



Grey-Bruce Local Immigration Partnership
Train-the-Trainer Project

**Conversations for a More Inclusive &
Welcoming Community**

WHITE PAPER

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Summary of the Project

Impact Consulting of Pillar Nonprofit Network was contracted in February 2022 by the Grey-Bruce Local Immigration Partnership (GBLIP) to deliver a JEDI train-the-trainer project and co-create a curriculum with 11 community members (referred as the “Local 11” throughout this document) to engage in meaningful conversations around justice, equity, diversity and inclusion (JEDI) with the broader community.

From March 2022 through to March 2023, Impact Consulting collaborated with Kee May Ip, GBLIP’s Local Immigration Partnership Outreach Specialist, and the Local 11 to co-create this project over three phases:

- Phase 1 (Mar 2022-Aug 2022)
- Phase 2 (Aug 2022-Dec 2022)
- Phase 3 (Jan 2023-Mar 2023)

The intent of the project was two fold; to build JEDI awareness and understanding among service providers, employers, and community leaders so as to inspire collaboration for advancing equity and inclusion in Grey-Bruce counties and to develop a pool of local facilitators as an ongoing resource to the community to advance its equity and inclusion commitments.

The group, comprised of the Consultants, Kee May Ip and the Local 11, met twice a month on the 2nd and 4th Thursday to engage in deep learning together that would result in the co-creation of a curriculum for a 2.5 hour workshop delivered to Grey-Bruce community members. The Local 11 were compensated for their time throughout this process, recognizing and valuing their contributions to the development of the curriculum.

The process for co-creating the curriculum was intentionally relational with a focus on building trust within the group so that deep learning and vulnerability could occur. Right from the outset, the group established *Community Agreements* and learned the framework of *Brave Space* to establish the container for these potentially difficult conversations. These frameworks are explained in more detail below.

Each session was designed and facilitated by Pillar Impact Consulting and included teaching various JEDI topics, large and small group discussions, intentional relationship-building and

storytelling, facilitation skill-building and ongoing evaluation. The Local 11 led the evolution of the curriculum through unpacking the topics, understanding the local context, engaging in dynamic group dialogue, self-reflection and sharing their lived experiences. By the end of Phase 1, the draft curriculum was ready to be tested.

Phase 2 began with a mock delivery to test the curriculum with the Local 11 as participants, facilitated by Pillar Impact Consulting. The Local 11 observed at one delivery and their evaluations and feedback informed crucial adjustments to the content and delivery. Throughout the rest of Phase 2, the Consultants delivered the 3 workshops to the GBLIP Council while the Local 11 shadowed (3 or 4 at a time) to observe and learn how to facilitate the curriculum. Each delivery was followed by an in-depth debrief, where those who shadowed the workshop would share their experience with the rest of the Local 11. Their feedback continued to inform the iterative design of the workshop.

Phase 2 alternated between workshop delivery to the GBLIP Council and debrief sessions with the Local 11 and Kee May Ip, GBLIP Outreach Specialist. During the debrief sessions, the Local 11 practiced delivering the content to each other. This gave them the opportunity to build their facilitation skills and confidence, and continue to deepen their relationships through shared learning.

As the group transitioned to Phase 3, the Local 11 became the Local 7. This attrition was anticipated by GBLIP as it recruited candidates. Given the length of the project GBLIP recognized that there may be some attrition due to timing, and other emerging commitments of the Local 11. The remaining Local 7 were paired up to co-facilitate the workshop to various organizations from Grey-Bruce counties. The Consultants then shadowed the Local 7 to support their delivery and offer feedback to help build capacity. The intention here was to phase the Consultants out and lean into the relationships that have been nurtured amongst the Local 7 so they could begin to support each other in delivering the workshop. Evaluations from workshop participants came back overwhelmingly positive and provided evidence that these conversations are moving the community in the right direction - toward a more welcoming and inclusive Grey-Bruce. In total 19 workshops were delivered. The consultant shadowed 5 deliveries. Kee May Ip supported the Local 7 with debriefs for the rest of the sessions

The following report will offer further details about each phase, highlights from evaluations, important learning and will conclude with recommendations moving forward.

