

Aboriginal Healing Foundation

454UcUe.e. TL7.e.e. 40.e.L7.e.e.

A Healing Journey

Final Report
Summary Points



© 2006 Dabibbio) Δ^{c} LFL σ^{b} Δ^{c} NF b

© 2006 Aboriginal Healing Foundation

NOMBC SUPCC:

Dabibbib)) ibΔc LΓSiσbJc NΓblc

Published by: Aboriginal Healing Foundation

75 Albert Street, Suite 801, Ottawa, Ontario K1P 5E7

75 Albert Street, Suite 801, Ottawa, Ontario K1P 5E7

⊳も๋_∩∿ს^c: (613) 237-4441

Phone: (613) 237-4441

▷ኄጏ∩ ◁₽ቴ°∿Ր¹ጋˤቴ: (888) 725-8886

Toll-free: (888) 725-8886 Fax: (613) 237-4442

√⁶ხ√⁶ძ⁶ ∩∩⁶6⁶6: (613) 237-4442

Fax: (013) 237-4442

⁶b∩CÞ♭⁶d^c: programs@ahf.ca

E-mail: programs@ahf.ca

የচሊር ኦታ ዕር በበ የ bb ዓርር: www.ahf.ca

Website: www.ahf.ca

UU2.00 dr P™.50 Jp. 10 Jp. 10

Design and Production:

jc8, qc>q,

Graphic Adworks (Ottawa)

%Li5√c ▷¬%\UCc:

Printed by:

Dollco Printing

Dollco Printing

ISBN 1-897285-13-2

40% $\Delta 6\%$ $\Delta 6\%$ $\Delta 7\%$ Δ

Unauthorized use of the name "Aboriginal Healing Foundation" and of the Foundation's logo is prohibited. Non-commercial reproduction of this document is, however, encouraged.



DOBOTO LESTO DE LESTO كحه في اد مي ادر اله الماد ا

dodning b Letight don't Letie: A Healing Journey: 4) Summary Points م کری کی میراد

Final Report of the Aboriginal Healing Foundation

DOYCOCD > DODY & PC



DOGCC 65 995 9 DC LT450 % IC Nr olc

Aboriginal Healing Foundation

Joor Lacu:

DOP4PGP TLY. Quality JOGS CC94999 Da Darparc balcarc Deptebrass DDC ۵- مرام ۱۹۶ د ۱۹۶۵ مه ۱۹۶ د ۱۹ bact. Ca Veudanaquac Art bangarice Portologo Apolo Apolo Apolo Apolo DOPOSO VEUGE APRAPILESE VEUGULF SP>C VOLYDCOPC DOPPC VERCOC VCUALUADO DELUADUDAC.

DOPPRO 1 LA 20-47 ULAPC 120 DOPPCC 200 DOPPRO L'>> 31, 1998 PD>+CDP4500 56PCD+00 LDOPPTIC SUDDIC ALPDDIPTIC POCDS POCL VYTL400VPUL4F7c A2PbL45UPY7c Acardado. Dapepopologo FLLLegano NFalc 350Fc dags LLYDUPPOPO ρρος 11ος 40°σσ°ο, Λερησερος γερ

- 1) محمر مهد عمد داعهم
- 2) Paph 350 de De odra 166 CA 160 CC ATT banjaaleC TLADUPLate DCD20CDQ0QC , JoQ20CDLF4DC, Arr ULPAC JORGECDYLYDC DCGAVARPYTCTUP bact. ALL
- 3) UUZPPC bolccepcc Verde Vdapcc 50000000000c

روه عدال المهدود المسلمود Λσ σσς ος Λεη (Ποσο Δερρη ος γολ)ς.

Da 77.004Lac. 10 204-206020, Dotologo Son Statholds Accomples 409CAC AVCZOUP ACDPDULOSLOSC

700/46440. 190700 Uboolp DOP20000 مه در المه >د م فه و در ۲ م م فهدر في الم からつらかいらしてひしてからとしつのなかろく。 Vipgとしゃっと

PUU 420 SUU 40 AUCUSC FLY20>C DC DL. VCV4c POVC A45,0)c A46,0Lc)c 2PV4Γλ Sc Jephydyddop Veuge Art oflasp Agebrage)c. DOPGCC GEGGGOOT ULACC D67c 60070c 20077009c7 0642645767c bhda Vrruder Applachdedon To Docord محمهٰد محدومود, مولهدم مومه م V. P. PUL, 20 VP4V Diage AibbDT, 4CD3c.

۲٠ ١٥٠١ مرد ١١٥ مرد ١١٥ مرد ١٥٠١ مرد ١٥ (° 0 Palc C 20 > 20 D 20 D 20 > 20 V C V day L 400, ひゅんといっているのかりかんのかりのか くて、 ΔοΔς JoanCDYL40 DColo Jaducurransc Art مدر م م حدث عدم الم وه الم دوم الم Le VLdorles de aucherge Tc. DEDC 100 ひゃりくな ひゃっかくしゅつかく うとからししょそろっゃしくことが

DOP20C FL720-57c UL+PcC PUF7-6bc Arr Veppertieble egycussep verse VCUQULTAGO ALL OPSIBLADITE. COTIE Δ-°-ως Δ) σ 6 6 6 6 6 7 . Δ-° σ 4 1 4 6 6 C 1 6 3 C ハッカイかのでしゅり コケーナラかく、フェッレントで、 DP400CD4L7c DCDJVc, De0p1000 人々としてはよりから、 インしゃしてマーかし、 マタイセリレアリシン والمه حدود حور المع والمهم ور حدوم الم حد Valagoria Jbhldpealpsuc Arr DVLGobe 4400LCDUC Art audiage ALPDULP PEPPUCCY-10

> 1920 alp 402 ASYLY



A Message from the President

Danet'e:

The Aboriginal Healing Foundation's Final Report attempts to capture seven years of work among community-based healing initiatives that address the intergenerational legacy of Canada's Indian residential school system. This publication summarizes the highlights of a larger, three-volume report and is intended to provide the reader with a useful understanding of the healing work the AHF has supported.

The Aboriginal Healing Foundation was established March 31, 1998 as a cornerstone of Gathering Strength-Canada's Aboriginal Action Plan, a federal strategy to renew the relationship between Aboriginal peoples and the Government of Canada. The AHF was given \$350 million and an eleven-year mandate, organized into three stages:

1) Setting up of operations,

2) Commitment of a \$350 million healing fund towards initiatives that address the legacy of physical and sexual abuse in the Indian residential schools of Canada, and

3) Writing of a final report. With the publication of this report, we have fulfilled the third and final stage of our mandate.

Perhaps the theme that emerges most powerfully from the report is the enduring resilience of Aboriginal peoples. Despite a century of efforts to forcibly assimilate "Indians" into Euro-Canadian society, Aboriginal peoples today look to traditional cultures for healing. As a funding agency, the AHF has had the honour and privilege of working in partnership with many courageous and inspiring individuals. While we at the AHF have played a role in the healing movement, the true foundation of healing has been the people, many of whom were labouring to improve the condition of Aboriginal communities before there was an AHF.

There is however much to do. The Final Report, not only assesses accomplishments, but indicates areas where further efforts are required. Here, the message in brief is that more time and more program support is necessary. Many have begun the healing journey, and many were not yet ready to undertake this journey when the Aboriginal Healing Foundation was created. Healing the effects of a century (and more) of historic trauma will require the sustained efforts of a generation.

On behalf of the Board of Directors and staff of the Aboriginal Healing Foundation, I thank you for your interest in this document and I hope you find it of personal use. To those who have come here to learn, perhaps for the first time, about the AHF and the residential school system, I offer a welcome. To those who have come for practical support in their healing work, I offer appreciation and gratitude for your commitment to helping our people. And to those who have come for a deeper understanding of their experiences as Survivors, I offer respect and hope that this work may contribute to healing.

> Masi, Georges Erasmus



(- JA. DA-J' J'CD > 56 Dabsb DGb DAbDAFbar. 100 AC DEPT 456 510 TYND \ DC GAINIGCOC YSOY OPODONE. CAGO 1949F 19561. Jacobarc Abysitas 1966 DEP 00 DPD 00 P2J2246CD-20. 4-C DIDY PPG. ASOLY PPG DELO DELCETTO 4°6°60°5°. >6 >6 10σ° AD'CCILC ACCILC DIDDITION 4°C) C P6PYC >ΔJ6CACJ6. Paparob > AJGOCACTC. SALL PACA OF DE Cade CAbo, 5° of Co Lolib DC° odp, DNPAC DCCN° ob DC° 0 450 NC NC SAC.

Uhirley I. Williams is an Odawa woman from Wikwemikong Unceded Reserve. She attended St. Joseph's Residential School for girls in Spanish, Ontario from 1949 to 1956. Shirley's parents negotiated a 3-year postponement of her enrolment in residential school with the result that she remained at home receiving instruction in Odawa culture and language from her family, as well as instruction in the Catholic catechism, until she was 10 years old. When she left by bus for St. Joseph's school her father counselled her: "Do not forget your language. Do not forget who you are. No matter what they do to you in there be strong. Learn about the Indian Act and come home to teach us about it."

Shirley describes her introduction to St. Joseph's school: "As we were nearing the school the bus stopped and the gate opened. I remember feeling kind of sick when the gates closed. It was as if my heart shut down when the gates closed. I never knew why I became so unhappy." She does not dwell on the pain and loneliness and punishments that she and the other girls endured at the school;

A Survivor's Story

 $\Delta C^{\circ} \sigma d^{\circ} A^{\circ} \Gamma D^{\circ} D^{\circ} d^{\circ} d^{\circ} e^{-c} \Gamma^{\circ} e^{-c} d^{\circ} e^{-c} d^{\circ} e^{-c} e^{-$



she talks instead with humour about the small acts of resistance that they engaged in. Despite the prohibition against using Aboriginal languages at the school, Shirley practised talking to herself in bed at night, her head covered with a sheet. She imagined that she was back home at the kitchen table speaking Odawa to her parents. She dreamed of joining the ranks of high school graduates, a possibility that became real with the addition of high school instruction at St. Joseph's. But this was not to be.

When Shirley turned 16, her mother, at great personal sacrifice, sent Shirley a store-bought dress to celebrate her coming of age. The nuns saw the dress as an attempt to make Shirley "look like a whore." When she defended her mother she was slapped and strapped and made to stand facing one of four punishment posts in the middle of the building for three days with only bread and water for food. She and the other girls were forbidden to speak to each other during this time. That year at Christmas break Shirley sought her parents' permission to leave school and go to work.

