

# Reconciliation Calls

*Calling non-Indigenous students to Truth and Reconciliation action*



# 0

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# Acknowledgements

First and foremost, we would like to acknowledge that we had the privilege of doing this project in the unceded ancestral and traditional territories of the x<sup>w</sup>məθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Səlílwətał (Tsleil-Waututh), q̓ícəy̓ (Katzie), and kwikwəłəm (Kwkwetlem) Nations.

We want to give a warm and big final thank you to our 3 instructors, Tamara Connell, Alia Sunderji and Timothy Ames, for their constant support, reassurance and guidance throughout our project!

Our project would have not been created if it was not for the people we have met during our journey. We want to first thank the students who took the time to fill out our survey, complete our interviews and test our prototypes. We would also like to give special thanks to the community experts, Michelle Nahanee, Alexander Dirksen and Candice Day for providing us with meaningful support and guidance that helped us come up with Reconciliation Calls.



# Civic Innovation Change Lab

Civic innovation Change lab, led by RADIUS SFU, is an experiential program that gives the opportunity for students to work in a team of 4 to identify a current challenge presented by the City of Vancouver and develop a social venture in response.

Over the 13 weeks of the program, students work with community members, city staff, experts and their target population to gain insight and deepen their understanding about the problem space, then come up with an innovative solution that can build resilience and initiate change within the City of Vancouver.



# Our Team Values

We are **Team REAL** and we are students from diverse academic backgrounds. We call ourselves Team REAL because it stands for the following values:

**Resist:** We are resisting the negative effects that are brought about by current colonial structures and systems.

**Empower:** We desire to have all voices, especially marginalized groups, be heard.

**Actualize:** We believe in creating real, impactful change. We take action by learning from community members and experts in different fields, then applying that knowledge to turn our solution into a reality.

**Lead:** We guide and lead people in taking their own initiatives and steps to become an active member of our society.



## PROBLEM STATEMENT 1:

**Low income racial minorities** need better **access** to **health and wellness resources** because existing services are inadequate.

**Low income racial minorities:** This was too broad.

**Access:** This needed to be defined.

**Health and wellness resources:** This was too broad.



## PROBLEM STATEMENT 2:

Indigenous mothers (and teens) living below the poverty line in the DTES or East Van need better access to maternal support services (e.g. mother-child hygiene products, food security, child-care, social connections).

We as a group felt passionately about helping marginalized groups and chose Indigenous women because they are the victims of systematic, intersectional, racial, and gendered oppression.

## PROBLEM STATEMENT 3:

Non-Indigenous SFU students need to be better educated about the history of Indigenous people in Vancouver and the issues they face because they lack essential knowledge and awareness as well as the necessary tools and access to be active members of our truth and reconciliation city.

After mentor meetings and doing some self reflexion as a group we decided to pivot our user group from Indigenous groups to international and domestic SFU students and investigate the knowledge, thoughts and opinions, biases and questions they had regarding Indigenous history and people in Vancouver.

## PROBLEM STATEMENT 4:

### How might we build connections between non-Indigenous and Indigenous SFU Students, Staff and Faculty?

After conducting some research and taking part in an exercise designed to generate solutions, we briefly changed the framing of our problem statement to “How Might We”. This problem statement addresses the disconnect we observed through interviews between non-Indigenous and Indigenous SFU students, staff and faculty.

## PROBLEM STATEMENT 5:

International and domestic SFU students identify as having poor or lacking knowledge of Indigenous culture, the history of Indigenous peoples, and Truth and Reconciliation in Vancouver because Simon Fraser University does an inadequate job of celebrating Indigenous culture, highlighting Indigenous voices or educating about Indigenous history or current issues etc... Overall SFU does not play a sufficiently active role in Truth and Reconciliation in Vancouver.



# Problem Statement 5

**How might we increase the civic engagement of non-Indigenous, incoming students in Truth and Reconciliation on campus and throughout the community?**

This was our final problem statement after extensive desktop research, interviews and surveys. Our team came to an eventual understanding that...

- SFU students are not properly educated on and aware of the Indigenous issues in Vancouver and that they don't have the necessary tools and resources to be engaged in Truth and Reconciliation.
- Reconciliation Canada encourages the civic engagement of all individuals in Truth and Reconciliation in order for there to be truly be positive social change and forward movement in this country.

We as a group settled on this statement because it truly encompassed what the issues were and where the gaps were regarding the specific area of Truth and Reconciliation. It was also the best place for us as a team to respectively and effectively address the issues at hand being that we are non-Indigenous individuals and also students.





# Overview

# 92

## SFU STUDENT INTERVIEWS

# 24

Domestic Students

# 68

International Students

To understand the problem space, we did multiple interviews and surveys with international and domestic SFU students.

# 3

## EXPERT INTERVIEWS

We contacted 3 Indigenous leaders in our community to receive guidance, gain some insight about the problem area and review the different stages of our prototype.



