

**count
me in!**



**Ontario
Prevention
Clearinghouse**

**Centre ontarien
d'information
en prévention**



Tools for an Inclusive Ontario

Developed by the Ontario Prevention Clearinghouse as part of the project
**Developing a Social and Economic Inclusion Toolkit for Ontario
Communities**

Funded by Health Canada, Population Public Health Branch, now the Public
Health Agency of Canada, and the Laidlaw Foundation.



**Ontario
Prevention
Clearinghouse**

**Centre ontarien
d'information
en prévention**

March, 2005

Author: Michael Fay, Project Coordinator

March, 2005

The Ontario Prevention Clearinghouse (OPC) is Ontario's longest standing health promotion organization. It helps individuals, groups and communities use health promotion strategies to achieve health and well-being. More information about OPC can be found at www.opc.on.ca.

Ontario Prevention Clearinghouse
180 Dundas Street West
Suite 1900
Toronto, Ontario
M5G 1Z8
Tel.: (416) 408-2249
1-800-263-2846
Fax.: (416) 408-2122
www.opc.on.ca
Email: info@opc.on.ca

OPC permits others to copy, distribute, display this work for non-commercial purposes on condition that credit is given to the original source.

Also available in French.

The opinions expressed in this project do not necessarily reflect the official views of Health Canada, Population Public Health Branch, now the Public Health Agency of Canada, or the Laidlaw Foundation.

Table of Contents

Introduction.....	3
Who? Your Group and Factors That Influence Your Group.....	13
The Story: Who?.....	19
What? The Determinants of Health.....	21
The Story: What?.....	25
Where? Ways of Measuring Belonging in Society.....	27
The Story: Where?.....	31
How? Strategies and Targets to Promote Belonging.....	33
The Story: How?.....	35
Summary.....	38
Worksheet One:	
Who? Your Group and Factors That Influence Your Group.....	39
Worksheet Two:	
What? The Determinants of Health	42
Worksheet Three:	
Where? Ways to Measure Belonging in Society.....	45
Worksheet Four:	
How? Strategies and Targets to Promote Belonging.....	48
Acknowledgements.....	52

Introduction

Belonging -- to a family, a neighborhood, a community, a society -- is one of the most important things in life. It makes us feel good. It makes us healthy. It makes us want to reach out to others. Belonging makes our communities healthy, too.

We may be men or women, children or adults, First Nations or fifth generation Canadians, from the city or a small town, straight or lesbian, Catholic or atheist, able-bodied or physically challenged, people of colour or not, but we all want to belong.

But there are many people who don't. The foreign trained physician who is not able to practice medicine in Canada may feel that she does not belong. The transgendered street youth may feel the same way. The worker who finds his plant closed down may feel excluded. The First Nations mother who can't find lunch money for her son may feel on the outside. The Somali woman who can't write a note to the teacher explaining why her children stayed home for bereavement because she is not able to communicate in English. .

If you feel that you do not belong in society as you would wish to belong, this book is for you. This book will try to make a path for you, your family, and your community to come inside, to belong, to fully realize your potential. We hope you see this book as an "open source" system. It is a guide to help you better understand your reality and to find a way to make the changes you decide need to be made. We hope you use it, improve it, and share it with your friends.

This is a book about belonging.

The Europeans and British call this “social and economic inclusion.” Their governments use inclusion to describe goals for their societies. The Europeans focus on the social part of inclusion, with an emphasis on negative aspects of exclusion, such as life expectancy. The British have narrowed the focus to the economic part of inclusion, with an emphasis on positive aspects of employment. Paid work will minimize high crime environments.

In Canada, the Laidlaw Foundation and Health Canada, Population Public Health Branch, now the Public Health Agency of Canada, became interested in the idea of looking at “inclusion” as a way to improve our health and the health of our communities.

They supported this project to create tools to apply the ideas of inclusion to population health. The tools include 1) an updated social marketing campaign, developed in cooperation with the Association of Ontario Health Centres, and including television public service announcements, posters, and a brochure; 2) this toolkit for community leaders who are concerned about how individuals are included in their community and how their community is included in society.

