



Inclusion within ACT for CFS: Overview and Worksheet

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Overview

To be included is to be accepted and to be able to participate fully within our families, our communities and our society. Those who are excluded, whether because of poverty, ill-health, gender or sex, race, or lack of education, do not have the opportunity for full participation in the economic and social benefits of society. **Social and economic exclusion** happens when people don't have – and can't get – the education, jobs, decent housing, health care, and other things they need to live comfortably, to participate in society, and to feel that they are valued and respected members of their community.

We believe that the concept of inclusion is consistent with the philosophy of participatory action research and ACT for Community Food Security and that having the notion of inclusion on our radar will strengthen our work. **We think** it's important for those involved in ACT for Community Food Security to reflect upon inclusion from a(n):

-Personal perspective

How can I be inclusive in my actions, my language, my thinking? How does my (income, education, food security, sex, where I live) give me privilege or put me at a disadvantage? How can this privilege/disadvantage affect how I participate in ACT for Community Food Security?

- Organizational perspective

How is ACT for Community Food Security inclusive its communication, structure and decision-making?

- Community perspective

How will ACT for Community Food Security be implemented in community so as to be inclusive? If we are to include those most affected by food insecurity, then what do we need to think about/know/do so that that can happen?

Resources that may assist community food security projects:

THE INCLUSION LENS: practical tool - each of the community groupings could consider going through the workbook at one of their meetings through a facilitated process.

http://www.phac-aspc.gc.ca/canada/regions/atlantic/Publications/Inclusion_lens/inclusion_2002_e.pdf

THE FOOD SECURITY POLICY LENS (see Appendix D)

<http://www.gov.ns.ca/hpp/publications/LensDocument.pdf>

REFLECTION ON WHITE PRIVILEGE (for white people) – members could take home, read, come to next meeting prepared to share reflections

<http://sascwr.org/resources/pdfs/anti-oppression/WHITE%20PRIVILEGE.pdf>

THE POWER FLOWER – Besides this workshop version, we are looking for the notes for a personal reflection version.

http://www.zhaba.cz/uploads/media/worksheet_power_flower.pdf

Shared by Larry Baxter, Debbie Reimer and Donna Malone, 30/11/2010

Groups with more Diverse Voices: the Ins and Outs of Inclusion Working Session, May 17th 2013

These notes were captured from a working session with case community representatives to discover ways to include more diverse voices into the work of our various groups. We shared our own experiences being in groups where we felt included (or excluded). Using these examples we explored the dynamics of power and privilege within a group through the lens on **inclusion** (or its negative --**exclusion**). During the morning Peter Andree facilitated a workshop titled "Power within the Food System". From this workshop, when looking at the power dynamics among the various stakeholders in the food security system, we saw all too often those most affected by the issues have the least influence. One way to help alleviate this imbalance is to have community members and groups who can speak with a powerful voice, but we sometimes need to have those voices together in the same room with us and speaking up with a shared goal. The power and privilege in any group is very much dependent upon how one feels included in the group and able to give voice to the issues and assume an active role in its proceedings.

The four main aspects of inclusion explored were:

1. CONTEXT: While the workshop initially focused on engaging people in action through groups, meetings and events, we soon saw that Inclusion was an issue in a wider variety of engagement activities such as research (with its ethics considerations) and interacting with corporations (i.e. getting ourselves included in their environment.) Thus identifying and describing the context of the situation would be a key step in understanding Inclusion.

2. DIMENSIONS: We then explored the various dimensions of Inclusion and came up with a wide variety, which is not exhaustive. Depending upon the context and the group or individuals one wished to engage, one would select through and prioritize a list like this:

Gender, Age, Family status, Income (socio-economic) level, Education level, Ethnic or racial background, Language, Clothing/dress (cultural, income related or preference), Experience (with the topic area); Experience & confidence with public speaking and interactions, Residence location (esp. rural), Disability/ability, Peer support (being alone or with others)

3. STRATEGIES: We also identified a menu of ways in which one could alleviate some of the barriers to inclusion and/or provide a more welcoming opening for engagement. These strategies are listed in our **DRAFT Inclusion Worksheet** (separate document).

