, and healing between affected communities and Canadian society. Participants suggested a range of possible processes to support each type of healing. Participants did not universally agree upon all processes, with the issues of official apologies and repairing harm receiving moderate amounts of controversy.

## ADDRESSING POWER STRUCTURES

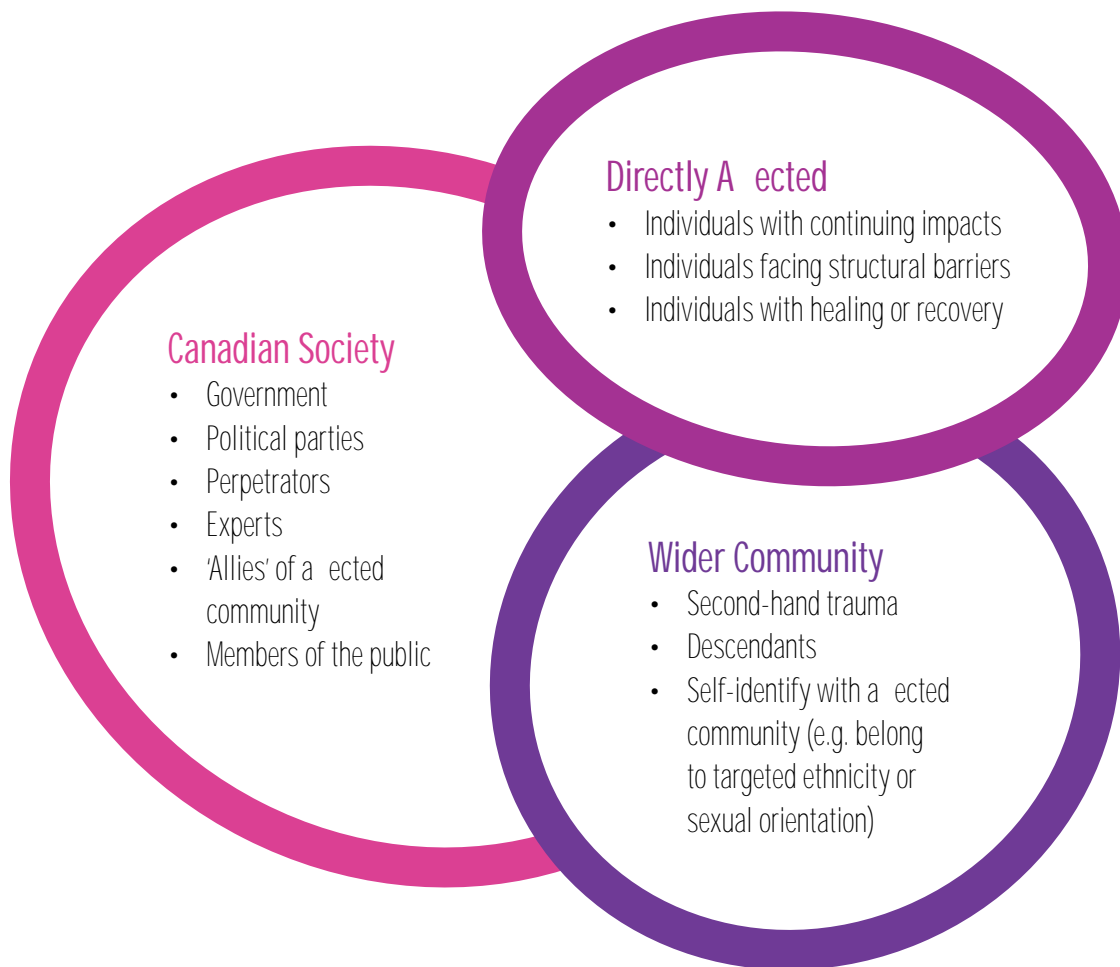