We took a broader approach to understanding inclusion, based on the reality of our peoples and communities. We built on the Canadian tradition of health promotion. Over the last twenty years, health promoters have taken a holistic approach to build the healthy city and healthy community movements in Canada. These movements consider the social, cultural, economic, and spiritual factors that

influence health. We also took into account some key factors that make Canada different from Europe and Britain:

- the presence of First Nations
- bi-lingual and bi-cultural origins
- a very high proportion of immigrants and refugees
- a rural/urban mix, spread over great distances

Keeping these factors in mind, the project created a made-in-Canada definition and framework for promoting inclusion. This approach is based on the belief that individuals, families, and communities benefit from the feeling and the reality of belonging.

How did we do it?

In the spirit of inclusion, we used a participatory method to create the definition and framework, borrowing from the work of the Brazilian educator, Paulo Freire. In Pedagogy of the Oppressed, Freire advised educators to pose a problem to a circle of people who would each bring a unique perspective to solving the problem. Our scheme was simple. Three circles of expertise looked at the problem of creating a Canadian definition and framework for inclusion from their own perspectives.

- A technical team was assembled to research inclusion, develop briefing materials, and support the process by drafting definitions and frameworks for the other two circles to consider. The team had research, health promotion, plain language, indicator development, and evaluation skills.

- A provincial advisory group of social and health scientists was brought together, reflecting urban, rural, and diverse populations and interests. The group took the definition, developed by the technical team from a review of the British, European, and Canadian literature, as a starting point. They met five times over the course of a year to consider the definition and develop new drafts.
- Local working groups field tested the concepts and language of the definition and framework in diverse sites. The groups included staff from agencies, as well as people seeking inclusion. The local groups reported back to the advisory group throughout the year-long project and adjustments were made to the draft materials. The groups were coordinated by: Access Alliance Multicultural Community Health Centre in Toronto, Peterborough Family Resource Centre, and Francoscénie in Eastern Ontario.

The process went through five phases:

- The technical team presented a draft definition for the provincial advisory group to consider. The group met twice in the spring of 2003 to revise the initial definition and framework.
- The local working groups field tested these materials and consulted with the provincial advisory group in meetings in October, 2003 and January, 2004. The language of the definition was incorporated into the parallel social marketing campaign.

- The technical team drafted a workbook, based on the latest version of the definition and framework.
- The workbook was circulated to selected members of the provincial advisory group and local working groups for comments; and was further blind field tested in a focus group convened by the evaluator in Sudbury.
- The workbook was revised based on comments from members of the technical team, the provincial advisory group, local working groups, and the evaluator.

In general, as the process moved forward, the language became simpler and less technical. The framework emerged in the same way, draft after draft, from meeting to meeting, in the attempt to create a workable process for community leaders to use in applying inclusion concepts to their reality. This participatory process yielded a strong, plain-language, easily translated definition and framework for use by our diverse communities.

The Definition of Inclusion

A society where everyone belongs creates both the feeling and the reality of belonging and helps each of us reach our full potential.

Where does the feeling of belonging come from?

The feeling of belonging comes through caring, cooperation, and trust. We build the feeling of belonging together.

Where does the reality of belonging come from?

The reality of belonging comes through equity and fairness, social and economic justice, and cultural as well as spiritual respect. We make belonging real by ensuring that it is accepted and practiced by society.

A key decision was to remove “social and economic” from the concept of inclusion and to promote a more holistic approach, recognizing the importance of the cultural and spiritual realms as well as the notion of justice and equity. This decision came from the acknowledgment of a number of unique Canadian features mentioned above.

An equally important decision was to embrace the language of “belonging” instead of the language of inclusion and/or exclusion. The local groups advised this from the very first consultations. This was a word and concept that everyone understood, appreciated, and sought.

This led to the decision to give equal value in the definition to the “feeling of belonging” and the “reality of belonging.”

At least two recent studies support the idea that the “feeling of belonging” promotes positive health and mental health outcomes.