# 10

## Pilot Users

We tested our prototype to a number of SFU students to receive feedback about the quality and design of the platform.

# 105

## TOTAL INTERVIEWS

# User Interview Insights

Only **22.8%** of all surveyed students identified as having **good** or **excellent** knowledge of Indigenous peoples and history in Vancouver.

## STUDENTS' CURRENT KNOWLEDGE OF INDIGENOUS PEOPLES AND HISTORY:

### Domestic SFU Students

### International SFU Students



## DID YOU KNOW VANCOUVER WAS A DECLARED CITY OF TRUTH AND RECONCILIATION?

### Domestic SFU Students

### International SFU Students



# Expert Interview Insights

## MICHELLE NAHANEE

*Founder of Decolonizing Practices*

“ We need to go through a process of **unlearning** and **decolonization** in our lives and our surroundings. ”

From Michelle, we learned one of the most important first steps towards reconciliation are to reflect within our own lives and eliminate our personal biases, assumptions, self-beliefs and problematic colonial ways of thinking.

**We have to determine what reconciliation looks like and determine when, where and how it will start with the people around us.**

## ALEXANDER DIRKSEN

*Program Director for Community Knowledge Exchange*

“ Discover the **intersection of reconciliation** within our own personal journey, and ground it in our identity ”

From Alexander, we learned that it's important to first identify what our passion is, whether it be healthcare or education, and then explore how it intersects with reconciliation.

## CANDICE DAY

*First Peoples Enterprise Accelerator Program Manager*

“ We need to do more in our personal **circles of influence**. ”

From Candice we learned that we have to determine how reconciliation looks like together with friends and family members and continue the conversation wherever we are, including at work, at events that we attend, or even at the dinner table.



# The Problem Landscape

The City of Vancouver established that **a guiding principle of resilience in Vancouver is reconciliation with and among Indigenous people.**


*Calls to Action #62 - 65 from the 2015 Truth and Reconciliation Commission of Canada  
Calls to Action Final Report*



*Most actionable to us as young leaders  
within University institutions*



**A more resilient Vancouver requires civic engagement in Truth and Reconciliation initiatives and movements (94 Calls to Action).**



**That includes civic engagement of Vancouverites from all levels of society (Non-Indigenous individuals and students as young leaders included).**

## Solution 1: Education and Decolonizing Toolkit

### WHY

To increase the awareness of international and domestic SFU students of indigenous history and people in Vancouver.

To arm international and domestic SFU students with the necessary tools and knowledge to work towards decolonizing their individual selves (actions, thoughts etc...)

### WHAT

*A service that includes:*

- Educational resources (booklet with necessary and relevant information, multimedia, books/ suggested books).
- Activities, games, workshops (Ex. Sínulhkay and Ladders).

### HOW

- Created by Indigenous leaders and communities/ associations.
- Administered by a Indigenous leaders to teachers, staff and faculty at a post secondary institution.
- Physical resources then integrated into classrooms after teacher training.

*Inspired by: Michelle Nahanee and Decolonizing Practices.org*

## Solution 2: Dialogue

### WHY

To foster learning of non-indigenous students from Indigenous students and leaders to help with diverse and accessible educational and decolonial initiatives.

### WHAT

- A ticketed event.
- An informal, personal dialogue event over food or beverages.
- An open conversation between SFU students, Indigenous leaders and Indigenous students.

### HOW

*Discussion Questions: (Reconciliation Canada)*

- Does your name have a story; do you have a traditional name?
- Where you are from; what is your cultural identity/background?
- What does reconciliation mean to you?
- Why is reconciliation meaningful to me?
- What is my story and/or experience to share?
- What are the greatest things that I have had to overcome?

*Inspired by: Reconciliation Canada*

## Solution 3: Virtual Reality Exhibit

### WHY

To educate and decolonize non-Indigenous students through visually engaging and immersive means.

### WHAT

*Walking tour of future Vancouver:*

- To address decolonization, and what that could look like in the future.

*Walking tour of past Vancouver:*

- To address educating non-Indigenous students on Indigenous histories.

### HOW

- Created by VR designers in affiliation with Indigenous community leaders.
- Purchasable by Simon Fraser University.
- Ticketed event exhibit at SFU.