Phase 1: Research, Knowledge and Skills Building

During Phase 1, Pillar Impact Consulting developed solid relationships with the Local 11 facilitators and GBLIP, recognizing trust is at the centre of strong equity work.

The Consultants focused on balancing these 3 components: connecting, reflecting, and learning the content. The intention was to ensure the Local 11 were equipped with core knowledge, a shared language and resources to support their learning so that there was a shared understanding from which to build the curriculum for the workshop.

Throughout Phase 1, Pillar Impact Consulting was able to assess the current knowledge and facilitation capacity of the Local 11. The consulting team delivered learning sessions that emphasized:

- 1) Relationship development
- 2) Foundational knowledge and shared language
- 3) Lived experiences within the local context
- 4) Practice talking about the content to deepen the learning
- 5) Connection to additional resources

Significant time was dedicated to learning about Brave Space, the ten point framework utilized by Pillar Impact Consulting to navigate the difficult conversations that arise from anti-oppression and anti-racism work. The Brave Space framework also encourages self-reflection and asks folks to consider power dynamics as well as their own privileges. The Local 11 discussed and reflected upon this framework in small break out groups, allowing them to deepen their understanding of the concept of Brave Space and of each other. This experience of learning and discussing this framework had a powerful impact on the Local 11 and was a great place from which to start relationship-building. As a result, Brave Space later became the foundation of the workshop curriculum. **see Learnings section*

Brave Space

1. Speak from your own experience
2. Own your intentions and impacts
3. Work to recognize your privileges
4. Take risks: lean into discomfort
5. Step back and take time to reflect
6. Notice and name group dynamics in the moment
7. Listen actively and wholeheartedly
8. Challenge with care and compassion
9. Confidentiality
10. Leave with an intention to act upon the learning

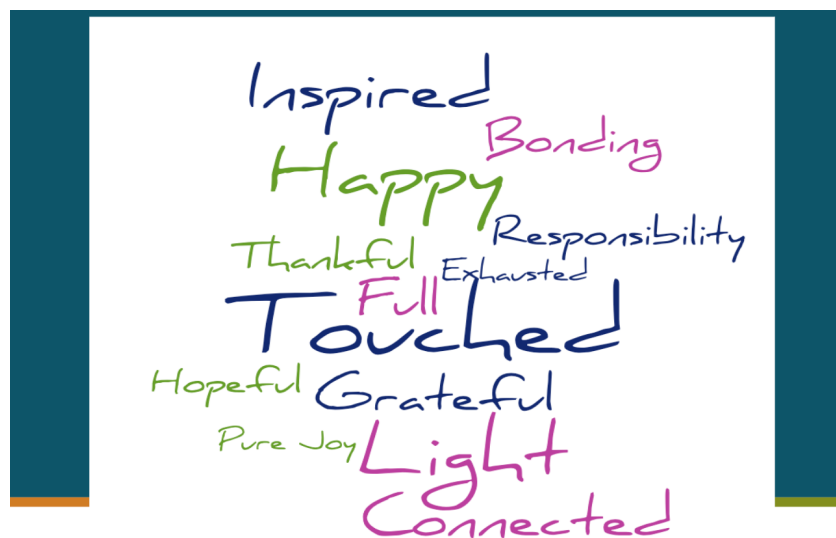
Following the Brave Space framework, the Local 11 co-created their Community Agreements (pictured below) over the course of two sessions until they reached consensus. This process empowered the Consultants to guide the development of the Local 11 group culture. Following this experience, the Pillar Impact Consulting team was intentional in beginning each session with a review of these Agreements and Brave Space (images below) as a reminder of the container for our sessions.