4. ACTION: The ideal situation is where local community champions or representatives are involved from the very beginning of any process, including purpose/goal identification, planning; with inclusion strategies being a fundamental component of every step. The second best is to analyze each new situation with a framework or grid with the expected dimensions for inclusion on one axis and the various strategies along the other axis. For each box or cell on the grid, one should ask: "Is some awareness or attention needed here and what specific action needs to be taken?" (e.g., If seniors are being invited, what location should be chosen, what refreshments served, what transportation options.

Inclusion Worksheet

The following draft worksheet is intended to help groups involved with ACT for CFS facilitate inclusive community engagement – an important aspect to building community food security. By considering potential barriers for participation, we can begin to identify and discuss ways to help address these barriers. Including individuals whose experiences and opinions are important to the food security conversation (yet are sometimes excluded from these conversations) will ultimately help strengthen our efforts. **We welcome suggestions for improvements!**

Below is the suggested approach for using this worksheet:

1. Identify which Inclusion Dimensions will be important to recognize/prioritize for your specific engagement.
2. For each dimension, identify any specific inclusion strategies that should be addressed. Ask: “Is some awareness or attention needed here? If yes, check the associated box.
3. For each box that is checked, discuss and identify specific steps forward for addressing the inclusion strategy. Space is provided on the worksheet to identify specific approaches.

The dimensions of inclusion and inclusion strategies are not exhaustive. Individuals and groups are encouraged to add to these lists and to share any changes/additions with others.

Detailed Descriptions of Inclusion Strategies (See table on page 2 for more information):

- **Purpose or goal awareness** and clarity (understanding the needs of all parties and identifying/having a shared purpose or goal)
- **Timing** (of the activity or event for people)
- **Home turf** (are you inviting people in or going to their location, piggy-backing with a scheduled event?)
- **Location** for the engagement (e.g., building, accessibility, distance, familiarity, etc.)
- **Setting** for the engagement (e.g., welcoming, atmosphere, visuals, break times)
- **Engagement processes** (e.g., hosting, icebreakers, framing, various presentation styles, participation formats, networking opportunities, record keeping)
- **Appropriate Language** (the language level and terms; stories and jokes appropriate to situation)
- **Affordability** (having free events, providing subsidies, sponsorships, honoraria, etc.)
- **Transportation & parking options**
- Naming the situation so one can see how one’s assets and strengths can be used; and to avoid confusion or anxiety (e.g., what the options or expectations are: funding, “dress code”, supports, dietary selection, travel, etc.)
- **Refreshments and dietary concerns**
- **Child (or dependant) supports:** (e.g. subsidy, on-site or nearby options, etc.)
- **Sponsorship/Hosting** (e.g., who is organizing, planning and facilitating the event; including co-sponsors; including participants in the planning team)
- **Translation & cultural context**
- **Communication methods/medium:** (for promotion, reminders, correspondence, participation, updates)
- **Community champion or representative involved:** (e.g. liaison, hosting, planning, welcoming, advisory)

		INCLUSION STRATEGIES														
		Purpose or goal awareness	Timing	Home Turf	Location	Setting	Engagement Process	Language	Affordability	Transportation	Refreshments and Dietary concerns	Child or dependant supports	Sponsorship/Hosting	Translation and cultural Context	Communications methods/medium	Community champion or representative involved.
DIMENSIONS OF INCLUSION	Gender															
	Age															
	Family Status															
	Income Level															
	Educational Level															
	Ethnic or racial background															
	Language															

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		Purpose or goal awareness	Timing	Home Turf	Location	Setting	Engagement Process	Language	Affordability	Transportation	Refreshments and Dietary concerns	Child or dependant supports	Sponsorship/Hosting	Translation and cultural Context	Communication methods/medium	Community Champion or representative involved.
DIMENSIONS OF INCLUSION (Continued)	Clothing/ Dress															
	Experience with topic area															
	Confidence with public speaking and interactions															
	Residence location (esp. rural)															
	Disability/ ability															
	Peer Support															

Inclusion Dimension:	Inclusion Strategy:
Approach:	

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Approach:	

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Approach:	