*Inspired by:  
Biidaaban: First Light*



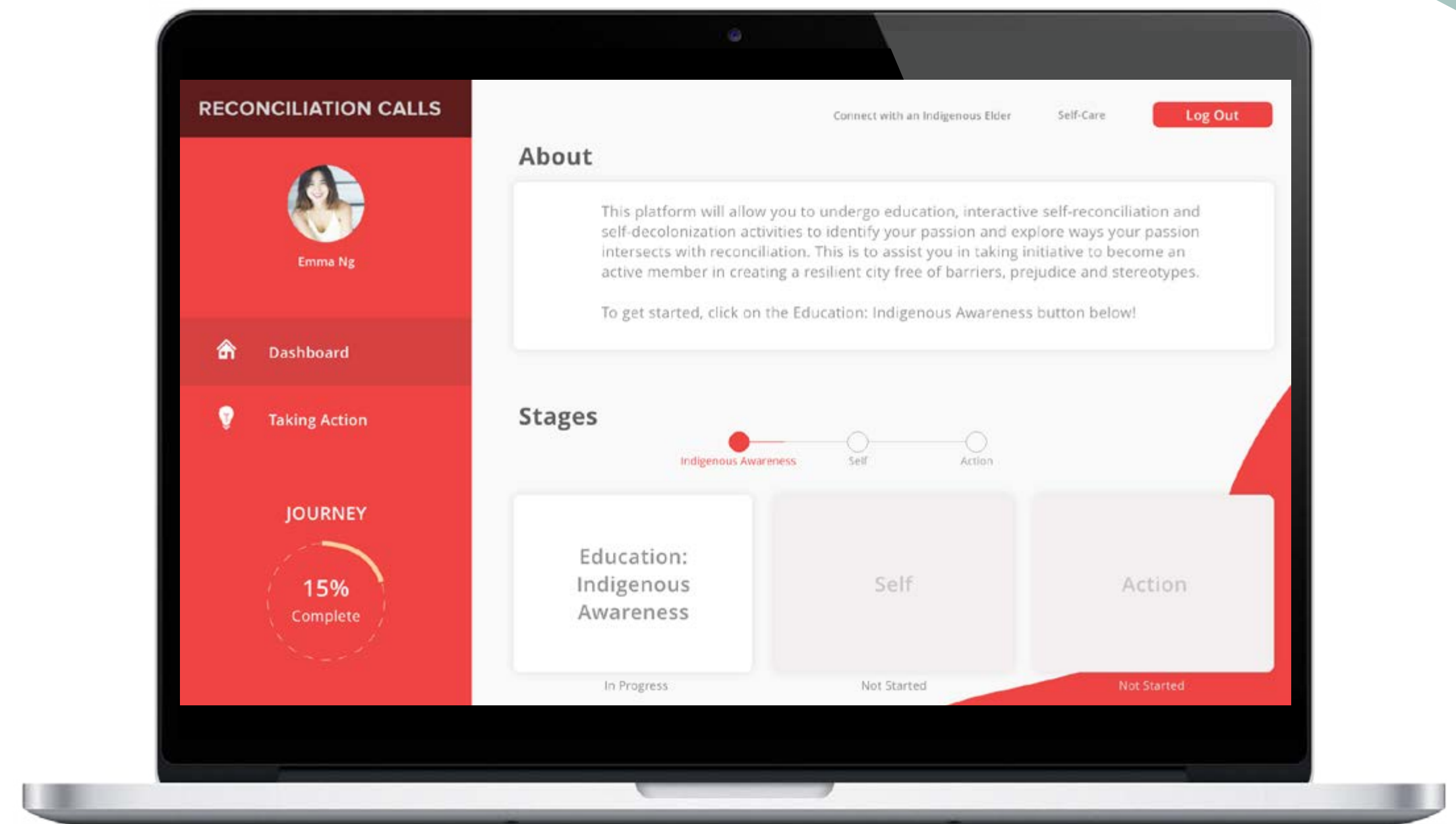
# Final Solution

Continued desktop research, conducting more interviews, and really taking a good look of all of our accumulated insights and understanding thus far led us to create a new prototype as opposed to continuing on with one of our original 3 from mid point presentations.

Each of our 3 prototypes from before spoke to some of the problem but did not address the entire problem nor were they particularly innovative or unique.

**Reconciliation Calls** is our new and eventual prototype because it touched on everything that our users wanted and needed. It is educational, but in an interactive, interesting and accessible way, it is individualized and it is concentrated and consolidated.

It is also vetted, approved by and adjusted by Indigenous leaders and so reflects the interests of our intended eventual beneficiaries (the Indigenous community) as was our goal for the entire semester. It is valuable because it has the power to foster ripples of change within individuals who go through it and so bring about a more resilient Vancouver.



# User Profile

## Hana



**Age: 18**

**Occupation: Student**

**Location: Vancouver**

Hana is an incoming SFU student, and identifies as having insufficient knowledge of Indigenous history and peoples in Vancouver. She grew up in Vancouver, and has only high school knowledge about this topic. She is not familiar with the idea of Truth and Reconciliation, and is not aware that Vancouver is a City of Truth and Reconciliation.

Hana is very open to learning about Indigenous histories, and cultures, and is curious about the Indigenous artwork she sees around campus. She would love to be involved within campus initiatives, but doesn't know how.

### GOALS:



Become a more knowledgeable and self-reflective individual.



Engage more in clubs and events on campus and in the community.



Eliminate her own biases and assumptions about others.

### FRUSTRATIONS:



Unaware of where and how to access information.



Lack of time due to school and work.