Δc° σ d α d 9 b < c > 9 b) <

 Φ΄-Γ
 Δ-°σ4%Π(Π)²-΄
 Λ-°σ4%Π(¬Υ΄
 Δοδηθος
 Δ+
 Δ+



A Survivor's Story



Elkhorn Residential School, courtesy of Janice Longboat

Shirley speaks of her confusion about her identity, trying to merge into mainstream society and cover her brown skin with make-up, of having no sense that she had a right to her own opinion, and of being like a zombie following without question the directions that others gave her. She worked as a laundry and scrub woman in a hospital near home, made and ended a bad marriage, and took night school and upgrading courses to attain high school equivalency. In 1979, at the age of 40, she undertook the challenge of entering Trent University to finish what she had promised her father as she departed for residential school.

When Shirley graduated with her Bachelor of Arts in 1983 everything seemed to point in the direction of teaching. With the background of her Native Studies degree she began teaching Life Skills and Natives in Transition preparing Aboriginal people for work or further education. In 1986 she followed in the footsteps of one of her mentors, Fred Wheatley, and obtained a position in the Native Studies Department at Trent University teaching Ojibway language, which is closely related to Odawa. She says: "Teaching helped me to heal myself because as I was teaching I also grew. In the language there are a lot of words and some of these are healing words. Last year I did a workshop on healing words."

Today Shirley Williams is a Full Professor and a role model to the many Aboriginal and non-Aboriginal students who pass through her classes. She has completed a diploma in language teaching and a Master of Arts degree. She has produced books for language instruction and a CD-ROM bringing Ojibway language into the modern context of the hockey rink. Her residential school experience caused her to take a long, often painful, detour from her early goals. She credits her survival as an Odawa woman to the grounding in language and culture that she received within her family and to the healing power of learning. She is fulfilling the promises that she made to her father and herself so long ago.

Shirley and other Survivors have reclaimed wellness for themselves. There are many others who are still on a healing journey and yet others who are heavily burdened with the legacy of residential schools. The Aboriginal Healing Foundation was established to support their healing journeys.

PJ-C56<56 >0656 • The Final Report

Dob6 1: LT590 4096 (16: 40 DL096 DAGO DAGO CS6

• Φαβωβωρς ΓΓΑίσης ΠΓωρς Λανος Φαβωβωρος βρωφ Λανη Κορη Γανος, βρημηνής Δη βρείρα Αργονός Αργονός Δημονος Αργονός Αργονός Αργονός Αργονός Δαθασίος Αργονός Αργονός



he Final Report of the Aboriginal Healing Foundation is published in three volumes. The report records the formation and accomplishments of the Aboriginal Healing Foundation (AHF) between 1998 and 2005.

Volume I: A Healing Journey: Reclaiming Wellness

 places the work of the AHF in the wider Aboriginal healing movement, summarizes what the AHF has learned from research and evaluation, and recommends upon the future healing needs of residential school Survivors and their families.

Volume II: Measuring Progress: Program Evaluation

• synthesizes the data collected through the 3 national surveys (2000, 2002, 2004), 5 focus groups, 13 case studies, 1,479 individual participant questionnaires (IPQs), and file review of 36 AHF-funded projects.

Volume III: Promising Healing Practices in Aboriginal Communities

• reports on AHF-funded healing programs with practices and interventions that are working well for Aboriginal communities or communities of interest based on questionnaires, file review, survey data and focus groups.

Δc^{*}σ4λ4[®]ηCD4^C

Δc^{*}σ4λ4[©]ΠCP^CC^CC

Δαβ^CC^CC

Δαβ^CC

Δε^CC

Δ

"Residential schooling, in short, typified the totalitarian and assimilation spirit of Canada's Indian policy in the later Victorian era and the first half of the twentieth century. It amounted, as a candid missionary put it, to an effort to 'educate and civilize a people against their will."

J.R.Miller, "Owen Glendower, Hotspur, and Canadian Indian Policy" in Sweet Promises: A Reader on Indian-White Relations in Canada, 1992.



Φρορος Reserved to the control of the control of



130 Δc°σδιδι ΔιοδοΔλοι

5. PCD Σι DPD Δι 1831Γ

1998 Δι. γ Σ - Εν Κυ ΚυΡ Εν

ΔΗδυ δι Δ - Δ - Φ σδιδυ

Σ - Σ , δ ΠD - Τ , 1831Γ

Lo Λιο Εν Δ - Φ σδιδι
Δα σ διο Εν
Δα διο Εν

Δα διο Εν

Εν Σ ο Δ ο Εν

Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Δ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν Σ ο Εν Σ ο Εν Σ ο Εν

Εν Σ ο Εν

Εν Σ ο Εν Σ

 n the late 19th century the Canadian Government undertook a formal partnership with the churches to run industrial, boarding and residential schools for Aboriginal people.

The Indian residential school system was designed to teach Aboriginal children the English language, as well as the religion, values, and work skills of Canadian society.

Between 1831 and 1998, 130 industrial, boarding and residential schools would operate. The earliest was the Mohawk Indian Residential

School, opened in 1831 at Brantford, Ontario. The schools existed in all territories and in all but three provinces – New Brunswick, Prince Edward Island, and Newfoundland. In the North, the residential school system also took the form of hostels.

In 1920, Duncan Campbell Scott, the bureaucrat in charge of Canada's Indian Policy, revised the *Indian Act* to make attendance at residential school mandatory for all children up to age 15.

At its peak in the early 1930s, the Indian residential school system

 Δ C%bCLC Δ PD%C%% Γ C)C 15σ b Δ C% σ 4 Γ 4 Γ 5 LCL Γ 6 Γ 5 Γ 6.

Δc°σ4λ4%ηςης%σ%

σα6%6%)ς σςς%ρσφ

Λελ46%>% Κωρςρος Δεα

ΦΌηβσ4ις, "Δωρερσωρος σωσος

ΗΡ L6Δ Πης%>% 1903Γ

Δε°σ4%ηςησρ< Γώλος

Δοδσφ Δλιεδρος

Λτιεδροσφ

Αποτιεδροσφ

Λτιεδροσφ

Λτιεδροσφ

Λτιεδροσφ

Λτιεδροσφ

Λτιεδροσ

Δ=°σ4~4%Π°Πσ%

Δ=6%6%)° Δ=C5%Γ°σ6

)Ρ/~6%/~6%>%

4(D/D°(6%-%)°

Δ(D/D°(6%-%)°

Δ(b)° Δα-6%6%)σ%Γ°

Δ-1°σ6 4&Π°Π»ς,

Δα-6%6° Λ%CD-4°

Δ%Γς6β-8σ%>ς, Δ%D/%Γ°

was a state-sponsored, churchrun network of 80 schools with an enrolment of over 17,000.

Of these 80 schools, 44 were under various Catholic orders, 21 under the Church of England which later became the Anglican Church, 13 under the United Church, and 2 under the Presbyterians. These proportions would remain constant throughout the residential school system's history.

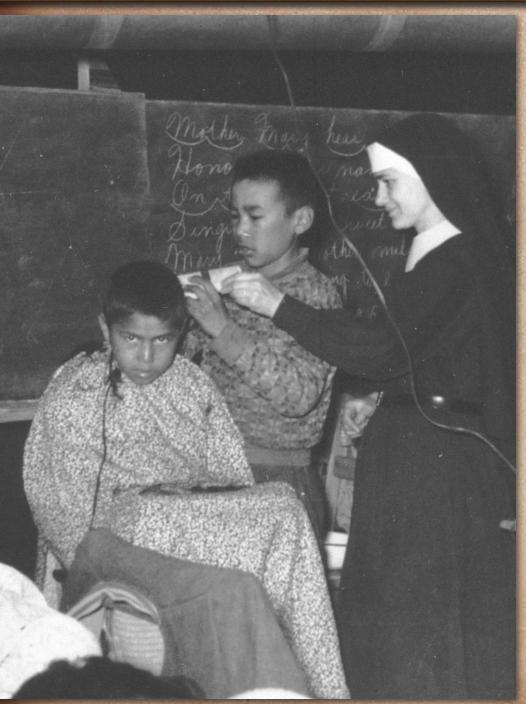
At its core, the Indian residential school system was an organized effort to "kill the Indian in the child." Missionary Hugh McKay, writing

in 1903, characterized the system itself as an effort "to educate and colonize a people against their will."

Residential schools came to represent both in theory and in practice a deliberate systemic effort to remove generations of Aboriginal children, one by one, from family, community, language, culture, and, broadly speaking, Aboriginal ways of living in the world.

For those traumatized by their experiences in the residential school, the policy of forced assimilation has resulted in pervasive loss:





loss of identity, loss of family, loss of language, loss of culture.

As early as 1907, residential schools were also noted by inspectors as places of disease, hunger, overcrowding, and in disrepair.

As late as 1950, according to an Indian Affairs study, over 40 per cent of the teaching staff had no professional training.

This is not to say that past experiences were all negative, or that the staff were all bad. Such is not the case. Many good and dedicated people worked in the system. Indeed, their willingness to work long hours in an atmosphere of stress and for meager wages was exploited by an administration determined to minimize costs. The staff not only taught, they also supervised the children's work, play and personal care. Their hours were long, the pay below that of other educational institutions, and the working conditions exasperating.

The residential school system is not solely responsible for the current conditions of Aboriginal communities, but it did play a role.

 δΕΑΡΑ
 Δε^{*}Γ
 Ρ΄ Δθ

 Δα
 Κα
 Κα

- + a(%bob acd%)c,
- + 100 96 / DC.

- + βσ₄Lc 4σ₄L₆σ_c
- Δ^{φ} J Δ^{φ} 6 Φ^{L} Z^{φ} 9 Φ^{L} 4 Z^{φ} 9
- + Δb 10 Cb Cb Δb 10 Cc,
- 4 Δ24β4ρησς φςσς 4 Δ24β4ρησς φςσς
- Δογ
 Δογ
 Δογ
 Εφ
 <
- \bullet DPDbdc, \bullet CbPbdc, \bullet CbPbdc, \bullet CbPbdc, \bullet CbPbbdc, \bullet CbPbdc, \bullet C
- ↑ \\
 \[
 \lambda_\frac{1}{2} \\
 \lambda_\frac

In the early 1990s, beginning with Phil Fontaine, National Chief of the Assembly of First Nations, Survivors came forward with disclosures that included:

- + sexual abuse
- beatings
- punishments for speaking Aboriginal languages
- forced wearing of soiled underwear on the head or wet bedsheets on the body
- faces rubbed in human excrement
- forced eating of rotten and/ or maggot-infested food
- hair ripped from heads
- use of students in medical experiments

- bondage and confinement in closets without food or water
- electric shocks with an electric chair
- children forced to sleep outside
 or to walk barefoot in winter
- forced labour
 and much more.

Many former students today are pursuing healing and reparation for the humiliations they suffered in residential school.