- **Addressing power structures** is a complex task that requires a deep understanding of the underlying dynamics of power and influence within an organization. This involves identifying the key stakeholders, their interests, and the ways in which they exert their influence. It also requires a willingness to challenge the status quo and to engage in difficult conversations.
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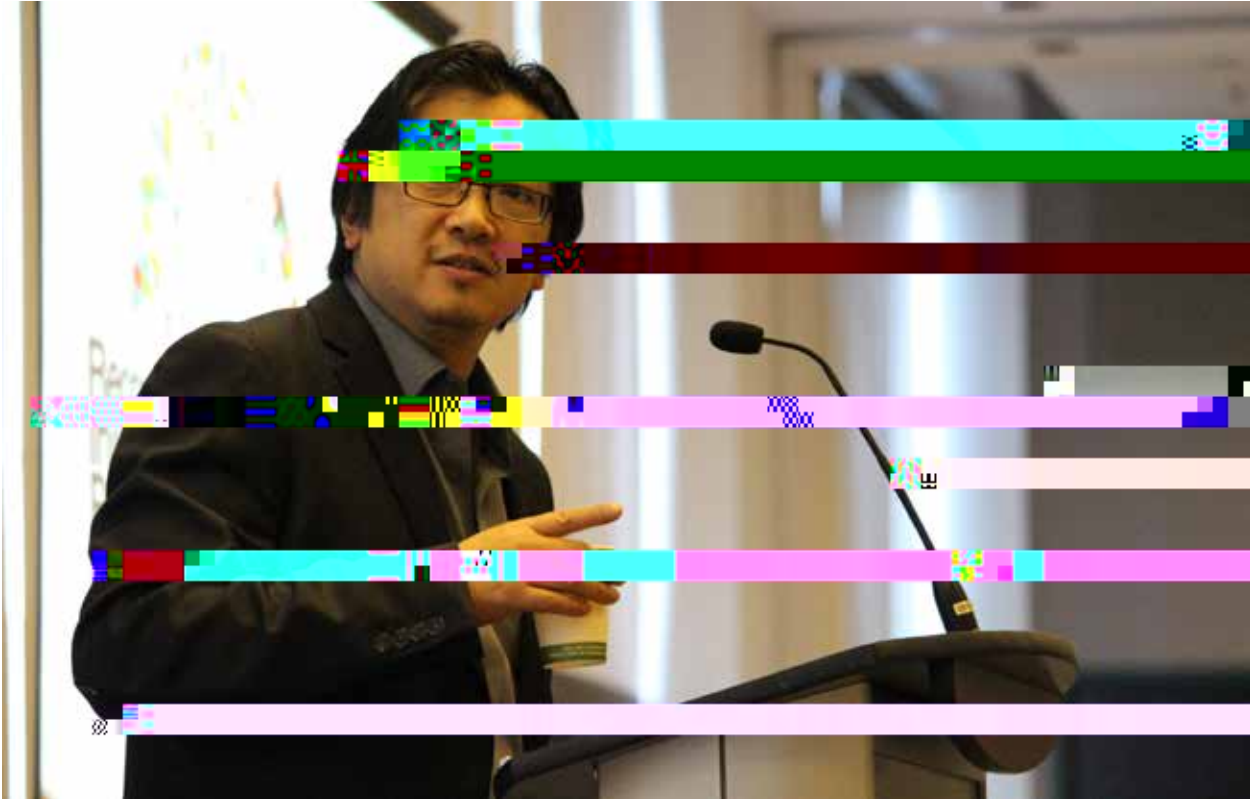