Community Agreements

1. *Confidentiality*
2. *Respect*
3. *Listen actively and from the heart (even in conflict)*
4. *Make room for differing opinions and experiences without judgement*
5. *Be willing to be challenged*
6. *Include your voice and make space for others' voices, contribute to the co-creation process*
7. *Take moments to ground and breathe as a group*
8. *Speak from the heart, be open to hear your impact*
9. *Be rooted in empathy*
10. *Work to resolve conflict, don't let it persist*
11. *Be intentional about the atmosphere we're co-creating*
 - *Energy of connectedness, curiosity, optimism, love*
 - *Include ritual and ceremony for grounding and connecting*
12. *Hold the Land as an important member of this community too*

Intentionally building trust, understanding, and empathy among the Local 11 meant they could be vulnerable together while moving through this content. In particular, the group engaged in an exercise of *situating*, whereby each of the Local 11 and each consultant shared personal stories and practiced wholehearted listening to one another. This exercise created deep connection and the recognition that everyone involved in the project comes with their own perspectives and lived experiences. This set the foundation for the group to build community, enhancing their commitment and accountability to one another.

The following image is a wordcloud of the one-word checkout following the situating session.



As part of Phase 1, the Local 11 also engaged in a scenario-building exercise from which content would be drawn to develop the curriculum case studies. The prompts for the exercise were as follows:

1. Considering the content covered up to this point, what stories or experiences could you share to ground the content in the local context?
2. What does your community need to learn or explore?

Throughout these conversations, the Local 11 shared personal stories of discrimination and racism experienced in Grey-Bruce. This helped them choose which topics to include in the curriculum based on what they felt their community needed to learn. They also shared their

hopes for how this curriculum could move Grey-Bruce toward being more inclusive and welcoming. Their hopes included the following:

- A more engaged, enthusiastic community
- To bring more discussion to Grey-Bruce, make it a more livable place, spread the impact and learning, pass on to the next generation
- More openness amongst community members to learn, discuss and reflect
- Participants will be curious to learn and then teach others
- Folks will be willing to recognize their biases so we can move forward
- Reach one person or give people hope; we will bring/be the change
- That participants take one thing from the discussions and use it towards making change in their life/community
- That we will see more and more allies to those facing barriers until everyone becomes allies to everyone

At the end of Phase 1, the draft curriculum was co-developed and the Local 11 felt more knowledgeable and excited to support others in their learning, while being given tools and techniques to facilitate and navigate challenging discussions.

These key learning components of Phase 1 were integrated into the workshop curriculum in the following ways:

- Land Acknowledgement: Beginning each workshop with a Land Acknowledgement of Saugeen Ojibway First Nation, with a personal touch.
- Icebreaker: Warming up the group with a call-and-answer style to get to know one another in a light way
- Community agreements: Co-creating with workshop participants
- Brave space: Breaking down the framework and unpacking in small group discussions, followed by large group debrief
- Power & Privilege: Defining and exploring how power and privilege show up, including video and graphic visuals to support the learning; engaging in small group discussions and a large group debrief.
- Implicit bias and Microaggressions: Supporting the learning with videos along with deeper explanations from the facilitators.

- Allyship: Encouraging participants to move towards allyship as a call to action; utilizing videos and graphic visuals as well as brief group discussion
- Case Study Scenario: Synthesizing and applying the learning

Noteworthy Turning point: Walking the Land with Lenore Keeshig

An integral part of the learning process was having the Local 11 (with the exception of the two Indigenous participants) write their land acknowledgements. Lenore Keeshig, one of the Local 11 facilitators, generously offered the Saugeen Ojibway Land Acknowledgement as how the nation would like to be acknowledged. She also encouraged the group to “write themselves into their Land Acknowledgement”. She asked them to reflect on their own connections to the land, to Indigenous people and to reconciliation. At first, there was great hesitation and overwhelm that emerged when asked to write their own statements. It was met with defensiveness and some biases and stereotypes came out. There was even resistance to why a land acknowledgement was necessary. This was an important moment in recognizing that there were considerable gaps in understanding of the history of colonization and systemic racism in Canada.

Lenore later prompted the group to approach the writing of their land acknowledgements by simply seeing themselves on the land, and extended an invitation to the Local 11 to walk the land with her. Members of the Local 11 joined her on Saugeen Ojibway Nation to explore the territory and learn of the history and original caretakers. Lenore guided them through a four hour hike where they could see their personal connection to the land, and develop their gratitude for the Indigenous stewards of the region as well as all that earth provides. They witnessed the wisdom of Indigenous medicines, and established a connection between Indigenous traditions and their own cultures. The experience had a profound impact on those who attended. It is indisputable that this experience and their shared reflections solidified the group’s understanding of why meaningful Land Acknowledgements are necessary.