Not many resources or staff on campus to teach about Indigenous culture.

# Customer Profile

## Simon Fraser University



**Location: Surrey, Burnaby, Vancouver**  
**Occupation: Public Research University**

Simon Fraser University is one of the world's leading teaching and research universities that has around 30,000 students and 6500 faculty and staff members. SFU's vision is to become a learning institution where Indigenous identities, cultures, languages, values, ways of knowing and knowledge systems flourish.

*From the ARC Report, SFU identified 3 ways curricula could be indigenized:*

- 1) Create a first-year course for all SFU students to provide a fundamental knowledge about Aboriginal issues.
- 2) Create Aboriginal breadth requirement courses.
- 3) Integrate Indigenous content into existing courses and programs.

### GOALS:



Expand awareness of Indigenous history and culture to all SFU students.



Create a safe, respectful and inclusive campus community.



Revitalize Indigenous languages.

### FRUSTRATIONS:



Low student engagement.



Low representation of Indigenous peoples on campus.



Lack of Indigenous language courses.

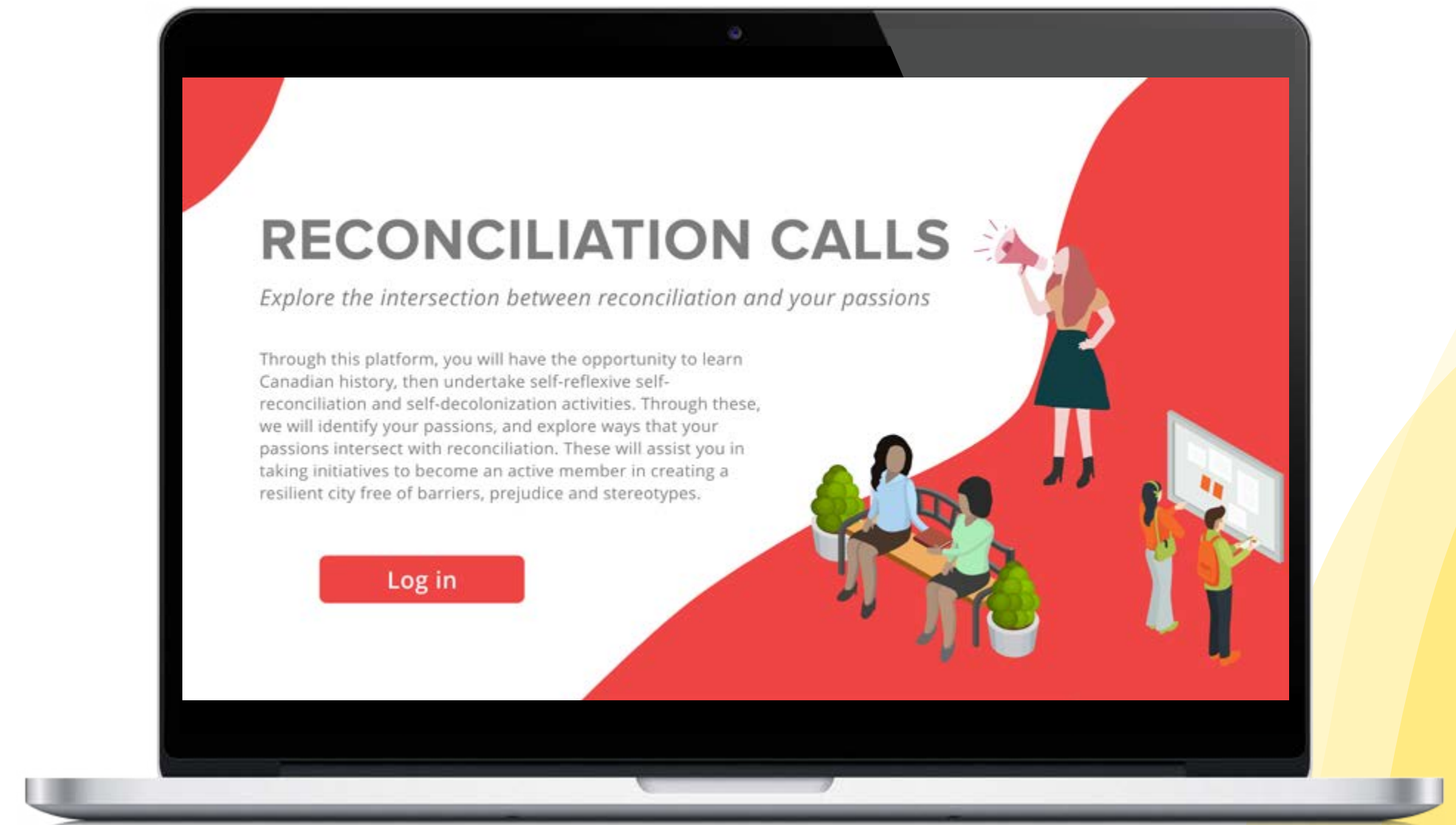


## Final Prototype:

# Reconciliation Calls

We present a Product Service System as our final solution to increase the civic engagement of non-Indigenous, incoming students in Truth and Reconciliation.