- The Centre for Addiction and Mental Health discovered that students in inclusive schools were less likely to report academic and behavioral difficulties and poor mental health (“The Critical Role of School Culture in Student Success,” by DeWit, et al, Centre for Addiction and Mental Health, December 2003).
- The 7th Annual Sydney Symposium on Social Psychology in March, 2004 heard papers from psychologists from Australia and the United States, exploring the positive health and mental health benefits of the feeling of belonging (“The Social Outcast: Ostracism, Social Exclusion, Rejection, & Bullying,” a collection of papers from the 7th Annual Sydney Symposium on Social Psychology in 2004, edited by Williams, Forgas, and von Hippel).

On the “reality of belonging,” Canadians are world leaders in looking at the negative health impacts of inequity and lack of fairness, especially through pioneering work with the social determinants of health. We have also promoted the idea of seeking social and economic justice as a means of creating healthy communities. Our First Nations have raised awareness about the importance of cultural and spiritual respect, and this has been reinforced by the voices of immigrant and refugee groups.

How to Use This Book

We built the Workbook around the following simple questions:

Who?

Your Group and Specific Factors that Influence Your Group

Groups can be based on many things -- such as culture, age, sexuality, and distance. The feeling and reality of belonging may be experienced in different ways by different groups in society. There are factors which operate differently within and among different groups.

Story One will be used to illustrate how to apply the framework.

Worksheet Example 1 will help you understand the framework.

What?

The Determinants of Health

The feeling and reality of belonging flow through the things that make us healthy, the determinants of health, such as income, employment, education, environment, equity, and community.

Story Two

Worksheet Example 2

Where?

Ways To Measure Belonging

Indicators mark progress towards belonging. We'll discover how to find Inclusion Indicators for 1) individuals, families, communities; and 2) organizations, governments, schools

[Story Three](#)

[Worksheet Example 3](#)

How?

Strategies and Targets to Promote Inclusion

A target is an immediate, specific, and realizable goal to promote inclusion. A strategy is a way to move towards a target. Using the indicators you chose, this will help you create targets and possible strategies for each of them

[Story Four](#)

[Worksheet Example 4](#)

The Workbook also includes:

A Summary Chart, illustrating the story.

Worksheets for your own use.



has been the work of dozens of people, but, in the end, it is really about you, your family, and your community.

Who?

Your Group and Specific Factors for Your Group

The feeling and reality of belonging may be experienced in different ways by different groups in our diverse society. In Canada, we are made up of many realities – urban, rural, First Nations, immigrant, refugee, etc.

Within these realities people come together because of similarities in challenges, tasks, abilities, rights, beliefs, location, experience, etc. People identify with people like themselves. These self-selected groups are often called communities of interest or communities of choice.

Parents of children in a neighborhood school often form groups to advocate for improvements in the school. Residents in rural areas come together to protest threats to their environment. There are countless examples of these kinds of groups. Whatever groups you're part of, you should know that there are special factors that affect some groups more than others.

We want to expand on two groups as examples: one based on distance and one based on the experience of racialization.

Distance. Ontario is a large province with major cities, small towns, rural areas and a far north. People often identify themselves by location. They say they are 'city people' or 'from the country' or from 'up north'. Within a large city, we might say we are from the suburbs or from downtown. Where we live has a great influence on many

things in life. If we live in the country, distance is often a big issue and transportation can be a matter of life or death. If we live in the centre of a big city, we may worry about how clean the air is. If we live in the north, winter warmth can be an issue. Location has a great deal to do with belonging.

An agency that works with parents of young children in a small city and surrounding countryside suggested specific factors that relate to distance. They described two very striking factors, with examples:

- *Physical Distance.* Even though Ontario is a very large place, much of the population is concentrated in large or medium-size cities with public transit. In the country, however, there are usually no public buses. If you cannot afford a car, you are not able to get around to schools, recreation centres and health and social services for you and your children. Belonging is not ensured by simply providing the services. We need to make sure everyone can reach them. Overcoming distance is part of belonging.
- *Social Distance.* New mothers need assistance and support in the role of being a mother to a newborn child. Many questions jump to mind every day. If she is lucky, a woman can pick up the phone and call her own mother or a sister or a good friend. If she is alone, without support, she may have to seek that help from a family resource centre. But even though the centre may be close to her home, it still may be “distant” in her mind. She may be fearful of opening that front door and talking to strangers. She may feel she doesn’t have the right clothes for herself or her baby to “fit in.”