Consultants’ Realization and Project Shift:

Upon evaluation and reflection throughout Phase 1, it became clear that the original intention of the workshop curriculum would need to shift. Rather than providing JEDI *training* per say, the Local 11 wanted to *host conversations* rooted in diversity and inclusion with the intention to build

empathy, compassion and understanding across Grey-Bruce. They collectively hoped this approach would lead to a more engaged, welcoming and inclusive community. They saw this as a jumping off-point to spark more conversations within the community. Given this feedback alongside the foundational knowledge gaps of systems awareness and limited facilitation experience within the Local 11, this shift by the Impact Consulting team in the design of the workshops was responsive to their requests and more accessible for them to deliver on.

Throughout Phase 2 as the Consultants tested the curriculum within the community and could see their response, this shift in approach was validated. Moving too quickly is detrimental to this work. It requires a relational approach where participants can learn with vulnerability, unpack, and reflect on their own understanding and accountability. A one-off “training” session doesn’t necessarily change hearts and minds, and can be treated as a check-box. It is clear that the Grey-Bruce community, similar to many rural areas, needs to start with the inner work of understanding their own power, privileges and positionality before they can meaningfully discuss justice and equity with humility.

Phase 2: Knowledge into Practice

Focus on testing the workshop curriculum with GBLIP Council & Local 11 facilitator growth

The focus in Phase 2 was to test the curriculum. The first delivery was an opportunity for the Local 11 to experience the full workshop as participants and offer their feedback. In each of the following workshops, the 3-4 Local 11 were invited to shadow the consulting team as the curriculum was tested with GBLIP Council Members as the participants. This way, they could learn through witnessing how participants responded to the content and observe how the Consultants showed up as facilitators.

To support and prepare the Local 11 for their own facilitations, the Consultants provided a detailed script and slides so they could follow along while they were shadowing the workshops. The Local 11 also filled out evaluations to capture their thoughts. This feedback informed the design of the debrief sessions and how the Consultants supported the Local 11 in building their facilitation skills and confidence. The evaluations included the following questions:

- From a facilitator perspective, how do you think it went?
- What did you notice about the energy or dynamics of the group?
- Which parts of the session do you feel confident to deliver?
- Where do you need more training and support?
- Please expand on the training you need and how we can best support you.
- Anything else you want to make note of for your own learning?

The design of this phase was for the Local 11 to alternate between shadowing the workshops in small groups and having debrief sessions as a full group. In these debrief sessions, the Local 11 would resume their capacity building by sharing the shadowing experiences and harvesting the learning. These sessions also gave space to dig into facilitation skills, tweak content based on evaluation feedback, write intentional and personalized Land Acknowledgements, and practice the script. Time was also held to dive deeper into the main pieces of the content to integrate the learning and ensure there was understanding beyond what the script contained. This was important to build the facilitators' confidence to host the debrief sections of the workshops.

As we listened to the feedback from the Local 11's shadowing experiences, their insights were integrated into the curriculum. The Consultants' intention here was to be responsive and continue the co-creation process. For example, the Local 11 recognized the benefit of having a playful icebreaker to start off this kind of workshop. They felt it would create trust and build relationships amongst the participants who would then be more willing to dig into vulnerable and difficult conversations. In response to this feedback, the Consultants redesigned the icebreaker and incorporated the "Never have I ever" exercise. Later, responding to feedback and concerns from the Local 11 regarding the accessibility of the sentence structure, it was again modified as "Thumbs up if you have ever..." The Consultants recognized that ongoing reflection and coaching for the Local 11 would empower ownership over the curriculum and contribute to continued learning and confidence building.