Reconciliation Calls will have students go through three stages: Education, Self, and Action. Our platform, through interactive modules and self-reflexive activities, will empower students to become more civically engaged in Truth and Reconciliation within the City of Vancouver. Reconciliation Calls will be created in consultation with Indigenous communities.



## STAGES OF RECONCILIATION CALLS:

### 1) Education

Students go through a digital learning module where they are educated on 'Important Terms', 'Canadian History', 'Current Issues', and 'Faculty Specific Knowledge'.

Students exercise self directed learning by choosing from interactive, articles, videos, or stories format in order to learn about each topic. After learning about each topic, students complete an activity in order to advance to the next stage.

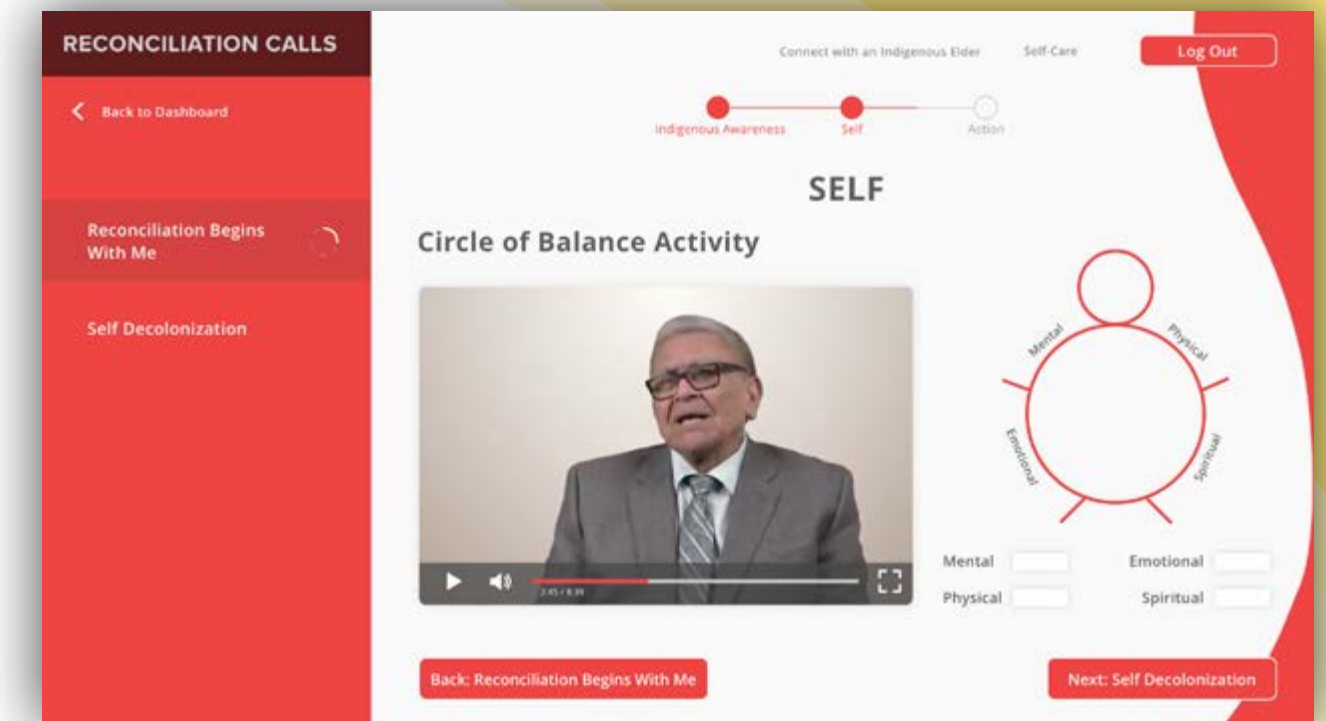
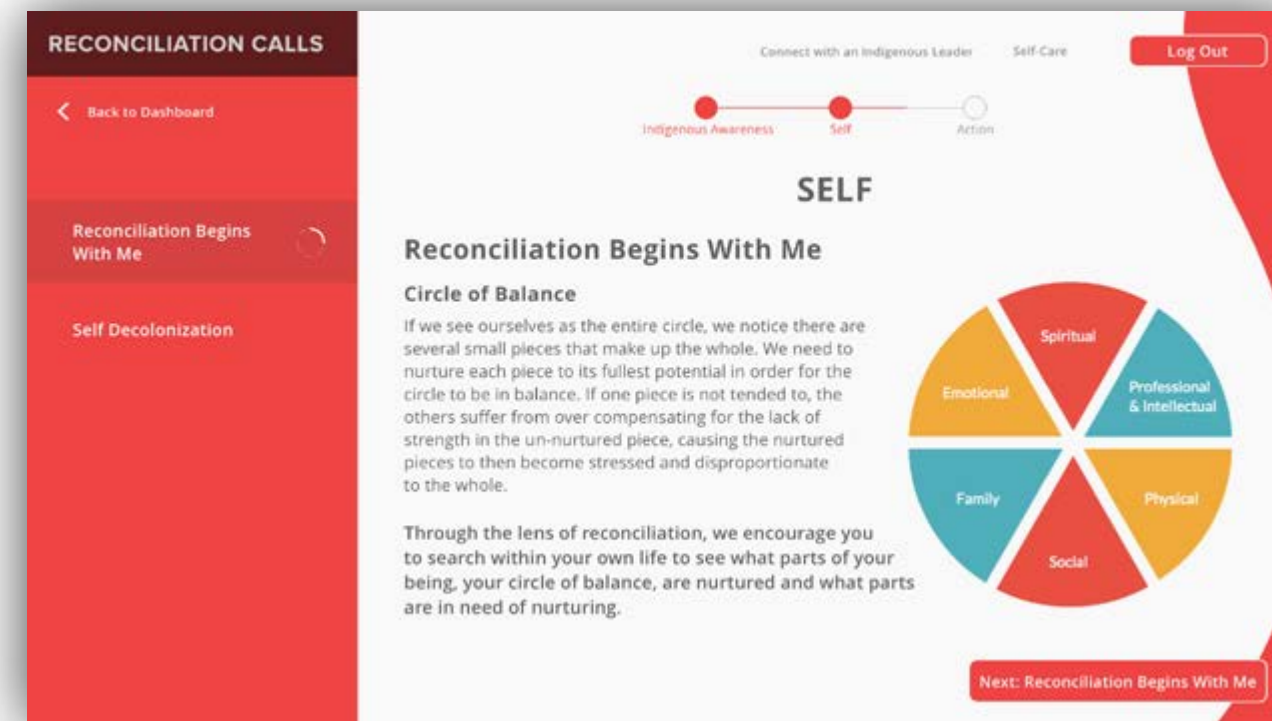