## ANALYSIS: STAKEHOLDER GROUPS IDENTIFIED BY WORKSHOP PARTICIPANTS

Workshop participants considered a range of stakeholders falling within three major categories: community members directly affected by injustice, the wider community that has been indirectly affected, and Canadian society at large. Several participants expressed concerns that the individualized needs of different types of stakeholders were often misunderstood or

ignored during reconciliation efforts. Many discussions focused on the diversity of experience within the affected community, even among individuals directly affected by the same injustice. The desired roles and influence of many of these stakeholders, such as members of the public, remained in dispute throughout the workshop.





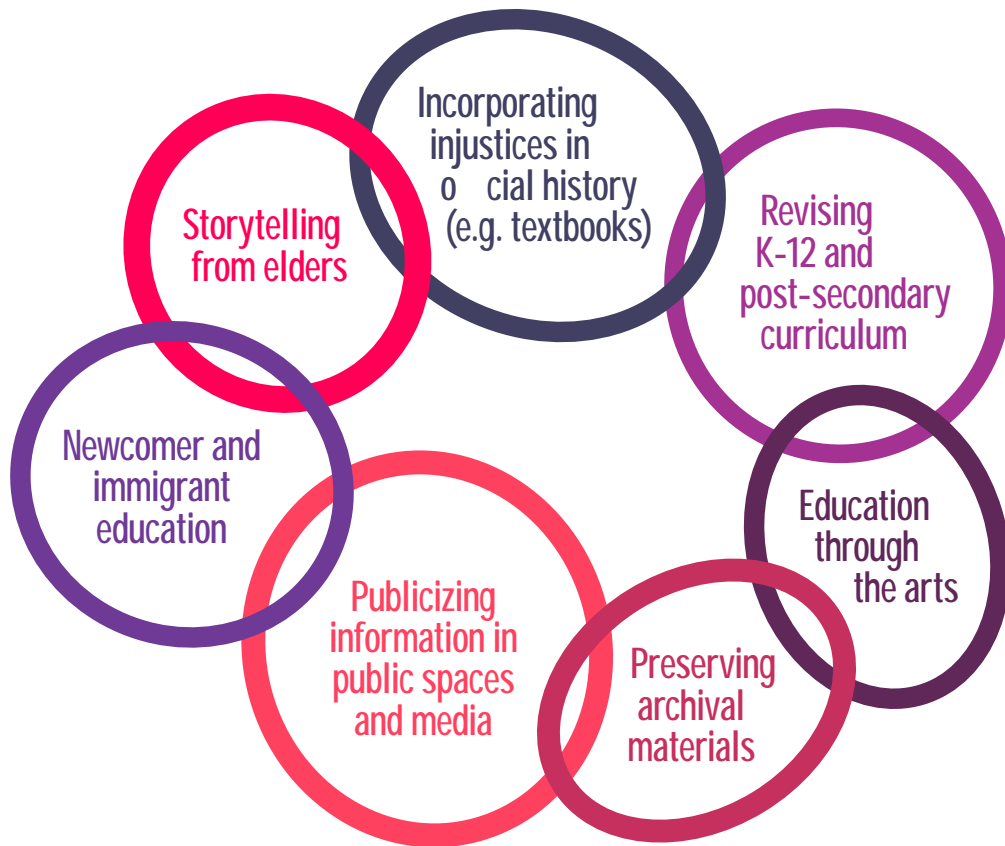
## SHARED VALUES AND INTENTIONS

The shared values and intentions of the participants in the dialogue are a reflection of the shared principles and approaches that guide their work. These values and intentions are rooted in a deep understanding of the challenges facing the industry and a commitment to finding innovative solutions. The shared values and intentions of the participants are a reflection of the shared principles and approaches that guide their work. These values and intentions are rooted in a deep understanding of the challenges facing the industry and a commitment to finding innovative solutions.

## ACKNOWLEDGEMENT, EDUCATION AND INFORMED ACTION

Acknowledgement, education, and informed action are key components of the dialogue process. Participants in the dialogue acknowledge the challenges facing the industry and the need for collective action. Education is provided to participants to ensure they have the necessary knowledge and skills to make informed decisions. Informed action is taken to address the challenges facing the industry and to create a more sustainable future.