Very gradually, the residential school system was discarded in favour of a policy of integration. Aboriginal students began in the 1940s to attend mainstream schools.

The Department of Indian Affairs and Northern Development assumed full management of the residential school system on April 1, 1969.

Throughout the 1970s, at the request of the National Indian Brotherhood, Government undertook a process that saw the eventual transfer of education management to Aboriginal people.

In 1970, Blue Quills Residential School became the first residential school managed by Aboriginal people.



۵۶۶۵۱ با ۱۳۵۵ خ۵۶۵

D'S 40-40-00 LL740>C 9-6-6-446>C 22642D0805120 dp-50/Δ%papb-50>C. 4) 50 YLY 20 a 2 LL 2 2 2 C مرحاله معرور م.

DC-046820 DQC2000 DC-04764C-664-C4-706 Dapaper DCLacle 19400 Dab966)C م (۱۶۵ م م م م م در در م در م م م م در در م د DCDCPOSO>C.

DogC Ci ogo 1000 DE 1000 D $\Lambda \Gamma \triangleleft ^{\varsigma_b} > ^{\varsigma_b} \triangleleft \Delta > 1$, 1969 Γ .

1970 PPDabbern - 3800 dec 6777801281C dt D1220 AC 000180 000 bold apc << - de contrate de la cont N°J°20+76. 4°C00 DCCDC96>C.

1970 >> d> 40 AC G D G G م-ره مح مراهه م-ره م 100 Jbb > 56 DCCD - 56> 56.

PJ-C96<96 J-C OC AC-05/8/6 1740% 19985.

The last band-run residential school closed in 1998.

We look back today at a system that tried to erase Aboriginal cultures from history and we look forward to a time when there is again a relationship of mutual respect based upon the historic treaties between Aboriginal people and the Government of Canada.

With the lessons of history in their service, Aboriginal people have begun to heal the wounds of the past.

On January 7, 1998, the Federal Government of Canada issued a Statement of Reconciliation and unveiled a new initiative called Gathering Strength—Canada's Aboriginal Action Plan. A strategy to begin the process of reconciliation, Gathering Strength featured the announcement of a \$350 million healing fund.

On March 31, 1998, the Aboriginal Healing Foundation was created. It was given ten years to disburse this \$350-million fund beginning March 31, 1999 and ending March 31, 2009.

Since June 1999, the Aboriginal Healing Foundation has been providing funding support to community-based initiatives that





ρ-¬Γ Δ-°σ4'δρ-ρ%)^C
Δ%βρα %<β^C Φαβ%βρ^C
α'βα'LC
'ά%βρ'λβ'CβΓά'σά^C Λ%άγ^CΓ΄,
β'Βργ^CΓ΄, Δε΄ Γ΄ Φ^CJ\5^C
'β'-α ω Δερερα'σ'LC.
β'-σε σερεβρι^C
ΔγLΓγα'σ^C Δ)^C
ΔάβηΓ΄ Α΄ σω Δρ^C
ΔοβηΓ΄ Α΄ σω Δρ^C
(ΚΕ΄ σω Δω Δρ^C
(ΚΕ

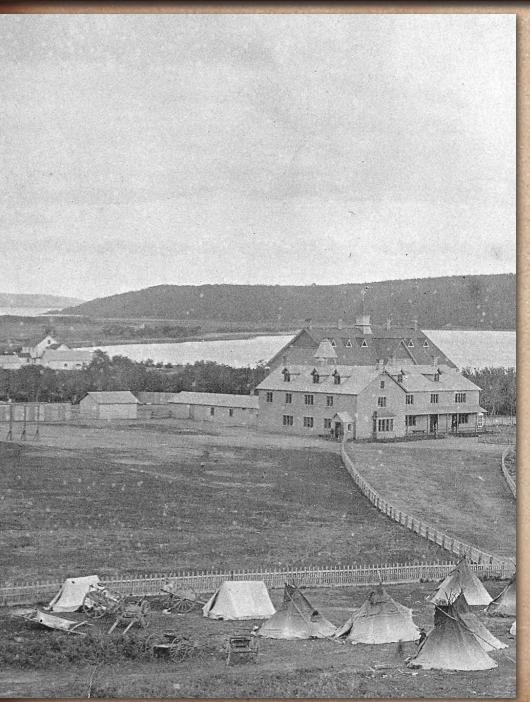
 μαλα
 7, 1998Γ
 bac>

 υς ι βθις
 υς ι βθις

address the intergenerational legacy of physical and sexual abuse in Canada's Indian residential school system. To sustain the healing work once the Aboriginal Healing Foundation is gone, the Legacy of Hope Foundation was created in 2001 by the Aboriginal Healing Foundation's Board of Directors. The Legacy of Hope Foundation works in conjunction with, and will build on the successes of, the Aboriginal Healing Foundation, eventually taking over its work completely.

Their vision is one in which those affected by the legacy of physical abuse and sexual abuse experienced in the residential school system have addressed the effects of unresolved trauma in meaningful terms, have broken the cycle of abuse, and have enhanced their capacity as individuals, families, communities and nations to sustain their wellbeing and that of future generations.

The incomplete nature of school records makes it impossible to say precisely how many children attended residential school throughout the entire span of the system. However, it is clear that the system's intergenerational effects have been felt beyond the attendance role.



Δc⁸σ42ηλσ^c
ηη⁶β⁶γ^c Δc³σ4⁶)^c
ασρηγο⁶ β⁶γ^c σ(⁶β^c
Δc⁸σ4λ4⁶<c>λα⁶γ^c δc⁸σ4λ4⁶<c>λα⁶γ^c δc⁸σ4λ4⁶<c>λα⁶γ^c ασσσ4⁶γ⁶. Ργ4σ
βρλις β^cστ αθ⁶β⁶γ^c δσγ⁶γ^c δσγ

Δαδ⁶6⁶6⁷0° LΓ\⁶σ⁶3°

ΠΓ⁶6Π⁶6° Δ⁶6⁶6°

Ρ⁶3⁶-Ε⁶6η⁶5⁶1°

Λαδ⁶6⁷0° ΠΓΟ Α⁶

2001Γ. Δαδ⁶6⁸0° LΓ\⁶σ⁶3°

ΠΓ⁶6Π⁶6° Δαδ⁶6⁸0° LΓ\⁶σ⁶3°

ΠΓ⁶6Π⁶6° Δαδ⁶6⁸0° LΓ\⁶σ⁶5°

ΔαΓΡΠσ(⁶6) Λαλδ⁶6⁸0°



Docard Acade Acade Acade Acade Map of Residential Schools LEGEND C9646 420000 Residential School >P>6C607 200 1C6076 **PROVINCES & TERRITORIES** Alberta 10°C >5-n7bciss British Columbia Loje Manitoba ه المركب المرك New Brunswick مه ځه ده Newfoundland 20CY 096 Northwest Territories فر ۲۶۹۲۹ Nova Scotia Nunavut 2600 Ontario J-0100 ۵۵ مکر م Prince Edward Island Quebec 9<VP 470c70° Saskatchewan 46° NANDA Yukon Territory **A Healing Journey: Final Report Summary Points**

Dob 66 DO 16 DC L T S 6 2 C D T 6 C S 66 The Aboriginal Healing Foundation is Established

 \$\rightarrow 4a
 7, 1998Γ

 \$\rightarrow 4b\rightarrow 6a
 \$\rightarrow 4b\rightarrow 6a

 \$\rightarrow 4b\rightarrow 6a
 \$\rightarrow 4b\rightarrow 6a

 \$\rightarrow 4a
 \$\rightarrow 6a

 \$\rightarrow 4b\rightarrow 6a
 \$\rightarrow 6a

 \$\rightarrow 4a
 \$\rightarrow 6a

 \$\rightarrow 4b\rightarrow 6a
 \$\rightarrow 6a

 \$\rightarrow 4b\rightarrow 6a
 \$\rightarrow 6a

 \$\rightarrow 4b\rightarrow 6a
 \$\rightarrow 6a

 \$\rightarrow 6a
 \$\rightarrow 6a

 n 1994, the Assembly of First Nations released a report on residential school entitled Breaking the Silence: An Interpretive Study of Residential School Impact and Healing as Interpreted by the Stories of First Nation Individuals.

1986-1994 Churches issue apologies for their roles in residential schools.

On 7 January 1998, then Minister of Indian Affairs and Northern Development Honourable Jane Stewart issued a Statement of Reconciliation and unveiled Gathering Strength—Canada's Aboriginal Action Plan.

The federal government announced a one-time grant of \$350 million to establish a fund for community-based healing of the physical and sexual abuses that occurred in residential schools.

In 1998, the Aboriginal Healing Foundation with a 17-member board of directors was incorporated to administer this Healing Fund under an 11-year mandate ending 31 March 2009.

ᠪᠲ᠋᠘ᡥᠪᠪ᠋ᠮᢣ᠘ᡏᡄᡕ᠄᠂ᠣᠳ᠙ᢛ᠙᠙᠂᠘᠘᠙᠙᠘᠘᠘᠙᠘᠘᠘᠘ᠳ᠘		
L ⁵ 구 31, 1998	ᠤᠳ᠙ᡥᠹᡥᠫᡕ᠂ᠮ᠘ᡧᠲᡒ᠋᠘᠘ᢞ᠘ᡕ᠂ᡥᡖᡕᠵᡕ	
በረለሲ 4,1998	በበና%C>ZLZ% ጋ%ZSDC ጋ%U&%Uና \%PC%	
L ^ヶ 구 24-26, 1999	6UF5%Cc 9%C&>c 4FF 2658Dep	
√√° 23,1999	つらくなられ 35 4%でらくないとく つくらいもく ひらんない	
^ %><_ 28, 2003	ϽϧʹϟͺϨϷͺϢͺͺ ϽϧʹϟͺϨϷͺϢͺͺ ϽϧʹϟͺϹϽͺϟ;ͽ	
▷°Ò° 5, 2003</th <th>የ<mark>ፈ</mark>ፆኑ^ና (L^ናΓ⁶ ላጋ^ናል⁶\▷(▷ -⁵⁶>⁶</th>	የ <mark>ፈ</mark> ፆኑ ^ና (L ^ና Γ ⁶ ላጋ ^ና ል ⁶ \▷(▷ - ⁵⁶ > ⁶	
ል <°><\ი_23,2005	\$40 \(\tau \) \(\tau	
2006 בעל 2006	PJ ⁻ C ⁵⁶ < ⁵⁶ ÞԺ ⁶ Ġ ⁵⁸ ᠳ ⁵⁶ PCÞ ⁵⁶	
L ^ϧ ት 2007	ᠴᡆᡖᡥᡖᡥᠫᡕ᠂ᠮ᠘ᡶ᠘ᡶ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘	
∠ ∩∧∿ 2008	᠌ᠴᡆᡖᡥ᠙᠗ᢗ᠂ᠮ᠘ᡶ᠘ᡓᡥᠲ᠙ᡐ᠋	
L ⁵	PPPC 11 \%PCd56% NFP< _%J<>%	

Dabbbb))βΔς LT\G-\JC NT\CC)ςβC~U Mission of the AHF

Key Dates: Aboriginal Healing Foundation		
March 31, 1998	AHF Incorporated	
December 4, 1998	Launch of first Program Handbook and Call for Proposals	
March 24-26, 1999	Board meets & approves first round of projects	
June 23, 1999	First 35 grants announced	
February 28, 2003	Final deadline for funding applications	
October 5, 2003	Healing Fund is fully committed (\$425 million)	
February 23, 2005	\$40 million announced for 2-year extension of AHF	
January 2006	Publication of Final Report	
March 2007	All AHF project funding ends	
September 2008	AHF will close its doors	
March 31, 2009	11-year mandate ends	

 $\Delta \Phi_{\rho} = A \Phi_$

The AHF's mission is to encourage and support Aboriginal people in building and reinforcing sustainable healing processes that address the legacy of physical abuse and sexual abuse in the residential school system, including the intergenerational impacts.