# Reconciliation Calls

## 2) Self

The 'Self' stage is where students are introduced to the importance of individual self-reconciliation and self-decolonization. Students take part in specific personal exercises created to dismantle individual biases, assumptions, imbalances, especially problematic colonial ways of thinking and beliefs.

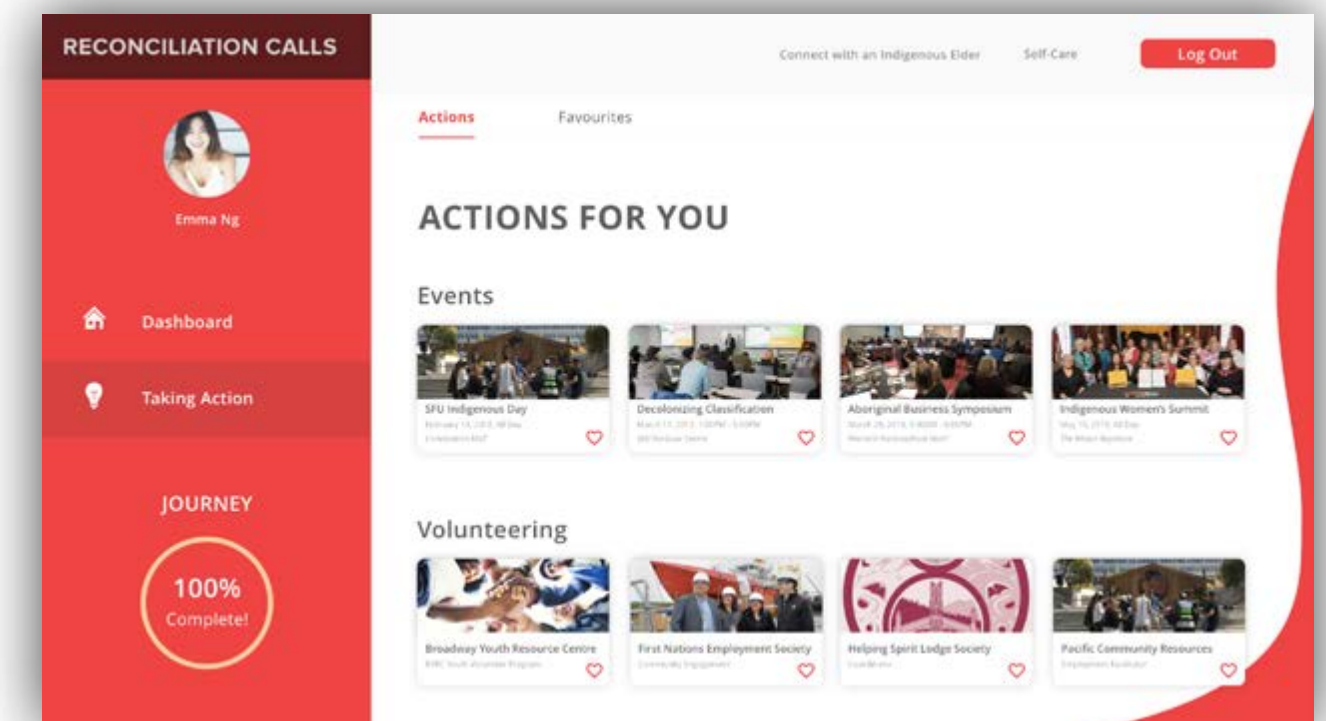
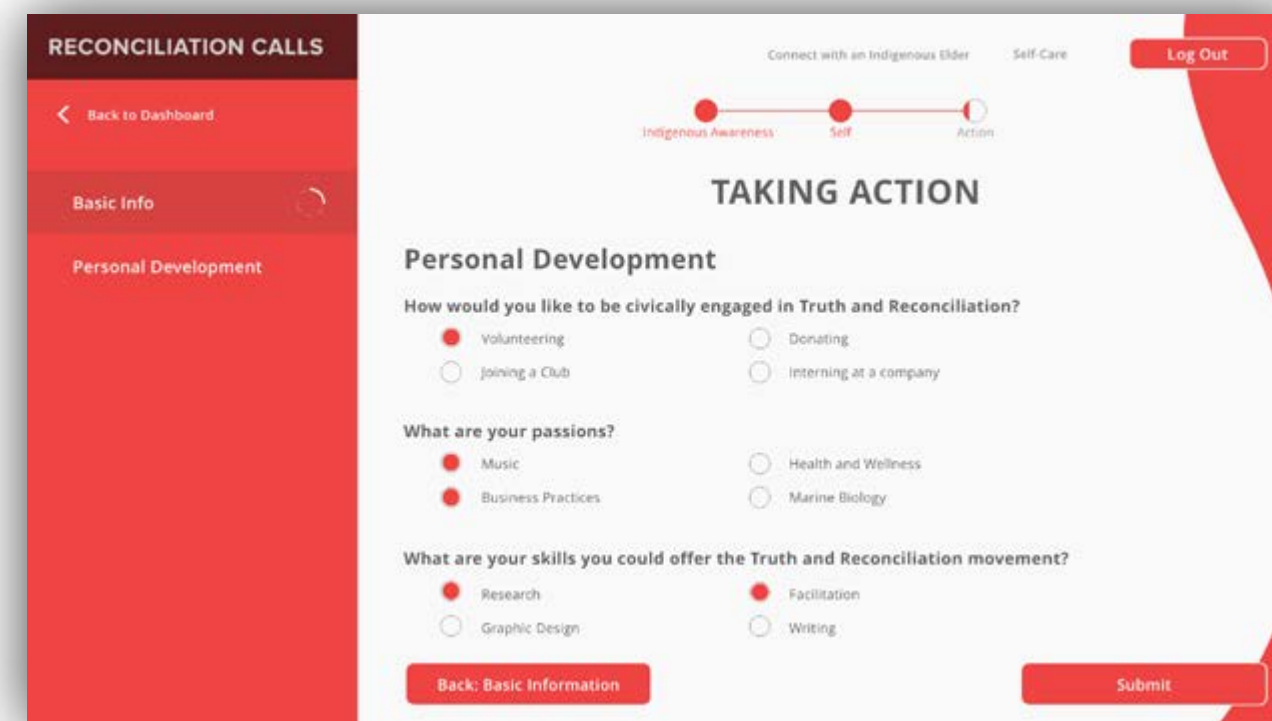
The self-module intends to increase civic engagement by empowering students to be self-reflexive and take action within their own lives.