She worries that maybe her questions are stupid; maybe everyone but her is a competent parent; maybe her baby isn't doing as well as she thinks she is doing. This is social distance.

Experience of Racialization. Canada is known around the world for allowing its people to define who they are. We may call ourselves Italian-Canadians or Franco-Ontarians. People defined or stereotyped based on ethnicity or race have started to describe this as the 'experience of racialization'. For example, a woman looks Asian. People on the street assume she is an immigrant. In fact, she is a fourth generation Chinese-Canadian. A young adult may be black, but he is not always West Indian. Two men speak in an unfamiliar language. Another customer assumes they are speaking a foreign language. Actually, they speak Ojibway. This is called the experience of racialization.

There are specific factors that influence different groups in society. We need to understand the impact of these specific factors to be able to understand what belonging means to these groups.

An agency representing many groups that serve this population gave us this information about the special factors relating to the Experience of Racialization:

- *Language barriers.* There are two official languages in Canada, French and English. But there are dozens of languages spoken every day in our homes, on our streets, and in our communities. There is a strong sense that you belong when you are able to speak

the language of your friend, or neighbor, or local politician. Still, it is possible that someone will be upset because they do not understand the language they are hearing. We try as a society to respect the languages of all of our people, but we must always be aware that the ability to speak in our official languages is not shared by everyone.

- *Ethno-racial differences.* There are differences between people, related to customs, traditions, dress, behavior, attitudes and beliefs. On the streets of our cities, we often see people dressed and acting and talking in ways that are unfamiliar to us but are a comfort to them. We must remember that respect for these kinds of differences, especially in the way our institutions relate to people, is a key factor in the feeling and reality of belonging.

- *Racism.* Racism exists in Canada as it does elsewhere. A religious cemetery is defaced by vandals. People wearing turbans are attacked. Areas of the city largely populated by some communities are held to be "crime prone". These are indications that racism is part of our society. We have laws to protect us from racism in our schools and in our workplaces, but the law can't protect us from every dirty look or racist joke. Sometimes, racism comes into our workplaces and offices through forms which ask insulting questions, rules that offend culture, or procedures that contradict beliefs or practices. Racism can never be part of a society where everyone belongs.

- *Immigration status.* People who do not have full citizenship may not be able to work, attend school, seek health care, or even receive help from our social support system. Everyone needs to be sensitive to this. Sometimes people look down on those with no official status. We want everyone to have health care, but many people do not have access to OHIP. Everyone who lives here should be able to decide on the elected leaders, but only full citizens can vote. We need to speak out for those who are here but not allowed to fully belong.

- *Concentration of populations in large urban centres.* People like to live where they can find friends and familiar things, like places of worship, restaurants, food stores, markets, and entertainment. This means that newcomers often settle in neighbourhoods where members of their home countries have put down roots. Cities in Ontario are built along the lines of these neighbourhoods. As people work and get ahead, they tend to re-locate in groups, moving further from the centre of the cities, and finding communities of support and interest. Canada is committed to large numbers of immigrants coming every year and Ontario receives almost 60% of those newcomers. But while ethnic neighborhoods are a comfort to their residents, they are often profiled in the media in negative ways. This sets up barriers to belonging. We need to realize the value of the diversity of our neighborhoods so we can get past the barriers to belonging.

- *Settlement/adjustment.* New arrivals are often very happy when they reach Canada, especially if they are refugees from violent circumstances. However their sense of joy and hope often goes

away after a short time as they see all the problems of a new life. They may have trouble understanding the new country, its languages and its ways. They may find it hard to get a job that uses their skills and experience. They may miss or worry about loved ones left behind. They may find that crowded conditions are forced on them by poverty. This adjustment period may last a long time, and it may be a hard time, waiting for a sense of belonging to settle in. We must recognize this challenge and reach out in every way to help people hurry along the process of feeling a sense of belonging in Canada.

These examples of specific factors for two groups are based on location and the experience of racialization. Later in the worksheets, we will ask you to identify your group and consider specific factors that may influence how your group experiences belonging.