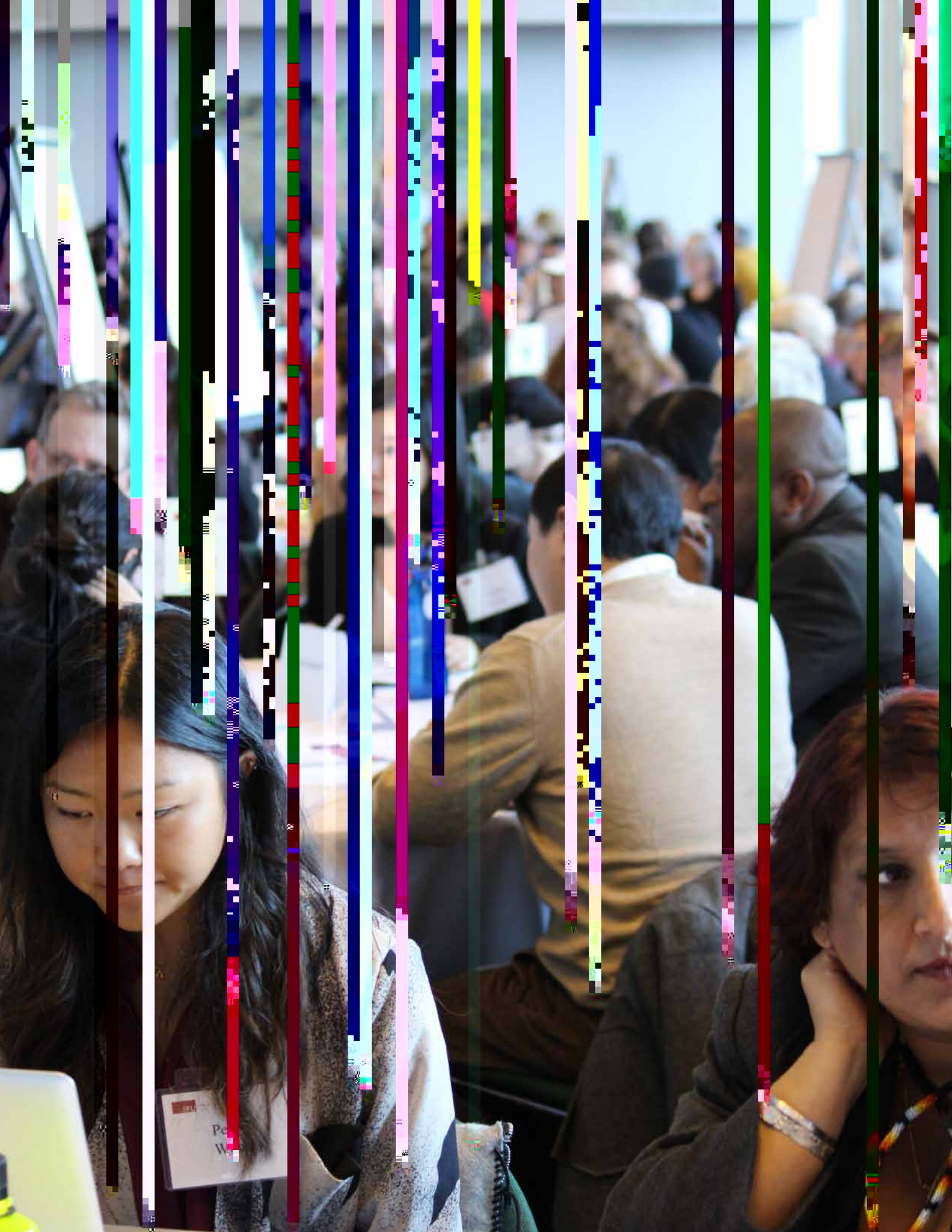
## EDUCATIONAL METHODS SUGGESTED BY PARTICIPANTS



Participants also suggested that the current curriculum should be revised to include more information about the experiences of newcomers and immigrants in Canada. This includes the challenges they face and the contributions they make to the country.

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## A DEEP EXCHANGE OF IDEAS AND EXPERIENCES

- **Engage in a deep exchange of ideas and experiences** with people from different backgrounds and perspectives. This exchange is essential for building trust and understanding between groups.
- **Encourage people to share their own experiences and perspectives** in a safe and respectful environment. This helps to build empathy and understanding.
- **Encourage people to listen to each other** and to understand the perspectives of others. This is a key component of reconciliation.
- **Encourage people to work together** to find common ground and to address the issues that affect them all.









## PARTICIPANT INVITATIONS AND DEMOGRAPHICS

### 10. *Reconciling Injustices*

Participants in the workshop were invited to share their experiences and perspectives on the impact of historical and contemporary injustices on their communities. The workshop was designed to be a safe space for participants to share their stories and to learn from each other. The workshop was held in a community center and was attended by a diverse group of people, including men and women of various ethnicities and ages.