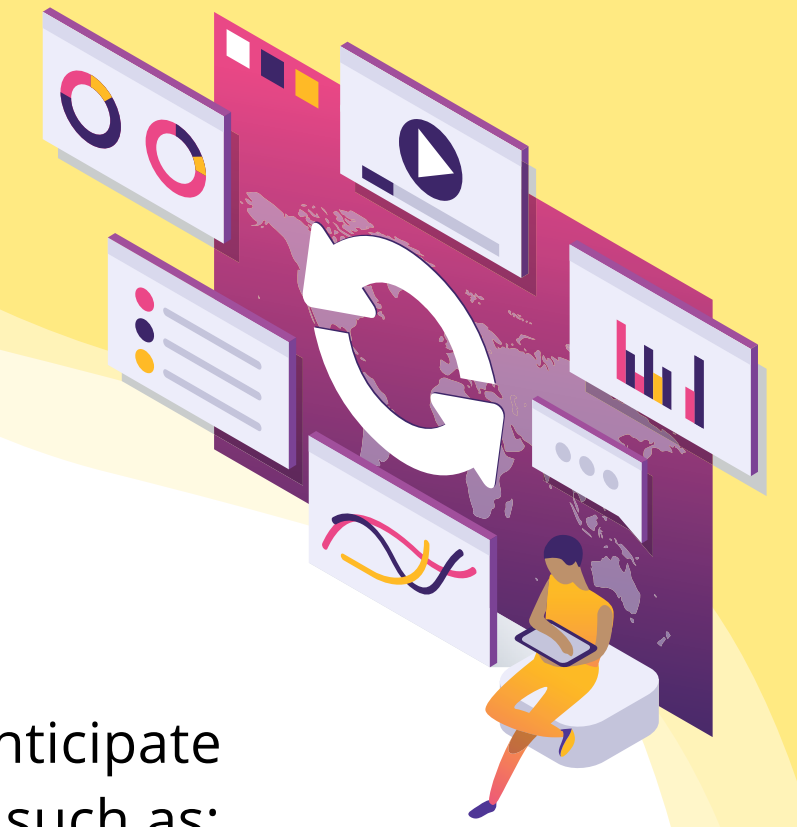
## 3) Taking Action

Students answer questions about their passions and skills, and based on their answers, are provided with tailored opportunities to get involved in Truth and Reconciliation action on campus and throughout the city of Vancouver.

For example, if their goal was volunteering, and their passion was writing, they could be connected with an opportunity to write press for an Indigenous community organization as a writing volunteer.



# Cost Structure & Revenue Model



## START-UP COST

<b>Website Development:</b> (Software developer + Domain hosting)	= \$55,000
<b>Content Creation: (Education, Self)</b> 2+ Indigenous professionals	= \$20,000
<b>Total = \$75,000</b>	

## RECURRING COSTS

<b>Website Maintenance</b> (Updates, Bug Fixes)	= \$5,000
<b>Customer Service &amp; Content Updates</b> Full time employee	= \$40,000
<b>Indigenous Consultant</b> Internal, part-time position	= \$20,000
<b>Indigenous Elder</b> External, on contract	= \$10,000
<b>Total = \$75 000</b>	

## START-UP FUNDING

To assist us with our initial start-up costs, we anticipate collecting grants and seed funds organizations such as:

The Vancouver Foundation, Vancity Community Foundation, McConnell Foundation, May & Stanley Smith Foundation, RADIUS & Embark	\$45,000
Government Funding	\$30,000
<b>Total = \$75,000</b>	

## INCOMING REVENUE

*Direct sale to universities and colleges targeting incoming students:*

<b>Year 1:</b> 7,000 SFU Students x \$8	= \$56,000
<b>Year 2:</b> 17,000 SFU & UBC Students x \$10	= \$170,000
<b>Year 3:</b> 30,000 B.C. Students x \$13	= \$390,000

## TOTAL SURPLUS: (excl. taxes payable)

<b>Year 1:</b> (56,000 - 75,000)	= \$-19,000 (subsidized by grants)
<b>Year 2:</b> (170,000- 75,000)	= \$95,000
<b>Year 3:</b> (390,000- 75,000)	= \$315,000

# Competitive Analysis

## Online Course Platforms

- Udemy
- Coursera

## Online Course Platforms

- Eventbrite
- Facebook Events Page
- Eventful
- Volunteer Canada
- Go Volunteer

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**Our platform differs from current competitors because it offers a combination of an online learning course and an events discovery service.**

Unlike other platforms, Reconciliation Calls is interactive, accessible, diverse and engaging because it allows students to have the choice to decide how they want to learn. It is also personalizable because it tailors events, volunteers and job opportunities to one's passion and interests to help students get involved and become civically engaged in Truth and Reconciliation.



# Conclusion

Reconciliation Calls will operate as a **Sustainable Not-for-profit Social Venture**.

- Sustainable:** → Financially resilient. Profits will be used to expand the service to other institutions and improve the content and user experience of the platform.
- Not-for-Profit:** → Excess profits will go to local Indigenous communities.
- Social Venture:** → Will continuously increase civic engagement of non-Indigenous Vancouverites in Truth and Reconciliation, ultimately building a more resilient Vancouver.



## NEXT STEPS:

Our team recently applied for seed funding through RADIUS in order to potentially continue working on Reconciliation Calls. We are also planning to reach out to organizations such as The Vancouver Foundation, The VanCity Community Foundation and The McConnell Foundation in order to hopefully receive additional funding.

Our goal until the end of the year is to work closely with the Indigenous professionals who have vetted our project thus far. We plan to reach out to other Indigenous communities and Indigenous community leaders for content creation and website building purposes. Our long term SMART goal (1 year) is to pilot the project to Simon Fraser University and SFU incoming students.

**Our long term IMPACT goal (5 year) is that 75% of Simon Fraser University Students will identify as having either 'good' or 'excellent' knowledge of Indigenous people and history in Vancouver and thus, more young leaders and individuals will be civically engaged in Truth and Reconciliation on campus and throughout the community.**