Dabibbb)) 16ΔC LFLigen JC NFrc Λcado Lerbbc

ᢆᠯᠳ᠙ᠳ᠙ᢕ᠙ᢞᠳᠬ᠂᠘ᠮ᠘ ᡏᡈ᠘ᡮᢐᡆᡏ᠙ᢕ᠙ᢞᠳᢛ᠂᠘ᠮ᠘ $\nabla_{\sigma} \nabla_{\sigma} \nabla_{\sigma$

Δ^{*}ωΔ^{*}ωΔ^{*}ωΔΔΔ</

CONTROL OF THE PROPERTY OF THE PARTY OF THE PARTY.

 $P_{2} + V_{4} - V_{4$

ᠳᠲᠳ᠘ᢣᠵᡣᢗ ᠘ᠰᡓᠲ᠘᠘ᠸᠲᠫᢈ ᠘᠘ᠳᠳ᠘᠘ᠸᠲᠫᡕ ᠘ᡩᠳ᠘ᢣᡶᡴᢆᢗ

 $V4_c \sigma_{\ell^0} V4_c \sigma_{\ell^0} V4_$

ᡏ᠐ᠫᢛ᠌ᢛᢢᡳᡒᡎᢈ ᠘ᠮ᠘᠂᠐᠘ᡀ᠘ᡕ ᠘᠇ᠮ᠂ᢗ᠌᠐ᡀ᠐ᡕ ᠘ᠮ᠘᠙᠘ᡷ᠘ᡊ ϤჼݸႶႶႽჂႮ ϹϹϟϭ·ͼ ϒʹϭϲͼ ϹϹϧϭϲͼ ~~~_{~~}Lc⊃c .∀&b>Uc .५₽4L

 $\Delta \Phi \Delta U_c U d\Phi$

 400° 600

△८°७√%) △८०°% $V4\Gamma4^{\circ}_{c}$ $40\nabla_{c}\sigma_{D}4_{c}$ $\nabla_{P}4U_{c}$ $Pb57^{\circ}_{e}Cb^{\circ}_{q}$ $\nabla^{-}_{c}\sigma_{Q}U_{c}$

イ₂PPCDイ_C - 42PDC - 42PDC - 42PDC - 42PPC

LL7%), QP4%(DA; TL75F47, <!&DU; QP4, Deff Alpho The CD4, The C

ᠰᠸᠬᡆᠲᠠᢣᠬᡆᠪᡥ᠌ᠣᠳ᠂ᠳ᠘ ᡏᠫᠬᡏᠫᡥ᠋ᠣ᠘᠘ᡶᡳᡠᠲᠮ ᠘᠘᠘ᡯᠲ᠘ $\nabla^{\rho} \nabla^{\rho} \nabla^{\rho$

 $\Delta C_e \Phi Q_b D_e Q_c$ $A C_e C_b P_e Q_c$

%₽२५∆४७ ∆८₽७%, ∧८८४५७% %Г९२४%СР७% ४┖ ∆८°Ф४२№५७% ∧८८४८₽%

V-~4014c

The Aboriginal Healing Foundation Logic Model

broken cycle of physical Long-term sustainable well-being and sexual abuse Goals increased capacity more increased more strategic increased positive ties increased knowledge and planning with a enhanced documented awareness/use Short-term between those in need understanding healing history skill to address of research/ focus on Outcomes and healers/helpers and awareness increased honour needs/issues resource material healing distribution educational and participation in historical participation and use of participation in training curricula strategic plans conferences research and Outputs materials developed or healing produced and gatherings developed training resource offered material engage in research, support healing efforts, promote awareness develop and enhance support needs support build, reinforce conditions and understanding of Activities remembrance capacity assessments and conducive to healing needs and issues project design

The time frame for AHF program and evaluation activity has been too short to measure long-term impact on sexual abuse, physical abuse, suicide, incarceration and children in care. However, AHF has gathered valuable information on the nature and impact of Aboriginal healing activities. This information can provide the basis for longer-term research.

DabsbbsbDJBAC LTSG~JC NF&PCC Pabbacc

ᠳᠳ᠙ᡎᠲᢛᠫ᠅᠘ᡶ᠘ᡧᠣ᠊ᡥ᠘ᡛ ᠐᠘᠙᠘ᠳ᠘᠙᠘ᠳ ᠳ᠘ᡁ ᠳ᠘ᡕ ᠳ᠘

لح £ 31, 2005 ال ۱۶۶ الح ۲۶۶ الم

1,346σ \ Δ°Γ° ΙΕΚ° ΡαΡ' Δα σος Δος Δος Ενεί Δα σος Δος Δος Ενεί Ας Ανοκος Ενεί Ας Ανοκος Ενεί Ας Ανοκος Ενεί Ας Ανοκος Ας Δος Ανοκος Ας Δος Ανοκος Ας Δος Ανοκος Αν

ᢆᠣᠳ᠙ᢛ᠙ᡒ᠐ᠻᢎ᠘ᠮ᠘᠙ᠳ᠕ᡕ᠂᠐ᡶᡘᡀᡣ᠘ᡁ᠂᠙ᡯᠦ᠋᠙ᠳ᠐ᠳ ᠙ᢐ᠘᠙ᢛ᠐ᢕ᠙᠘᠘		
⊲ታ∢∩°∩ታኈ L୮५′ታኈ	$4\sigma 4\Pi^{\varsigma}\Pi^{\varsigma}$ $L\Gamma^{\varsigma}^{\flat}D^{\varsigma}$ $\Lambda^{\varsigma}^{\varsigma}\Lambda^{\flat}^{\flat}^{\flat}D^{\flat}$ $\delta^{\varsigma}^{\varsigma}$ $\Delta^{\varsigma}L$ $aab^{\flat}b^{\flat}D^{\varsigma}$ $\Lambda^{\wp}d^{\flat}^{\flat}\Gamma^{\wp}\sigma^{\flat}$ $\Lambda^{\varsigma}^{\varsigma}\Lambda^{\varsigma}\Gamma^{\wp}\sigma^{\flat}$ Δ^{ς} , $\Delta^{\varsigma}^{\varsigma}$, $\Lambda^{\varsigma}^{\varsigma}\Gamma^{\varsigma}$, $\Lambda^{\varsigma}^{\varsigma}\Lambda^{\varsigma}^{\varsigma}\Gamma^{\varsigma}$ Δ^{δ} , $\Delta^{\varsigma}^{\varsigma}$, $\Lambda^{\varsigma}^{\varsigma}$, $\Lambda^{\varsigma}^{\varsigma}\Lambda^{\varsigma}^{\varsigma}\Gamma^{\varsigma}$ Δ^{δ} , $\Delta^{\varsigma}^{\varsigma}$, $\Lambda^{\varsigma}^{\varsigma}$, $\Lambda^$	
265UcUL4c₽ 42c¬pCD4Gp 4rF ¬pPpUcUL4cPp	Δ ር- σ ላ Λ ላ%< C D % D ? Λ % d d Λ σ % Γ σ	
₽∪୮∪。∪₠ℯ	bNLላ σ Δ° σ Δ° Þ σ 6, % σ 6) ነ σ 6, % σ 6 ላ ነ σ 6 ላ ነ σ 6 ላ ነ σ 6 ላ ነ ት ነ σ 6 ነ σ 6 ላ ነ ት ነ σ 6 ነ σ 6 ላ ነ ት ነ σ 6 ነ σ 7 ነ σ 7 ነ σ 7 ነ σ 8 ነ σ 9 ነ	
ᠵᡒᡩᡕᢕᢞᠳᢛ᠂᠑ᡖᡪ᠘ᡏᡧᠳᡥ ᠘᠘᠘ᢞᠳᢛ	$\Delta^{(b)}$ $\Delta C^{(b)}$ $\Delta C^{(b)}$ $\Delta C^{(b)}$ $\Delta^{(b)}$	
᠘ᠸ°ᠳ᠊᠌ᡏ ^ᡕ ᡅ᠒ᠻᠬᠣ ^{ᡪᢧ}	ᡏᠳᡏ᠋᠒ᡶ ᡏᠳ᠘᠘᠘᠙ᠳ᠘᠙᠘᠘᠘᠙ᠳ ᠘᠆ᠳ᠘᠘᠘᠙᠘᠙᠘᠘᠙᠘᠙᠘᠙ ᠘᠙ᡒ᠘᠙᠘᠙᠙᠘᠙᠙᠘᠙᠘᠙᠘᠙ ᠘᠙᠘᠙᠘᠙᠘᠙	
᠑ᢞ᠘᠘ᡧᢙ	᠙᠙᠘᠘᠙ᠳ᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘	
∇ΡΥ ^{ιρ} (ЪΓ ⊲ Ριρ<ι Φσ⊆ι βΡυμ	ᡃᡌ᠋᠌᠔᠆ᠬᠣ᠘᠆᠙᠂ᠳ᠘ᠳ᠅᠘ᠪᠵᠲᢗ᠌᠌ᢕᡳ᠘ᡧᠾ᠌᠆ᠣᢛ	
ላrT <¿Ф _P CD&ፊሪ VCV _P 4Uc /ФPD&ፊሪc	ውዉሮ [®] ው ለበላር५ [®] ጋ [©] ላውላበ [©] በው [©] ፈ [©] Δ৮ [©] [©] ለስላርዓ [©] ለርሲ [®] የ [©] ጋ [©] ለበላርዓ [©] ጋ [©] .	