Local 11 feedback was also leveraged to inform the way the Brave Space framework was delivered. Originally the Consultants listed the ten points without any written explanation on the slide, as illustrated on the previous slide example. The Local 11 indicated that the framework was too much to process when the facilitator was verbally explaining the ten points, and suggested that the slide include elaboration. This would help the participants understand the content and help the facilitators deliver it. Below are the resulting evolved slides, which include an elaboration of each point:

Brave Space

- 1. Speak from your own experience** *Use "I" statements, honouring everyone's lived experiences, no judgement of yourself or others*
- 2. Own your intentions and impact** *Respect each other's experiences and feelings by taking responsibility for the impact of your words, not from a place of intent*
- 3. Work to recognize your privileges** *Use the space to recognize and investigate your privilege, understanding that we all have different privileges in different spaces*
- 4. Take risks: lean into discomfort** *We are all in process; challenge yourself to contribute even if it's not perfectly formulated, stay curious about your own discomfort*
- 5. Step back and take time to reflect** *Share speaking time, consider how much space you take up, reflect on what you hear from others*



Brave Space

- 6. Notice & name group dynamics in the moment** *We are all responsible for the space, acknowledging emotions and making space for them*
- 7. Listen actively & wholeheartedly** *Use your energy to listen and not to respond, noticing when defensiveness and denial arise*
- 8. Challenge with care & compassion** *Find ways to respectfully challenge others and be open to challenges of your own views, questioning ideas, not persons*
- 9. Confidentiality** *Share the message, not the messenger. Draw the line between productive talk and gossip*
- 10. Leave with an intention to act upon the learning** *Use simple language that's easily understood, so that we can leave with knowledge to act upon, ask for clarification where necessary*



Phase 2 Evaluations:

With 27 evaluation respondents, the average rating for the workshop was 4.3 out of 5 stars.

Evaluation feedback examples from workshop participants:

1) As a result of this training, what will you do to make Grey-Bruce a more welcoming and inclusive community?

- As a result of this training, I will be more open to have brave conversations and just be prepared to apologize if I make a mistake. I want to learn from community members that have experienced unwelcome behaviours.
- consider ways i can intervene when i see that the intention is good, but the impact is perhaps causing unintentional harm.
- Being more conscious of creating space for all voices.
- Work towards being aware of my own unconscious bias, and those within my organization.
- Practice using the language in the framework to create/improve brave spaces
- Focus on intentionally including in service & program planning.
- Take note of my intentions vs. impact and being accountable for my impact as well.
- Learning and understanding more about the Territory of the Saugeen Ojibway Nation

2) General Comments:

- My heart is so full in this moment. Your message, your approach was so kind and welcoming and you made it comfortable to engage, think and consider. Thank you so much!
- Thank you for the wonderful training. I'm hoping this training will continue to be offered widely in our community.
- Just, thank you! It was an incredible session and I am so proud to have you working with our community. I am filled with hope.

3) Key Learnings:

- The understanding of allyship and what it means to be an ally. That actually helped answer some questions I had about advocacy.

- The understanding of how an individual can be harmed by microaggressions. I can understand how a person could be seen as overreacting to a situation when in fact the reaction is the accumulation of multiple microaggressions many times over.
- Importance of Brave Space
- I have a lot of work to do
- Lean into discomfort
- People don't recognize their own privileges
- Difference between Safe Space and Brave Space
- Education in any organization is essential to breaking down barriers
- Relationships are paramount - learn from a space of friendship and earned trust vs transactional entitlement
- When advocating for others in allyship, don't be louder than their voices, stay in your lane.
- A better understanding of my privilege and how the impact it has on others
- I want to do better
- Grey-Bruce has a long way to go to become equitable, accessible, diverse and inclusive, but there is a great team here with boots on the ground.

Phase 3 : Local 7 Facilitates the Workshops, Consultants Shadow

**Note: the Local 11 became the Local 7 as there were individuals who dropped from the project for various reasons.*

During Phase 3, Pillar Impact Consulting provided guidance for the Local 7 as they transitioned to delivering the curriculum in pairs to the broader Grey-Bruce community.

