

Tools for an Inclusive Ontario

Meeting 3 Provincial Advisory Group

October 8, 2003

Agenda

1. Welcome
2. Review of Meeting Notes, June 11, 2003
3. Discussion: 3rd Draft of Working Definition of an Inclusive Society

An inclusive society promotes human and social development by creating both the feeling and reality of belonging. An inclusive society equally values and seeks justice for all in every aspect of life, including physical and mental health, social and economic equity, and cultural and spiritual expression. People build an inclusive society together, through an active, participatory process of change that creates responsive institutions.

4. Starting Points in the Demonstration Sites
 - a) Access Alliance Multicultural Community Health Centre
 - b) Peterborough Family Resource Centre
5. Starting Points in the Demonstration Sites, continued
 - c) Francoscénie
 - d) Thunder Bay Friendship Centre
7. Evaluation (Carol Kauppi, Ph.D., School of Social Work, Laurentian University)

Minutes of Meeting October 8, 2003

Present:

Sam Dunn, Ginette Goulet, Barbara Lillico, Maureen MacDonald, Dianne Patychuk, Laurie Thompson, Michael Fay, Betty Burcher, Cathy Turl

Regrets:

Ed Adlaf, Pedro Barata, Maria Herrera, Axelle Janczur, Michelle Quick, Donna Lero, Voula Karagiannis

1. **Welcome and Notes**
 - Ted Richmond is now the staff from Laidlaw responsible for this project. Ted has great experience in working with refugees/immigrants, racialized communities, and

with participatory research. He is interested in carrying on the discussion about national vs local indicators of inclusion.

OPC, the Women's Health Network, and the Roeher Institutes are developing a research project proposal with Health Canada on Inclusion and Women's Health. OPC also hopes to develop a proposal to Trillium for series of roundtables across Ontario on health and inclusion.

- The goal is to keep the issue moving forward across Ontario as a broad concept.
- We need to discover who is leading discussion on inclusion in other sectors, e.g. economic development. We also need to relate inclusion to the determinants of health.

2. **Review of Meeting Notes, June 11, 2003**

3. **Discussion: 3rd Draft of Working Definition of an Inclusive Society**

An inclusive society promotes human and social development by creating both the feeling and reality of belonging. An inclusive society equally values and seeks justice for all in every aspect of life, including physical and mental health, social and economic equity, and cultural and spiritual expression. People build an inclusive society together, through an active, participatory process of change that creates responsive institutions.

Comments:

- The word leadership came up in LWG; leadership attracts, does not detract, is inclusive in interactions (Ginette)
- Leadership among kids came up; for many immigrant children, they do not take on leadership roles. Could be an indicator (Sam)
- Does leadership need to be in definition or does it need to be there for inclusion? (Barb)
- Education, resources and leadership capacity need to be there for inclusion. Facilitative leadership that allows us to recognize the leadership within us all. Choreography brings it all together. If it is focused on one person, without that person it will fall apart. (Laurie)
- Let's keep the definition, useful and succinct (Barb)
- Very gentle definition, not punchy. Concept missing is society and social policy. Are we talking about services or social policy? "Institutions" (last word) is very strong. Is that our intent/goal? To have institutions? Need to change that to an inclusive society (Dianne)
- This definition is useful for social policy folks, less so for grass roots. Need to make it accessible to all (Barb)
- Take first sentence as definition and next 2 sentences underneath in different font as an explanation (Betty)
- My staff could see how to use the first sentence, but not the second or third (Barb)
- What is the key element of social change? How do we release the energy in the community to make things happen? It's more than the economy. First sentence says that. (Dianne)
- Translations were done in house; Ginette had many suggestions to improve. (Michael)
- Where does social cohesion fit? Not the same as inclusion. Francoscenie group has inclusion and cohesion. (Ginette)
- Cohesion is coming up all the time, e.g., people looking out for each other. (Barb)
- Cohesion is the glue. (Dianne)