といるという dece ムー and should be and a factor of the control of the



AHF Funding





Healing Services	provide direct healing services through either traditional or Western approaches; focussed either on the community, family or individual; and meet the ethical standards of therapeutic care and community-based healing
Prevention/ Awareness	activities aimed at raising awareness of the Legacy, early detection and prevention of the effects of abuse
Conference	gatherings that include speakers, sessions and participants from a wide geographic area
Honouring History	memorials, genealogy and other projects related to remembrance
Training	providing instruction or specialized education for potential healers and curriculum development to build sustainable capacity for the healing process
Knowledge-Building	research in program design and capacity building
Needs Assessment	assessing the healing needs of the community
Project Design and Setup	projects that only address start-up and have not initiated the provision of other services

As of 31 March 2005:

1,346 contribution agreements have been signed for a total of \$377,745,857 (audited). These figures do not include the \$40 million allocated to the AHF in February 2005, which extended 91 projects for a 2-year period ending March 31, 2007.

 $CL^{5}\Gamma^{6} - 29>5^{\circ}$ $\Delta_{D}\Delta^{C} - 5>5^{\circ}$ $\Delta^{C}CL^{C} - 5>5^{\circ}$ $\Delta^{C}C^{C} - 59>5^{\circ}$

59> 5° : $4\sigma 4 \Gamma^{\circ} \Gamma^{\circ}$

9>\ $^{\circ}$: Δ C $^{\circ}$ σ $^{\circ}$ 0'\ $^{\circ}$ 0'\ $^{\circ}$ 0'\ $^{\circ}$ 0'\ $^{\circ}$ 0'\ $^{\circ}$ 0'\ $^{\circ}$ 1'\ $^{\circ}$ 0'\ $^{\circ}$ 1'\ $^{\circ}$ 0'\ $^{\circ}$ 1'\ $^{\circ}$ 1'\ $^{\circ}$ 2'\ $^{\circ}$ 1'\ $^{\circ}$ 2'\ $^{\circ}$ 3'\ $^{\circ}$ 4'\ $^{\circ}$ 3'\ $^{\circ}$ 4'\ $^{\circ}$ 5'\ $^{\circ}$ 5'\ $^{\circ}$ 6'\ $^{\circ}$ 6'\ $^{\circ}$ 6'\ $^{\circ}$ 6'\ $^{\circ}$ 6'\ $^{\circ}$ 7'\ $^{\circ}$ 6'\ $^{\circ}$

 $3>1^{\circ}$: $6PP1_{G}^{\circ}$ $ab^{6})^{\circ}$ $6a^{6}$ ab^{6} ab^{6}

All groups – 29% Inuit – 5% Métis – 5% First Nations – 59%

59%: **direct healing services** (e.g. therapy, counselling, on-the-land culture-based activities)

15%: prevention and awareness (includes books, workshops, and education on awareness of the legacy of residential schools and the prevention of lateral violence and abuse in all its forms)

9%: **knowledge building** (history and impact of the residential school system)

7%: **training** (e.g. training of healers, an essential component of healing)

3%: **needs assessment**, followed by project design support and conferences, which received 2% respectively of the fund

Ontario: 291 grants or 21.6% of grants

British Columbia: 248 grants or 18.4% of grants

Alberta: 152 grants or 11.3% of total

Saskatchewan: 238 grants or 17.7% of grants Manitoba: 168 grants or 12.5% of grants

Quebec: 81 grants or 6% of grants

Atlantic Region: 52 grants or 3.9% of grants

Yukon: 40 grants or 3% of grants NWT: 35 grants or 2.6% of grants Nunavut: 23 grants or 1.7% of grants

Nunavik and Labrador: 12 grants or 0.9% of grants
Projects with a National scope: 6 grants or 0.4% of grants

^{*}sums have been rounded to the nearest percentage

LEGEND CSOYC YODGONC Grant **AHF BOUNDARIES** Adjusted North line **PROVINCES & TERRITORIES** 986764L0866 Alberta 10°C British Columbia >5-n76ciss Manitoba Looc New Brunswick 00 20 2000 مه ده ده Newfoundland Northwest Territories 20C/296 Nova Scotia ٥ ٢١٤٢٥ Nunavut عوم Ontario 1°0100 ۵دم محرم Prince Edward Island 9<VP Quebec 570C70° Saskatchewan 46° NANDA Yukon Territory



-----C
80>+*
--Δ
5>**
-C
5
-<

- + Padhob Johdyle Δlea Dabhred Δcdeadyle 204,564 ***, 33>6 Lrsgar Δcdyle dydje ybect.

+ 49,095*** ΔΕΡΥΕΚ^C ΔΔΔ^C
ΔΕ^C σ4^DDσ C^Dda^DC PaPtσ^D
Dσ5PΥ

** $\frac{1}{2}$ \frac

The Present

Approximately 86,000 Survivors of residential school are alive today.

his figure is an estimate based on a 1998 Department of Indian Affairs and Northern Development analysis of data from the 1991 Aboriginal Peoples' Survey (Statistics Canada). In 1991, it was estimated that approximately 105,000 to 107,000 Aboriginal people were alive who had attended residential school.

Based on an analysis of the 1991 Aboriginal Peoples Survey data on surviving residential school attendees:

- First Nations 80%**
- Métis 9%**
- Inuit 5%**
- non-status 6%**
- Approximately 287,350* intergenerationally impacted (on- and off- reserve)
- Total conservative estimate of Survivors and the intergenerationally impacted is 373,350

- Estimated 204,564***
 participants in AHF-funded
 healing projects only 33%
 engaged in prior healing activity
- Estimated 49,095*** participants in AHF-funded training projects
- *Extrapolated figures based on information from the Indian Residential Schools Resolution Canada's (IRS) analysis of the Aboriginal Peoples Survey 1991.
- ** Extrapolated figures from Indian Residential Schools (IRS) Data Project (1998) prepared by DIAND IRS Data Task Group.
- *** Extrapolated figures based on information from 2000, 2002 and 2004 AHF surveys.



Part of AHF Funding



- C%PC 36
 PCLTPC%J°Dσ DQCC
 %D% ΔΩν΄CΛΦΘ%Ω°
 ΛCΛΥΛΘΥΘΥΓ°Δ°
 ΦΦΟΠΠΦΘΘΩ
 ΔΩCΛΦΘ%Ω°

- ♦ 4%Γ%Γ>
 6%Γ
 1/3
 Λαλος
 Λαλος
 Λαλος
 Λαλος
 Λαλος
 Λαλος
 Απορος
 Α
- 36 months is a minimum time to move through needs identification, outreach and initiation of therapeutic healing
- ❖ 36 months was selected as the minimum time because this was considered the longest duration of funded organizations since AHF's initial granting period at the time of analysis

- Less than 1/3 of all projects received AHF funding for 36 months or longer. Of 209 respondents in the 3rd national survey, 67 or 32% received funding for more than 36 months
- 34% used initial funding for awareness, knowledge building or training
- 8.9% applied for funding for awareness, knowledge building or training before initiating healing services
- 42.9% of longer-term projects were funded for outreach and training in advance or in support of therapeutic healing
- Less than 1/3 of funded organizations had support for a sufficient period to train before delivering therapeutic programming
- ❖ 13.5% were certain their efforts were reaching those in greatest need
- 69% were probably reaching those in greatest need, but their efforts could be better

Pady domest of AHF Funding

- \$34>\° 4°Γ%(▷
 ○PΥΓ4′σ% J° Δ⊂°σ4′σ% J°
 Δ)%/L>°
- 42.9>5° 4dσρσ⁶5°
 Λελδ⁶2° σαε⁶σ⁶
 25° 2σ° Λελδ⁶
 Δε⁶σδρσ⁶ Λελδ⁶
 ΕΓ5⁶σ Λεδορ⁶ Λελδ⁶
 Δο⁷θ⁶δ⁶
 Καρδερ⁶
- ΦΥΓΝΟΡΑς α<<"Γς
 ΦΥΓσ^{*}Γ^c 1/3
 Λαλομος αναρος 36ος
 Ρ^cκ^c αναρος 36ος
 Δαναρος αναρος αν
- 69>
 ΔγΓρω>
 Λυταρω>
 <li

- 12.5>\\ \Delta \(\Delta \cdot \L \b \\ \Delta \cdot \\ \Delta
- 12.5% were probably or definitely not reaching those most affected by the Legacy
- ❖ 5% were unsure
- Estimated 204,564* participants (55% of total target population of Survivors and intergenerationally impacted) received healing services
- Approximately 33% of participants have previously participated in a similar program, leaving 66% of participants who are engaged in addressing the legacy of residential school abuses for the first time
- ❖ In a typical month, over 21,148 volunteer hours contributed to AHF projects. Assigning a conservative rate of \$10/hour to volunteer service, then \$211,482



Pade do the funding

- \$33>4° LΓ4%)° ▷6%/L°°
 LΓ4%σ°Γ Φ²6%4°°
 Δ∠▷∠▷%/Lσξ%>°, 66>4°
 Δ∠▷Γ▷%σξ%>° LΓ4%)σ
 Δ⊂³σΦΩΦ%<
 ΔC³σΦΩΦ%
- $\nabla P 4_{\ell \ell} U D <_{\ell} D_{\ell}$ $\nabla P 4_{\ell \ell} U D <_{\ell} D <_{\ell} D_{\ell}$ $\nabla P 4_{\ell \ell} U D <_{\ell} D <_{\ell} D <_{\ell} D <_{\ell} D$

- Δ⁶5⁶ 21,148σ⁶ Λ_CΛ⁶>⁶, 4P_C⁶δ⁶6⁶0 \$10.00 Δ⁶5⁶ 4P⁶6²34⁶0⁶ \$211,482σ⁶ C⁶PCL⁶. Δ⁶6⁶0⁶ Δ⁶δ⁷0⁶0⁶ P⁶Δ⁶δ⁶0 Δ⁶6⁷0⁶0⁶0 Δ⁶6⁷0⁶0 Δ⁶6⁷0⁶0 Δ⁶6⁷0⁶0 Δ⁶6⁷0⁶0 Δ⁶6⁷0⁶0 Δ⁶6⁷0⁷0⁷0⁶0
- Φ ϽͽͰϚϷ⋂ϧϤͼ ϽͼϷϚͽϾϷͰͺͰͼͼ
 \$9,480,874σͼ ͼͼΓσͼ
 ΔϲͰͰͿϷͼϧͼ ΛϲͼΦͼ
 ΠΓϤΠͽͼͼ ϽͼϧϷͰͰͺͰσͼ
 ΔϲͰͰͿϧͼ ΛϲͼΦͼ
 ΔϲͰͰͿϧͼ ΛϲͼΦͼ
 ϽͼͰϚϷΠϼͼ ϭͼͼϷϹϷͺͼ

- Δ-77L% Paph
 bb, 4P-676Cpanb
 Λ-α4bd 4L Lapnbdc
 ΔLa 4P66-246)σ6
 \$14,731,745σ6
- 56>
 βαργο^c
 Δονβονη
 <

- per month or \$2,537,790 per year is provided by volunteers
- Approximately \$9,480,874 has been contributed in co-funding to AHF-funded projects. An estimated \$7,628,773 may have been secured in on-going funding. The estimated value of donated goods or services is \$14,731,745
- 56% of AHF-funded projects could not meet healing needs and 36% maintain a waiting list
- * AHF-funded projects identify 75,636* (37%) individuals having special needs (i.e., severe trauma including alcohol abuse, suicidal behaviour, etc.)
- An estimated \$140,855,595* would be required to address project needs, including associated costs

*Extrapolated figures based on information from 2000, 2002 and 2004 AHF national surveys.