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*Challenges and Solutions of Reconciliation.*

*Skills for Reconciliation*

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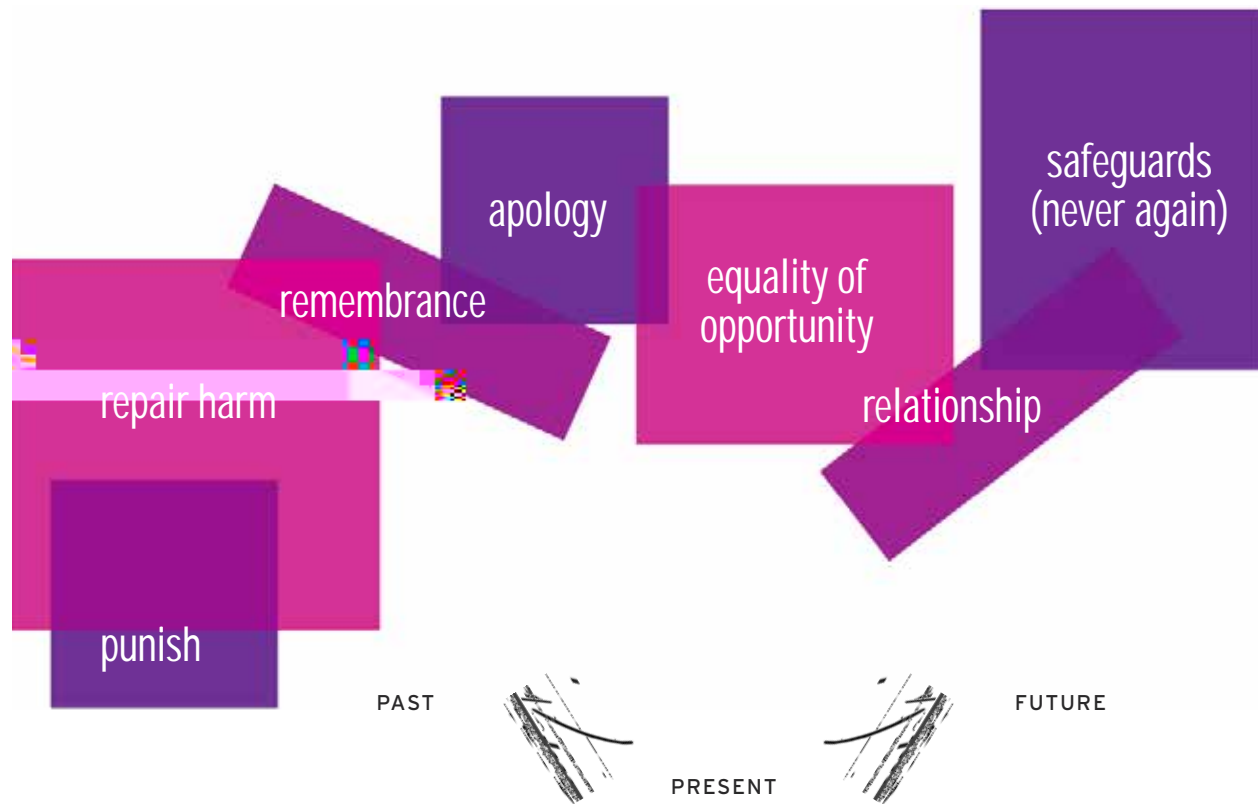
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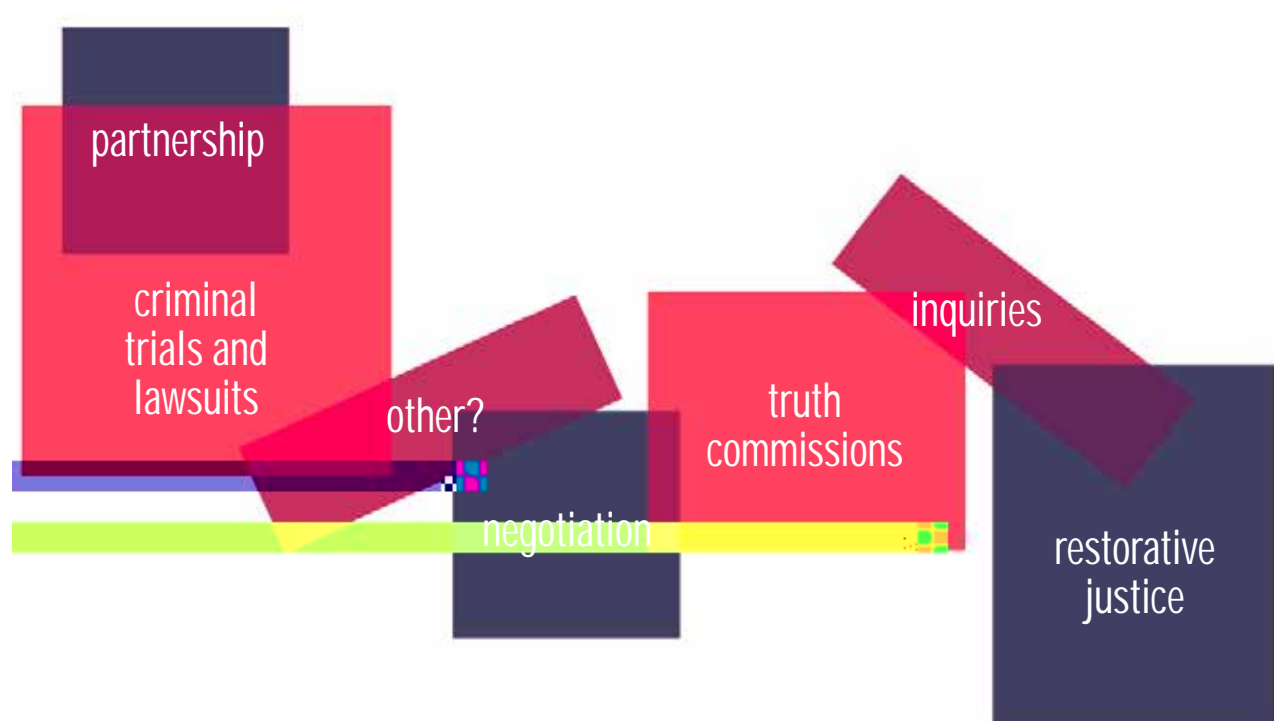