It's important to remember that we all belong to many groups at the same time: a woman can be a mother and a worker, and also live in the country, and experience racialization. Groups may overlap and the special factors that relate to groups may overlap too.

The Story is an illustration of how the framework can help you assess a situation and find a way to promote inclusion.



The Story – One

Who?

Your Group and Factors for Your Group

Alana and her single parent mother live on a county road in rural Ontario. Her mother works as a receptionist in a doctor's office in a village fifteen kilometers away from home and thirty kilometers from where her daughter is a student. Alana's feeling and reality of belonging has a lot to do with her location in rural Ontario. If she lived in a city, she could get around on her own by walking or taking public transportation. Because of distance, cars are essential. There is absolutely no public transportation in her county. Students are provided transportation only for class schedules, not after school activities. If her mother weren't working, and nonetheless could afford a car, she may be able to drive Alana to participate in after school activities. Although this story deals with many things it is greatly influenced by her being in a group defined by Distance. The specific factor is Physical Distance. As you realize, there are other factors as well, but Physical Distance is crucial in this particular situation.



Who?

Your Group and Specific Factors for Your Group

Groups can be based on many things -- such as culture, age, sexuality, and location. The feeling and reality of belonging may be experienced in different ways by different groups in society. Specific Factors may operate differently within and among different groups.

Describe your Group: Distance (rural) & Age (student)

Describe Specific Factors that Influence your Group:

Cars are essential
No public transportation

What?

The Determinants of Health

Thirty years ago, the Lalonde Report was published in Canada. This report presented evidence of key factors that determine health status. The report went on to say that to improve the health of Canadians we need to improve access to the key factors -- like income, education, and community supports. The evidence continues to mount about how these things help make us healthy. They are called the determinants of health. What are the elements that determine our own health, the health of our loved ones and the health of all society?

Health Canada, Population Public Health Branch, now the Public Health Agency of Canada, lists twelve determinants of health (Health Canada, 2003): income and social status; social support networks; education and literacy; employment and working conditions; physical environments; social environments; biology and genetic endowment; personal health practices and coping skills; healthy child development; health services; gender; culture.

We have chosen six key determinants for this project.

1. Income impacts health.

We live in a world that runs on money. A regular and adequate income allows a person to have good nutrition and a healthy place to live. It allows families to provide their children with a strong foundation for physical, emotional, mental, social, and spiritual growth. Income supports a long life with good quality by providing the practical means to cope with life's difficulties. A regular and adequate income helps us feel part of a strong community.

2. Community promotes health.

People are social by nature. A sense of community is created when groups form. This social connection is necessary for emotional and spiritual health, supports physical health, and increases the capacity to deal with adversity. People who feel lonely and isolated often have health problems like stress, pain or illness. Being part of a community promotes good health and gives us the social support we need to cope with life.

3. Education improves health.

We live in a complex and changing world. In order to feel competent and confident, and to be effective members of our families, communities, and society, we need life-long learning opportunities for all. The ability to understand and intervene purposefully in our world improves our ability to deal with adversity. Belonging to a community that promotes life-long learning, regardless of income, language or ability, can mean better health.

4. Employment determines health.

A good job – adequate income for reasonable work – plays a vital role in determining health and self-esteem. A good job provides the practical means to make a contribution to society, and to belong to the community. A good job can mean that more people will know you and care about you. Unfairness or inequity in the workplace can undermine our physical, emotional, mental, and spiritual health. With a good job, we feel we belong.

5. Environment influences health.

We live together in the physical world. If the environment around us is healthy, we are able to be healthy, too. We have the right to clean air, clean water and clean earth. We cannot provide these things alone, but we can help create the conditions that produce and maintain them. Without them, we face chronic diseases and other health problems, such as birth defects. We are each responsible for the health of our environment and for creating clean communities.

6. Equity enhances health.

Equity is fairness expressed in all the elements of how we live together. We should live in a fair society, regardless of our race, culture, gender, sexuality, or religion. Equity and respect enrich our lives at all levels – as individuals, family members, community members, and members of the larger society. We have a better chance of being healthy if we have full and easy access to all the determinants of health. Even one element left out of the mix can result in poorer health and a sense of being on the outside.