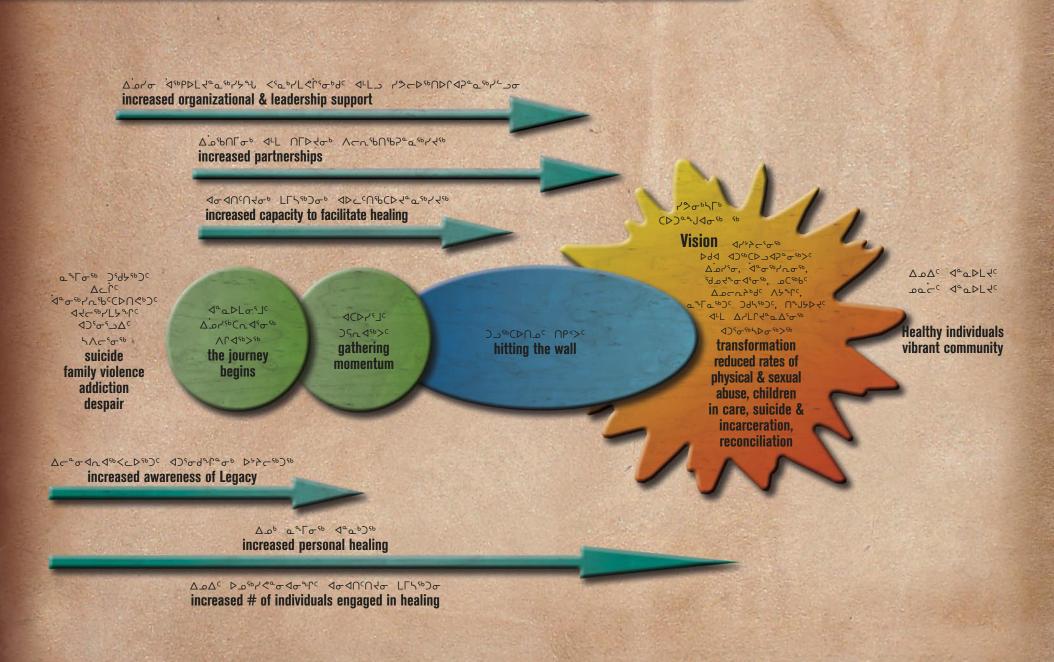
NCASUPLES Som DescriptionWhat the Projects Tell Us

- LΓ\'σ>< Λ
 Δω^ħω^c Δ[†]Α[†]Γ^{*}Γ^c)⁵
 Δυ^σ⁶
 Δω^ħω^c ΔωΔ^c
 Δ[†]Φ[†]C
 Δ[†]Φ[†]C
 Δ[†]Φ[†]C
 Δ[†]Φ[†]C
 Δ[†]Φ[†]C
- - 65.9>\° Δα΄ βαργ %C%γL4° ΔαΔ°α°ρ°σ» Λσοςγαρ%>° Διμο Λσαδαλλβης γσ Λσαδαλλβης γσ Δο%>°

- Healing is a longterm process
- Healing occurs in stages
- Regarding impact of AHFfunded healing activities
 in the communities (e.g.,
 level of understanding and
 awareness of the Legacy, level
 of team capacity, number
 of participants in healing);
 - 20% of the communities are just beginning their healing activities
 - 65.9% of the communities accomplished a few goals, but much work remains
 - 14.1% of the communities accomplished many goals, but some work remains



בפר שם מהמחירולי ברגיילולי ברישלוייני Community Healing Journey



בבב לה להלחירולי בדגיילולי ברייטלייני Community Healing Journey

^Ր∢ჼҕჼ 2; ⟨⟨¬⟨↑⟩Ր∫\ ^⟨°-⟨¬⟨¬⟩⟩°

- ᠰ ᠘ᡄᡙ᠘ᠮ᠘ᢛ᠙᠘᠘᠙ ᠘ᢗ᠙᠙ᠳ᠐ᡑ᠙᠘ᠳ᠘ ᠫᢇᡒ᠙᠘᠘ᠳ᠙ ᠘ᠳ᠘᠘ᠳ
- Λωρο Αρφιού
 Λωρο Αρ

- Φαρσθης
 Δωρσθης
 Δωρσθης
- βαργω^c Λ^αδυσίσ⁶⁶ <Π^ασ⁶,
 Δ^αυρίσ⁶⁶ Λρα^c α² σ^ασ⁶
 Δ^αυστρρω^c α² σ^ασ⁶
 Λρα^c α² σ² σ⁶
 Λρα^c α² σ² σ⁶
 Λρα^c α² σ⁶

ΛΓΔ⁵σ⁵⁶ 4: Δ²ολ⁵⁶ Δλ⁵λ⁻⁶⁶>⁵⁶

- Δενικού
 Δενικού
- Ο΄Cίντρς
 Ο΄Cίντρς
 Ο΄Cίντρς
 Ο΄Είντρς
 Ο΄Είντρος
 Ο΄Είντρος</l
- Φαβ%)
 Δ%\J\σ%ρ
 Δ%βαββββ
 Δ%βαβββ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 Θ
 <l

Stage One: The Journey Begins

 Well-defined needs and high local demand for services catapults communities to act

Stage Two: Gathering Momentum

 An increase in healing activity, both at the individual and organizational levels, an increase in healthy behaviours and a growing sense of hope in the community

Stage Three: Hitting the Wall

- A great deal of progress has been made, but momentum is beginning to stall
- Service capacity has grown and an increasing number of individuals have pursued education and training and are now employed
- Hope and excitement often evident in the second stage has dulled, healing becomes more institutionalized and frontline workers are beginning to burn out
- More of the community's adults are pursuing healthy lifestyles
- Previously undisclosed abuses may be brought forward
- Gambling, prescription drug use and youth crime may arise

Stage Four: Transformation

- Healing becomes more integrated with other community development initiatives
- Focus shifts from fixing problems to transforming systems
- Debilitating effects of poverty and unemployment on individual and community health become structural focal points, since healing from the Legacy by itself does not sustain well-being

الملاد مراه کوره کاه ده کام در ماه دی الم در الم

- Δ^LΓⁿσ^b Δ⁻Γⁿσ^b
- ♥ PCcU4c Jb54c V>4Uep
- ΔοσΓ∿σι ΠνηγΓαινος

 $V = V^{\mu} + V^{\mu} +$

- + 400000<<--
- + عمر حمل (اعامه ما محمد معمد المحمد المحمد
- ΦΦΡΓρΚησρ ΑφρρΓρκησρ Ασταβρηγή

57% of project participants tell us their goals changed over the course of attending AHF-funded activities.

The four most commonly-cited changes were:

- improved self-awareness
- relationships with others
- knowledge
- · cultural reclamation

The majority of participants felt better about themselves because:

- · they found strength
- · they improved their self-esteem
- they were able to work through their trauma

L[560]C 0)56CD 256

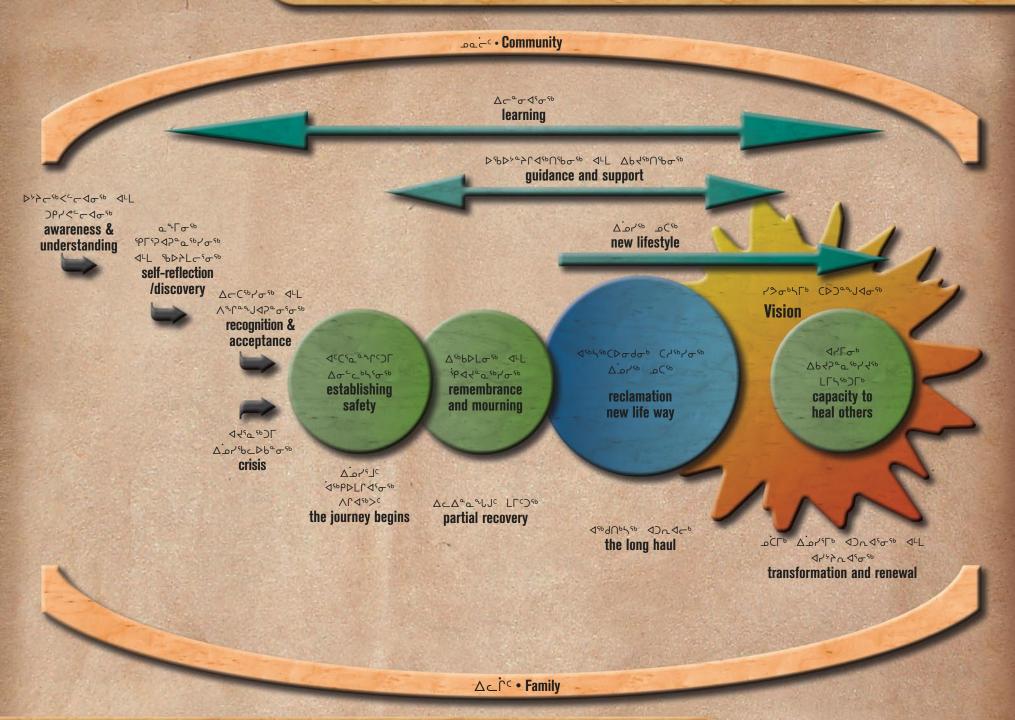
- Λσίων Κρουσια Δωρία ο Κλαων Γεργασια ο Αντικά ο Κλαων Γεργασια ο Αντικά ο Αντικ
- Δ΄ΩΖ΄Γ™ Φ΄CΓ ΛΡΦ™ΝΓ™ ΠԽΊΖΓαЬ™>
 ΤΕΝΌΤ™ ΦΦΟΠ
 ΤΕΝΌΤ™ ΦΦΟΠ
 ΤΕΝΌΤ™ ΦΕΝΤΑ
 ΤΕΝΌΤΜΑ
 ΤΕΝΌΤΜΑ
 ΤΕΝΌΤΜΑ
 ΤΕΝΌΤΜΑ
 ΤΕΝΌΤΜΑ
 ΤΕΝΟΤΟΝ
 Τ