To support their facilitation, the Local 7 were provided the following documents which are all available in the shared folder on the GBLIP Google Drive:

- Detailed script
- Slides
- Preparing for your Session Checklist - also includes:
 - Things to keep in mind during the session
 - Tips for holding a debrief
 - Post-session reflection

This phase included continued reflection and evaluation of the curriculum - both from workshop participants and the Local 7 facilitators.

The Consultants observed the Local 7 as they co-facilitated their first workshops and held space at the end of each delivery to debrief and reflect on the experience. This was to capture initial reactions and feelings about how it went. Local 7 facilitators would then engage in a self-reflective practice and meet with the Consultants and Kee May the following week to have a more fulsome debrief and review the participant evaluations.

Phase 3 was an impactful time for the Local 7. They facilitated 19 sessions to 168 participants during this time. As mentioned the consultants observed and supported the Local 7 as they did the first round of sessions and the consecutive sessions were supported by Kee May Ip, GBLIP Outreach Specialist.

In order to provide consistent, meaningful and constructive feedback that would enhance facilitator capacity, the Consultants developed the following debrief matrix to assess the delivery of each component of the agenda:

- How well did the facilitator deliver the script?
- How well did the facilitator welcome folks into the space?
- How well did the facilitator monitor the chat?
- How well did the facilitator hand off to their partner?
- How well did the facilitator hold the debrief?
- How well did the facilitator manage the time/agenda?
- How well did the facilitator manage the energy of the group?

With this approach, the Local 7 were validated in their abilities to facilitate and took ownership of the curriculum. For example, they noticed gaps in the curriculum and co-created a way to address those gaps. Specifically, they recognized that there was an opportunity to dig deeper and have a discussion about allyship, which they then initiated and implemented.

Workshop participants were asked to complete evaluations after each session. Overall, the evaluations were very positive, indicating that the sessions sparked curiosity and an appetite for more learning. There was also a desire to widely share the content throughout Grey-Bruce, and to continue the conversation.

Phase 3 Evaluations:

Evaluations for Phase 3 were facilitated by GBLIP. The following evaluation examples are from the 5 workshops that the Consultants shadowed. The complete evaluation is attached as an Appendix.

Evaluation feedback examples from workshop participants:

1) What comments or feedback would you like to offer the facilitators?

- The session was just perfect, very engaging and safe space
- This was one of the best trainings I've had related to EDI, some done by very large organizations. Very well done, interactive, and powerful.
- I loved all the videos and I thought the facilitators did a good job of summarizing and reflecting on the comments of the participants.
- Extremely good content and excellent conversations. I think we got a little behind in the first half of the session, so the 2nd half felt a little rushed. May want to consider making this session 3 hours to allow for all the great conversations, connections and sharing.

2) What are the two or three key learnings you have taken from this training?

- Confidence to speak in a safe space and learn from each other's experience.
- The discussion of brave space, identifying how we can be both a caterpillar and the snail, and ally ship
- Listen and ask questions. Ally is a verb.
- The importance of recognizing power & privilege, defining allyship and ways of helping to create brave space
- Concept of 'brave space' as a tool for increasing comfort and learning, and the clear and engaged presentation that helped to create comfort that allowed participants to step into their discomfort.
- Privilege and its implications, the impact of language and considering others perspectives.
- Did not think of some of the items that were on the privilege list as privileges (ex. being white), how to be a more conscious ally and the steps.
- Not all discrimination is visible 2) keep your privilege in mind 3) I loved the statement "if you don't intentionally include you unintentionally exclude"
- Better understanding of unconscious bias and allyship.

- Brave Space, Unconscious Bias and being an Ally - reflecting, thinking and learning more
- Everyone has unconscious bias; being an ally is about the impact and not our intentions/appearances; there are a wide range of challenges faced by people in Grey Bruce that both long-term residents and newcomers may struggle to navigate

3) After taking this training, what are you curious about?