We selected these key determinants of health to examine belonging in our society. We experience the feeling and reality of belonging through income, community, education, employment, environment, and equity. If our employer has an equity and access policy for employment, we may experience the reality of belonging in that workplace. However, if other employees are allowed to discriminate against us, we will not have the feeling of belonging in that workplace. This same process works with each of the determinants of health. We

need to have both the feeling and the reality to truly experience belonging.



The Story – Two

What?

The Determinants of Health

Alana is in Grade 10 and has her eye on becoming a journalist. She has a keen interest in community affairs and has always enjoyed writing. She works hard and gets good grades. She cares a great deal about her Education. She really hopes to go on to college or university. She has been invited to join the school newspaper. Since Journalism school is very competitive this is an opportunity that would allow her to get into the program of her choice. However, the newspaper requires that she attend weekly meetings after school, and during the rush to deadline, attend meetings even more frequently. The students usually work until 4:30. The bus that brings Alana home, however, leaves the school grounds promptly at 3:30. How do we solve this problem?

As you realize, many of the Determinants of Health may apply to Alana's situation. However, while all of the determinants work together, it may be easier to choose one of them as a start to applying the idea of belonging to your own situation. For Alana, we've chosen Education. If she wishes to reach her long term goal, she will need to participate in these after school activities.



What?

The Determinants of Health

The feeling and reality of belonging are experienced through the things that make us healthy -- the determinants of health -- such as income, employment, education, environment, equity, and community.

The Determinant you wish to work on: Education (including extra curricular) .

Where?

Ways to Measure Belonging in Society

Every day we measure things around us. We often measure physical things. We weigh ourselves. We order food at the supermarket in grams or ounces. We look at the thermometer outside our window to see the temperature in the morning. We sprinkle one teaspoon of chili into our sauce.

We also measure how things are performing in relation to certain standards. We look at our children's report cards to see the grades they got for their work in school. We look at our hydro bill to see how many kilowatt hours we are using. We check our calories when we're trying to control our weight.

These numbers are called indicators. Indicators are measurements. An indicator often, but not always, puts a number on something which makes it easier to understand its contribution to a complex reality. Indicators operate as measures to help us understand and describe movement in larger realities.

Indicators can be used to track progress towards the goals of helping people have a stronger sense of belonging to society, such as affordable housing. They can show how well we're doing in achieving the specific goal of your group to achieve belonging. They can answer a simple question about belonging: what would

'good' look like for my group in relation to a specific determinant of health.

We think there are two key sets of indicators for belonging.

The first set of indicators is for individuals, families, and communities who wish to belong to society. These indicators will capture the feeling and reality of those seeking inclusion and let them know exactly where they stand. It is very important that these indicators be clear, easy to understand, and meaningful to members of your group. For example, everyone has access to affordable child care.

The second set of indicators is for organizations, schools, and governments that wish to build a feeling and reality of belonging for all those people who use their services. These indicators will identify specific policies and practices that promote inclusion. They will also be clear, easy to understand, and meaningful – both to those seeking inclusion and to the organizations, schools, and governments who establish them. Such as, the provincial government having a \$5/day child care program.

The two sets of indicators work together in a dynamic way. For individuals, families, and communities to have the feeling and reality of belonging, those organizations, schools, and governments that serve them must strive to become inclusive.

Over the years, many organizations have used indicators to measure progress in reaching health or social goals. As an example of what an effective indicator system should include, The Healthy City office in Toronto developed criteria. We've selected some of these criteria that might be helpful in setting your own indicators. Indicators must:

- be accessible and meaningful to the public and policy makers
- measure the feeling/reality they say they are measuring
- be able to be reproduced, if others applied them to the same reality
- be readily available for use
- be holistic
- be sensitive to changes over time and to differences among population groups

When looking for indicators for individuals, families, and communities, we should choose those that are meaningful for our group. The indicators may answer a very simple question: what would make you feel that you belong in regard to a certain determinant of health. The second step is to think about how that indicator might be expressed in a way that would show change over time. If "x" changed, would we feel that we more, less, or equally belonged. Example: All children have access to a healthy breakfast before starting school.