THE HEALING JOURNEY

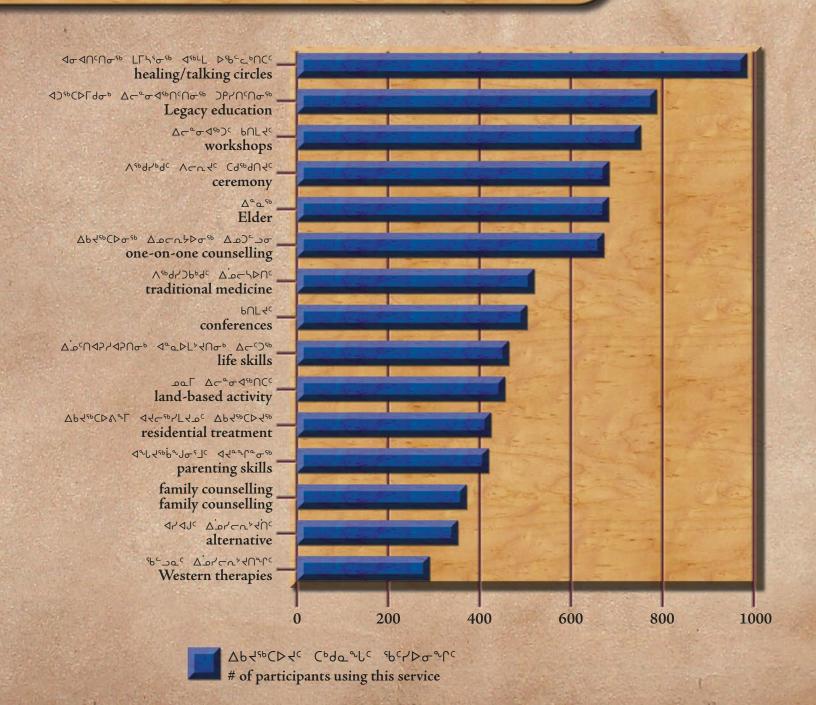
- Begins with awareness, followed by an understanding of the impact of the residential school legacy on one's self and one's family
- · Requires that Survivors feel safe
- + Addresses trauma issues
- · Involves reclamation of healthy productive lives
- Embarking on a healing journey takes considerable time and requires immense discipline, as well as continued support and guidance to establish stability



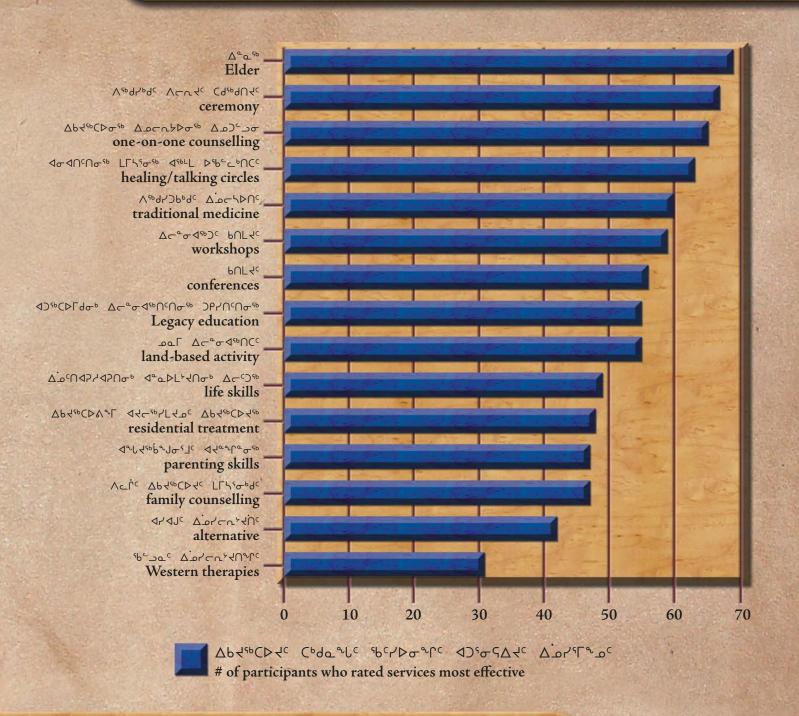
לפהיילרלי להלחיריבחי בדלייבחי לייטחירי Survivor's Healing Journey



Participation in Healing Activities



TERRESS OF Healing ActivitiesAcdronder Labeled Activities



イターらい • The Future



アターらい • The Future

ΔΔΔ^C Δ^LL Δα^{-C} ΔΟΔ^CαΡ_CΛΔ^CC ΔσΔΩ^CΠσ^CJ^C LΓ^CSσ^CJ^C ΩΡ^CCΛΔ6⁶S⁶ S⁶P⁶BPΠΓ²F^CS⁶, Λ_C^LL⁶S_ΛΔ6⁶S⁶.

۱۵ ماممه کو مورد کوه ال ۱۵ مرم ۱۵ مرد کوه ال ۱۵ مرد کوه کو ال کام کو ال

- $+ \Delta$ σ_{ν} σ_{ν} σ_{ν} σ_{ν} σ_{ν} σ_{ν} σ_{ν} σ_{ν} σ_{ν}
- 4) γρημοίος
 5) γρημοίος
 6) γρημοίος
 7) γρημοίος
 8) γρημοίος
 9) γρημοίος
 10 γρημ
- 4 αις(σων) (1) Δωβης
 Δασης (1) Δωβης
- $+ \nabla^{-} \nabla^{+} C$

- \bullet Definition ΔC^{*0} $\Delta C^{$

While informed practitioners suggest that community healing takes sustained effort for up to 20 years, AHF proposes that 10 years is the average period required for initiating, establishing and evaluating therapeutic healing from residential school trauma in a community or community of interest.

It takes time for individuals and communities to reach the "readiness to heal" stage.

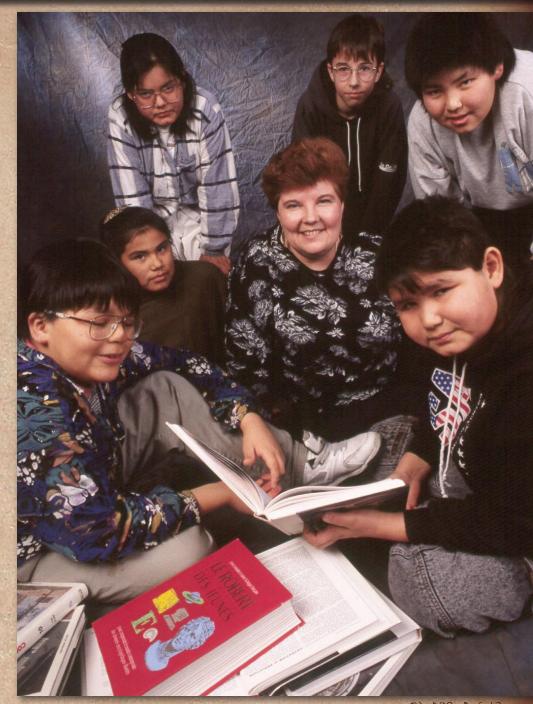
Stable funding is required for communities to engage in a continuum of healing.

10 years is needed for a community to:

- reach out
- · dismantle denial
- create safety
- engage participants in therapeutic healing

The progress and duration of healing is affected by:

- level of community awareness
- readiness to heal in individuals
- availability of organizational infrastructure
- access to skilled personnel



イター The Future

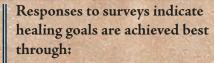
- $VCPD_{\sigma\sigma}LcDc$ + ULD4c $\nabla P4PPPF\sigma \sigma PDc$
- + Δρευρς ΓΕΛθής ΦεσαθΑΓΑς ΛΟΡοσθίος

4V#9CD\F4C &P\$# 494UcUQ# FLZ.e. AD.UA.e.P4.e.e.

- + Δαβοβος Αυσπρος Δυσος Δυσος
- 4dσρβσβσβρΓ ΔΔσησβ
 LΓΥΔσβ 4DβCρβς

 $\nabla P_{\ell} \nabla P_$

- + Daic NF19N% NCL1806% CC
- ★ ₫⁰σ₫⁰)፫ኪት⁰₫°
 Λ፫ሺቯሲ°∿°С°С°С°
 Λ፫፫৬⁰



- services by Aboriginal practitioners
- longer involvement in counselling and therapeutic activities

AHF-funded projects play a pivotal role in:

- partnerships between community and health service agencies
- identifying and filling gaps in community-based health services
- engaging Survivors of residential school and those intergenerationally impacted by the Legacy







Between 1877-1965, the federal government spent an estimated \$1,504,225,122 to maintain residential schools. This estimate is extrapolated from an analysis of INAC records from 1877-1965. However, no annual breakdowns were available for the period 1877-1909.

By applying the Law Commission of Canada's economic model (2003) on the annual cost of child abuse to Canadian society, Survivors of residential school and those intergenerationally impacted cost Canada \$440 million per year (i.e., costs of incarceration, social services, special education and health).

A study of Hollow Water's

Community Holistic Circle Healing
(CHCH) indicates that funding
of healing as an alternative to
incarceration is cost-effective and
lowers recidivism rates. Holding the
cost of the prison system constant,
for every \$2 spent on an individual

in the CHCH program, federal and provincial governments save \$6 to \$16 in incarceration costs.