# Reconciliation Outcomes



*Reconciliation outcomes, ranging in intention from addressing the past to planning for the future. This list is neither exhaustive nor intended to suggest preference. Developed with assistance from Gary McCarron.*

# Methods for Reconciliation



*Partial list of methods commonly used during reconciliation efforts. Developed with assistance from Gary McCarron.*

▲ *“The fact that we have a common language, a common set of principles, and a common set of approaches, is a great advantage. It allows us to work together more effectively and to share our experiences and knowledge. This is a key to our success as a community.”*

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# PRINCIPLES

SHARE COMMON VALUES:

trust that reconciliation can be achieved  
a belief in the core goodness of

ORGANIZATIONAL STRUCTURE / CREATE ENTITY

ENTITY GROUPS INVOLVED IN RECONCILIATION

- BE INCLUSIVE
- BE WELCOMING

LEADERSHIP

- Creating space for people to come forward

Sebastian  
Merz









KÛ T HEMES

## Who is Reconciliation for?

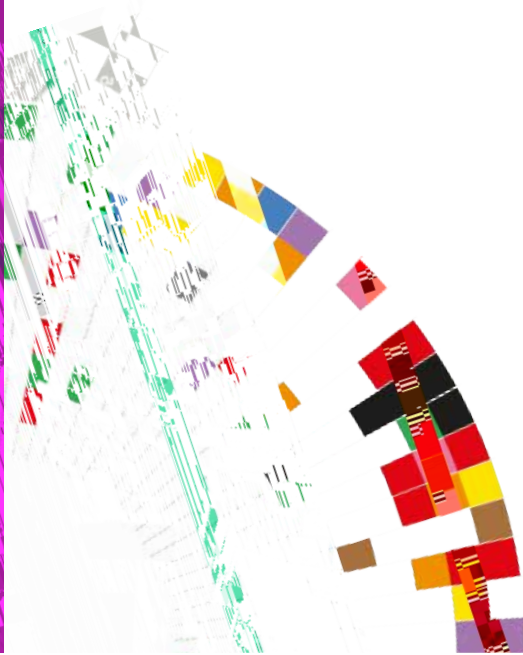
Reconciliation is a process that involves recognizing and addressing the historical and ongoing injustices against Indigenous peoples in Canada. It is a process that is for everyone, but it is particularly important for Indigenous peoples who have been the most affected by these injustices. Reconciliation is not a one-time event, but a continuous process that requires the participation of all Canadians. It is a process that is for the benefit of all Canadians, as it helps to build a more just and equitable society for everyone.