- Empathetic and trying to listen attentively.
- I'd like to learn more about ally ship - how to hear from people so I can be the ally they want, not the ally I think they want
- How to share this in Grey-Bruce
- I am curious about sharing this information with others and finding ways to put the information to action in the community
- Curious about ways to incorporate this training into our everyday work and how we deliver services to people - it really has me thinking about how we design delivery of our services so as to be more inclusive
- If privilege = power. How can I use this "power" to make a difference
- How I go about making personal changes to be more inclusive.
- Recognizing my own unconscious biases. In general it has left me thinking and wanting to have more conversations with those in our community.
- How can we offer this training to our early years and child care community
- I would like a greater understanding of the challenges of people who have immigrated to Canada

4) In your opinion, what would make this training better?

- in person possibly, but the use of break out rooms was really effective.
- In person would be much more beneficial than by zoom. Have a person of power and privilege who is an ally help deliver the presentation.
- A little bit longer, maybe 3 hours.
- Linking some of the training to available resources locally to help support the learning
- Just a little more guidance on what is being looked for when we attend the break out groups and possibly more encouraged discussion between groups post meetings

5) As a result of this training, what is one thing you will do to make Grey Bruce a more welcoming and inclusive community?

- Being a good listener and understand the other person.
- I will continue to learn and bring this education and discussion to the leaders and team members in my organization.
- Be more curious about others and their experiences to broaden my knowledge and understanding
- Listen actively and learn from others, explore ways to act upon learning
- In my job and even every day I will be more mindful of the words I choose to say. I will also use the list you showed at the beginning of the presentation and choose to listen more, use the word "I" when speaking about experiences, use simple words, etc.
- I will be more conscious of the things that others are subjected to that I may not have considered before.
- Open dialogue within our organization about unconscious bias and implement it into future training opportunities.
- Challenge racism and misogyny with care and compassion
- I will explore how my team builds welcoming and inclusion in our locations and programs in more diverse ways.
- welcoming new people /families helping to share info about our area providing listening about their own experiences and their cultures

6) Is there any other feedback you would like to share?

- It was excellent.
- this was a really great way to lean into this difficult topic and help me to feel hopeful that there is a next step (many next steps)
- When you are talking about Grey-Bruce, most of the participants talked about DEI in relation to their work - I think you need to stress that this is about your role at work and beyond as a member of the community (who buys groceries, shops, plays sports, gives and receives services, etc.).

Important Learning

Pillar Impact Consulting has pulled out some major themes around learning and insights as a result of reflecting on this project. The following were identified as most important to highlight:

- 1. The importance of relationship building and slowing down to establish trust among the group.**

The Consultants needed to establish a foundation of trust in order to meaningfully engage in a co-creative process of collaboration with the Local 11. As a result, significant time was dedicated at the outset to cultivate and nurture authentic relationships among the group. This time, although necessary, diminished the time available for co-creating the curriculum, dialogue and learning. In future projects, this time to build relationships should be its own intentional phase.

- 2. The importance of being responsive and flexible within collaboration in order to include all voices and reflect the local reality.**

The project was initially framed as JEDI training, but through deep listening and collaborating with the Local 11 it became evident that the framing of a “Community Conversation” was more appropriate. This pivot allowed the Consultants to honour the input of the Local 11 and reflect the local context to meet them where they are at. Without the practice of engaging in meaningful conversations about JEDI-related topics, the learning would only be transactional and nothing would change. This approach lends itself to further conversations and the continuation of more learning sessions for GBLIP and the Local 7.

- 3. The impact of walking the land with Lenore was a clear turning point for both the Local 11 and the Consultants.**

This experience informed the personal land acknowledgements written by the Local 11 and shared in Phase 3 at the outset of their sessions. Prior to walking the land, participants’ focus was primarily their own lived experiences of racism and discrimination. The experience of walking the land and the subsequent learning of anti-Indigenous racism allowed them to begin to see the systemic nature of oppression. This was an “*aha*” moment for the Consultants, as that gap in their awareness of systemic oppression was not evident until now.

4. The importance of vetting facilitators to assess JEDI knowledge, skills and facilitation capacity.

Many of the Local 11 were motivated to join this project by the desire to share their lived experiences of racism and discrimination, and make Grey-Bruce more welcoming. In sharing these experiences, they found support in building community with one another which greatly benefited the project. Their generosity and willingness to share their stories contributed to the curriculum in grounding it in the local context. However, not having facilitation experience required additional time which had implications for the co-development and co-creative process.