বল্পন্দেচ Lryfeb ব্যক্তি Investment in Healing

- Lady pabbbboc LLY by Jc UL9U bady pp 421766 4020 dec \$65-68L-dep
- μαδωδωρς ΓΓζων Ις
 ΠΓΙΘΠΨΓς ΛΕΛΘΨΓς Ραργς
 ΔΟωΟΡοψης Δωδισσώρς Γγρ
 31, 2007Γ
- Pabh^c Π^hJΓα^hC^h^c CL^fΓ^b
 4)thCDH^bh^c Dac^hσ^c,
 Dac^hσ^c 4^LL DabthDo^c
 DthD^aathD^c LΓhth
 DthDhhthC^cDth, 4dσ 4Dn4cth
 4^LL hathDσth ΔthbaDhthDσth
 aLhn4cth
- Paby Δcybeyr
 A°>4λ 2005Γ \$40Γc4°σ
 Λcλ4ρ 91ρ ρ%bayr
 Pyj«λ4%n
 ρχη«λαβρική»
 ρχησημορική
 ρχησημορική
 ητίσηνι ρωβαλαλουν

- Currently, AHF expends \$65-68 million per year on projects
- AHf funding will conclude 31 March 2007
- AHF will close its doors in September 2008
- Although we have committed our funds, we continue to deliver the message to government and to the Canadian public that healing is a long-term effort requiring longterm planning and resources
- The announcement of \$40 million in the February 2005 budget extends the life of 91 projects, but does not extend the AHF winddown schedule

SCTO LTYDO SIC PODSON YOURCLE

A NEW HEALING FUND

- An endowment of \$600 million will support a 30-year healing strategy
- + \$28.4 million per year will be available for community-based projects, based on a 2.5% inflation rate and 5% return on investment
- By year 30, the AHF will have invested \$1.2 billion in community-based healing

OO BOBOO I FLYGRE IC NEGOLOCC 12-DIDENCE

- → Dactor As a Company of the property of the pro LL7.42.0 404ULD4.0 40.0CD4FC.00 Vold5.00
- 4)%(ρσηρος LΓηγσηΙς, ραρρο Δ)Δοαρσηροσ
- 100 Ac 160>C
- Δας σο Δον σο Δος δος Δεροδί Αραν σε Αρα Λ% d26dc ΔCed2Doc, LLPDDoc drrs Φρ4. Δρ4. βυμοσφορία

AHF FUNDING PRIORITIES

- · Continue outreach to underserved or special needs of Aboriginal communities to provide for an opportunity to begin healing
- Continue support in Aboriginal communities and communities of interest for AHF-funded projects for an average of 10 years
- Continue to document and evaluate effective healing practices to share with stakeholders
- · Support self-determination and self-reliance in Aboriginal communities through culturally appropriate healing services, training and networks

Daco Large U-Decose DOLONG LETTE POLICE DPDDC 30DC, ACAGUC DOCGOC Abith AdordiodilC.

DC96 VCTO VCTO JORD APLICATION · do o 10 / 10 CD o do o . 10 2 / o 0 10 CD o do o . Dorale Dylance Veglance DUL DUNGTONC CYONC Dere Dorenogo AbthCDC466-ofodilc, sactos DEDGE DELLAC DELC DEPUBLICA

ocode Vlappedon Lea ACRASIZO ACCONO 450>C ALL DC77202000 ACadeJ5 ~ db 50) oc do 50 oc do 7 L do 60 do 60 do 7 l do 60 do 60 do 7 l do 60 do ACCY6/096. LTY'56 OLL DYLLY OD'56 175° 250 45 LC.

Dabsobsoc LLA10 JC ULLA10 TL Padhoc AbtibCDCC. 30C08000 C2010014400 ACAGGO DOC 4) DOC 450 DOG 150 DOG SOPY SOUD ALC. COGA VEU ALCORDE DC-0476<CD40)C V6995000 DPYLODOR VETOS VETOS OLLS FLYERS OF PLACE PROPERTY DSOCDYPTC.

\$600FC4° 4CDZ4555 2070656 $\Delta^{6}\sigma^{6}\Omega^{6}\Omega^{6}$ Daic LTY of JC ACRATCA. Dabsobso) LT450 % JC NT % CLa oCTb AcadsbCPL≫5b.

he Government of Canada renew the mandate of the Aboriginal Healing Foundation to enable it to continue its mission for a period of 30 years.

The renewed mandate address the legacy of abuse, and social, psychological, cultural and spiritual injuries, including intergenerational impacts.

The mandate be designed to complement and advance the interrelated goals of acknowledgement, redress, healing and reconciliation.

The AHF be funded to support a public education role to conduct research and share knowledge related to the legacy of abuse in residential schools and promote healing and reconciliation.

\$600 million as a one-time grant be invested to generate income and be expended over 30 years to fulfill a renewed mandate of the AHF.



6 330-13-0-0-162 dやハトーゼー A C C マート G 330-13-0-0-162, Archives of Ontario, 10000489

Conclusion

ωΔC deg GbCD odc OULTE DOLCLILOG 156 P6 / Δ° α 2° α 56> C. Δ Δ C ~ C σ C LTYGODE ACRAGICA SONO. DUPC 300 04C7026. 20€ D06000 0C66P00 DYDYYLAC DIPLIPED ALPC DC° od a din CD tob. 47%/cUJe> 404500/F4c 502700 805720CDagc Quality App 40776d Aossocood Doraloc a & L for of 16) 56 db & & C) or 6. م دراه کرد کو که م م اور که در که د DCG TO DOLONG 125670 456 ASC 4866 L&CC Dogo CLor dogs 2007 Febr 1045-4360 (PCD 26-50) Δンσοδροδο. Δορδρο 456P6224-56<C 456PA25C 460°°(C)00 9F724246°C°(°00° 150 Pold 160 Colore - 12000 ۵۲۶ مور میلهری Darchas Deconte Do Vallage doa ~JL ~ GCC ハケん db 56 <6>℃. イタでから 4047%1L74%くC 00000100000 Apades 96613240 4PC7 4PCJGP YDYDYLYJC DOYCHOOG deabhadepcc.

ndividuals who have been severely damaged by abuse may be in recovery throughout their lives, turning to healing services and community support in times of crisis. Communities that have suffered the loss of successive generations of children, coupled with other devastating losses, may take more than a single lifetime to recover. Research on intergenerational transmission of trauma makes it clear that individuals who have suffered the effects of traumatic stress pass it on to those close to them and generate vulnerability in their children. The children in turn experience their own trauma. An emerging theory on historic trauma argues that repeated trauma over generations lays down layer upon layer of pain and vulnerability that need to be treated layer by layer.

The AHF has funded healing activities that are meeting the needs of Survivors. This process has also contributed to community development, governance and the social economy.



ペラート マート マート マート Photographer: Fred Cattroll

1000D

 449° $449^$

4σ4∩⁽∩σ¹6 LΓ\¹6¹⁶

Δο¹6¹⁶ Δ¹6¹⁶ Δ¹⁶ Δ¹⁶

LΓ Η
Α
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ
σ

A continuum of care must be maintained for those who are already on their healing journey. The same opportunity must be available to those who become ready to pursue their healing in their own time.

Healing is central to Aboriginal peoples' ability to address other pressing social issues, and reconciliation is critical to our collective ability to move to a better relationship.

Maggie Hodgson, a residential school Survivor who was consulted on *Mapping the Healing Journey*, spoke about the time frame of community healing at a hearing of the Royal Commission on Aboriginal Peoples in 1993:

"At one time I used to believe the myth that if our people sobered up, our problems would be solved. Now I know that all [it] does is take one layer off the onion ...



Conclusion

"\(\Delta \cdot \c

ΔΩΥΠο ΑΘΡΓΑς ΤΑ ΑΘΥΑς.

Τερματικές το συνομού συνομου συνομού συνομου συνομο συνομο συνομο συνομο συνομο συνο

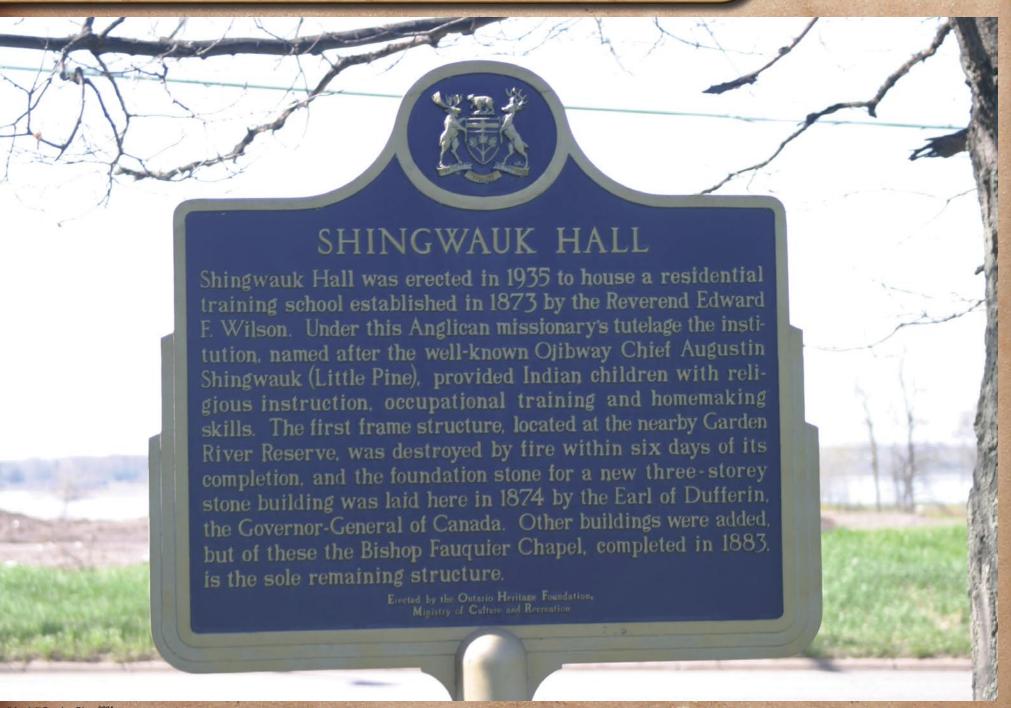
 $V4_{\sigma}$ P_{σ} $V4_{\sigma}$ $V4_{\sigma}$ V4

We are dealing with a number of different issues ... related to our people's experience over the last 80 or 90 years ... I believe that the whole issue of residential school [and its effects] is an issue that's going to take at least a minimum of 20 years [to work through]."

The Aboriginal Healing Foundation hopes that, pending the approval of the federal government's agreement in principle, Survivors and those who have been intergenerationally impacted by the legacy of abuse in residential schools will have the opportunity to continue their healing.

Note: Citations of primary and secondary sources used in preparation of this document are available by request from the Aboriginal Healing Foundation. See back inside cover for contact information.





 $\Delta \sigma_{\rho} = \sigma_$

 $\mathsf{N}^{\mathsf{N}}\mathsf{b}^{\mathsf{C}} + \mathsf{b}^{\mathsf{N}}\mathsf{C}^{\mathsf{C}}$: $\mathsf{D} \mathsf{D}^{\mathsf{N}}\mathsf{b}^{\mathsf{C}} + \mathsf{D}^{\mathsf{N}}\mathsf{D}^{\mathsf{C}}$

75 Albert Street, Suite 801, Ottawa, Ontario K1P 5E7

⊳も_∩∿ს^c: (613) 237-4441

らってレトゥdc: programs@ahf.ca

'bሲር ኦታ ዕር በበ የ b ይ የ ቦር: http://www.ahf.ca

Aboriginal Healing Foundation

Suite 801, 75 Albert Street

Ottawa, Ontario K1P 5E7

Toll-free: (888) 725-8886

Phone: (613) 237-4441

Facsimile: (613) 237-4442

E-mail: programs@ahf.ca

Internet: http://www.ahf.ca

7°J4% H4

 Δ $-^{\circ}$ $-^{\circ}$