- Cohesion can be used as a right-wing agenda term to erase conflict. (Betty)
- Homogenizing and/or reducing differences can be seen as a controlling tool. No mention of word in research with immigration/settlement area. Not something people are striving for or arguing about. "Active participation" came up much more, and "contributing". (Sam)
- Traditions in Canada are different from those in Europe. Let's keep social and economic out of this and focus on inclusion. (Michael)
- Centre for Addiction and Mental Health – Inclusive School Culture April 2003
- Recap: The Definition is the first statement; 2nd is elements, 3rd is how to. Consider statement of leadership. Consider "creating inclusive society." Will go onto the website in its correct form.

4. **Demonstration Site Updates**

Access Alliance – Sam Dunn:

- Have hired Valerie MacDonald (People for Education)
- People on the ground haven't had a lot of time to think about inclusion.
- 7 people interviewed; will bring them together to see if ideas have been captured accurately, and see if there are policy implications.
- People are better talking about exclusion rather than inclusion.
- Not always thinking about policy levels.
- Have included/will include: Boys & Girls Club; St. Christopher House; Woodgreen; TDSB; Mentor Program.
- Hoping to engage children in the New Year to have a discussion with them.
- We may include the children in the May be validation/refining process.
- Indicators are individually oriented and maybe we can develop community ones that are broader.
- Have raised some interesting questions about how we are working with kids. Fits in with goal to build research capacity with other agencies.
- EDI – Readiness to learn testing results are kept for each school. JK or SK testing. Info is gathered on individual basis but analysed on community basis.

Comments from others:

- Piece missing is the child's work of play and homework. Is there space or opportunity to do that? (Dianne)
- Need to focus on tools that will be useful to both individuals (e.g. frontline worker/teacher/engaged citizen/activist) and communities (larger groups) (Maureen)
- Evaluation will be based on a key informant process looking at portability. Is this a tool that would enable an organization not involved in this process to use the product we come up with? (Michael)

Peterborough Family Resource Centre – Barb Lillico:

- Not so much cultural diversity at site, although strong aboriginal group.
- Rural vs urban difference is marked.
- Belief is that inclusion can be achieved despite geography and social conditions.
- Housing is a big issue. Lots of people are "couch surfing" and just one cheque away from homelessness.
- Have selected some tools from CNCP Kit which are portable (CAP-C organizations are already using these tools).
- Also have a data base.
- Want to ensure women can move through all the programs and not get stuck.
- Have developed bridging programs for women
Are people moving through the services and feeling comfortable, and if so where are they going?

- How are we helping people living in the outskirts of the county?
- Challenges include transportation: in county and in city (very poor public transit).
- Now looking at strategies to provide an environment where everyone feels comfortable and programs do not become non-mainstream through self-selection.
- If parents feel included, they will be more involved in child's emotional growth etc.
- Ultimately the outcome needs to be demonstrated -- how included is the child in programs etc.?
- Portability also includes the opportunity to continue this discussion. (Barb)

Comments from others:

- The complexity of issues is the real key here. Research decontextualizes information. (Dianne)

Francoscenie – Ginette Goulet:

- LWG will focus on youth 17-24
- Maybe link with data from mental health & school survey
- Focus group to test out definition and other questions re community engagement and belonging
- Conversation based on basic values of courtesy, respect, non-hierarchical approach etc
- Leadership came up as an attraction to events.
- Registration form was inclusive. Broad question re abilities and interests. Involvement possible in many areas. Families can be involved.
- No one is rejected; parents have to accompany kids.
- Impact on youth using substances or having mental health issues: Involvement helps self esteem. Comments about being active, busy, pride for the first time.
- No specific outreach to those who do not feel included, or are hard to reach.

Comments from others:

- Key learning may well be how voluntary organizations are inclusive (rather than impact on youth). (Michael)

Key reference: O'Campo et al. Neighbourhood risk factors for low birthweight in Baltimore: A multilevel analysis. American Journal of Public Health: July 1997 Vol 87 No. 7