## Education & Informed Action

Education and informed action are essential components of reconciliation. Education helps to raise awareness of the historical and ongoing injustices against Indigenous peoples, and it helps to build a more inclusive and equitable society. Informed action is the process of taking steps to address these injustices, and it is essential for reconciliation to be successful. Education and informed action are for everyone, but they are particularly important for Indigenous peoples who have been the most affected by these injustices. Education and informed action are for the benefit of all Canadians, as they help to build a more just and equitable society for everyone.



# SKILLS FOR RECONCILIATION WORKSHOPS




## PURPOSE

**Skills for Reconciliation** is a program designed to help individuals and organizations build the skills and capacity needed to engage in meaningful dialogue and reconciliation. The program is based on the principles of mutual respect, understanding, and collaboration. It provides a structured framework for learning and practice, allowing participants to develop the skills and confidence needed to engage in difficult conversations and build trust. The program is designed to be flexible and adaptable to a variety of contexts and audiences, ensuring that it remains relevant and effective for all participants.

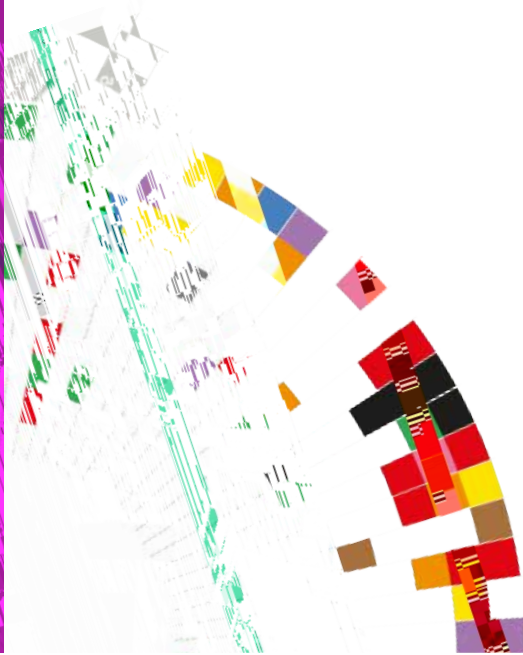
**Core Objectives:**

- Develop the skills and capacity needed to engage in meaningful dialogue and reconciliation.
- Build trust and understanding between individuals and organizations.
- Foster a culture of mutual respect and collaboration.
- Provide a structured framework for learning and practice.





# SOLUTIONS FOR RECONCILIATION: SHR























*Think of an injustice that occurred within Canada that is important to you. Imagine it is 2030 and Canadian society has taken major steps to reconcile and resolve this injustice. What is the one single most important step that has led to reconciliation?*



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# APPENDICES

# APPENDIX A: PARTICIPANT DEMOGRAPHICS

Figure 10. Demographic characteristics of participants. The chart shows the distribution of participants across various demographic categories. The categories include Age, Gender, Education, and Employment. The data is as follows:

Category	Percentage
Age 18-24	15%
Age 25-34	25%
Age 35-44	30%
Age 45-54	20%
Age 55-64	10%
Age 65+	15%
Gender Male	55%
Gender Female	45%
Education High School	35%
Education Bachelor's	45%
Education Master's	15%
Education PhD	5%
Employment Full-time	40%
Employment Part-time	25%
Employment Unemployed	35%

Figure 11. Demographic characteristics of participants. The chart shows the distribution of participants across various demographic categories. The categories include Age, Gender, Education, and Employment. The data is as follows:

Category	Percentage
Age 18-24	15%
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Gender Female	45%
Education High School	35%
Education Bachelor's	45%
Education Master's	15%
Education PhD	5%
Employment Full-time	40%
Employment Part-time	25%
Employment Unemployed	35%



# APPENDIX B: PARTICIPANT











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