5. The importance of a trauma-informed approach for this type of work.

During this project the Local 7 delivered the sessions in pairs, ideally striving for pairs that included both the immigration experience and that of a long term resident.

GBLIP sought to intentionally recruit people for their lived experiences, not necessarily their JEDI facilitation experience, the learning here was that this approach requires a trauma-informed lens . When individuals are being asked to contribute their emotional experiences as content they need to be supported in a trauma-informed way.

Furthermore, the safety of new facilitators of colour delivering JEDI workshops to an overwhelmingly white and conservative community emerged as an unaddressed concern in Phase 3. A trauma-informed approach would require that supports be in place for the psychological safety of the Local 7.

6. This work requires spaciousness and more time.

Through experience, Pillar Impact Consulting has learned that space for reflection is crucial to integrate the learning. In this project, real time constraints in the length of the weekly sessions prevented deeper learning for the Local 11 and the opportunity to hear from guest speakers. This challenge also meant the Consultants were limited in the amount of content and skill-building opportunities offered to the Local 11.

7. Integrating JEDI awareness and understanding into rural communities requires a long term strategy and ongoing conversations.

“The longer you swim in a culture, the more invisible it becomes.”

~ Tema Okun, White Supremacy Report, Dismantling Racism Matters ~

It is common for rural communities to not consider JEDI as a priority since they've been historically homogenized with a population comprised largely of people of white European descent. With this in mind, it is important that this work meets the community where they're at by offering opportunities for foundational learning and ongoing community conversations in a long-term approach. Folks will need many opportunities to learn, reflect and engage in dialogue before acting on the learning. The work of shifting perspectives takes time.

While this project was successful in bringing many folks to the table for the conversational curriculum, it is evident that there is much more work to be done. The Consultants sincerely hope that GBLIP will find ways to continue to support the delivery of this curriculum and build upon it to continue the conversation and create real change.



Our hope for you all is that
you learned *something* in this session.

Our wish for you is that
you will challenge yourselves to implement that learning
in your lives and at work.

We hope that you'll at least try.

Thank You!

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Recommendations for GBLIP Moving Forward

Continue to Support the Local 7:

- Build their capacity, confidence and understanding as JEDI practitioners and facilitators.
This could take the form of:
 - Community of Practice, ongoing peer learning
 - The free Indigenous Canada course through the University of Alberta offered by Coursera
 - The Local 7 could meet regularly to discuss, debrief and integrate the learning
 - Engage guest speakers for sessions to learn and discuss:
 - What it means to be trauma-informed
 - Systemic oppression and colonization
 - Black history in the local Grey-Bruce context
 - Trauma-informed supports to help the Local 7 process their experiences and emotions that may emerge while doing this work
- Establish clear lines of communication to encourage responsiveness and clarity

Continue the Community Conversations:

- For those who have taken the workshop, find ways to be responsive to evaluation feedback and provide opportunity to build on the learning
 - Develop a Community Conversation 2.0 - with the understanding that it builds on the first session (session 1 would be a prerequisite)
 - Build a Community of Practice
- For those who haven't had the opportunity to take the workshop, continue to make it available to them beyond March 2023.
- Offer the sessions in-person to enhance participant engagement
 - This was requested by the Local 7 as well as the workshop participants
- If the opportunity arises to expand the Local 7 and recruit more facilitators, the Consultants recommend:

- Develop a matrix to assist in vetting new facilitators based on their facilitation experience and capacity as well as their EDI foundational knowledge.
 - Establish clear channels of communication to relay project expectations in all phases
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Impact Consulting is thankful to GBLIP and the support provided by Kee May Ip, (Local Immigration Partnership Outreach Specialist) for this experience and for the learning that has taken place. We hope to continue the relationship and hear about how the workshop deliveries are going. We also hope that these conversations have sparked change and that the learning throughout the Grey-Bruce community continues.



CONTACT INFORMATION

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All art pieces used in this document were done by Melanie Schambach in conjunction with immigrant youth. The murals are displayed in Pillar's Innovation Works building.

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