When looking for indicators for organizations, governments, and schools, we should choose those that are meaningful to those institutions. Think about what data the institution is likely to collect already and how the data might be adapted to measure the change your group wants to see. This will help you understand what the institution considers a meaningful measure of its targets, in relation to your group's targets. Example: School/Community implements a breakfast program for children.



The Story – Three

Where?

Ways to Measure Belonging in Society

Alana is very unhappy and concerned that she will not be able to seek her dream of becoming a journalist without this start on the school paper. Her mother agrees and realizes that something has to be done to solve the problem. She begins phoning the neighbors along the county road who have children in Alana's school. She discovers that other children have the same feeling of being left out of after school activities because of the bus schedule. Alana's mother phones the bus company, but they are unwilling to consider any changes in their schedule. "A deal is a deal," says the manager. "The school board pays us for a specific schedule and we deliver. Period." Alana's mother meets with a small group of parents. They decide that for Alana and the other children along the road to be included in everything the school has to offer, the school needs to provide transportation. The group has determined the Indicators for individuals, families, and communities – all children attending school have transportation provided by the school, including after school activities; and the Indicators for organizations, governments, and schools – the school must provide transportation home at the end of after school activities.



Where?

Ways to Measure Belonging

Indicators are measures that mark progress towards belonging. They should answer a simple question: what would 'good' look like for my group in relation to a specific determinant of health.

Discuss and choose one Indicator for Individuals, Families, or Communities:

All children attending school have transportation provided by the school, including at the end of after school activities.

Discuss and choose one indicator for Agencies, Governments, or Schools:

School must provide transportation home at the end of after school activities.

How?

Strategies and Targets to Promote Belonging

A strategy is a way to move towards a goal or target. The newspapers talk about strategies to improve our economy. Politicians use strategies to win elections. Canada's national women's hockey team used a strategy to win the gold medal in international competition.

A target is a result that you are trying to reach. A target must be clear and precise – we must be able to say what the target is in order to reach it. We all have seen pictures of a target – a series of circles around a red spot in the centre -- the closer to the red spot in the centre you get, the better your chance of winning.

This is true for belonging too. When we have the experience of feeling alone, isolated, excluded from important things in society, it can be difficult to define what precisely is wrong and what would make it feel better. However, when we are precise about what we need to feel a sense of belonging, what our children need, what our family needs, we have the chance of getting what we need. Seeing the bull's eye more clearly makes it more likely that we will hit it.

A strategy requires that you:

- describe the target you are trying to reach, carefully and precisely
- targets should be: immediate, specific, and realizable
- identify the resources and supporters who can help you reach the target

- identify the decision makers who could help you to get to your target
- identify those who have influence on the decision makers
- figure out the shortest path from where you are to the target
- gather the necessary resources, primarily the people you need to help you
- keep the focus on executing your strategy until you reach the target.

Later on we have used a chart to understand complex society by breaking it into parts. To build a strategy, look at the dynamic relationship between the columns. There is no simple recipe. Work back and forth, from column to column, between the problem you have identified in your analysis and the target you have set for yourself, until the path becomes clear.

There is no single recipe to promote belonging within communities. Change happens when people work together. It begins with you. Your experience. Your energy. And your vision of a society where all people can feel they belong and contribute fully as citizens in their communities. This is it. Remember: Paper doesn't change the world, People do. It's time to get out and get going – like the mother and daughter in our story.



The Story – Four

How?

Strategies and Targets

When she realized that she couldn't solve her daughter's problem on her own, Alana's mother again got on the phone to her neighbours. She invited them to a meeting to talk about the problem of their children and the school bus schedule. She also talked to Alana about having a meeting with her fellow students to find out who wanted to stay after school for activities and what their schedules would be. Alana caught the same feeling of excitement when almost everyone she asked said, "Yea, I'll be there." Alana prepared a chart for her meeting and her mother prepared a petition for hers. The meetings went off well. The chart determined what changes needed to be made, and the petition showed a lot of community support. The group agreed that a school trustee might be able to get the bus company to change their schedule. Alana's mother sent the chart and petition to her local school trustee, and soon the trustee came to visit the group to work out the request for the bus company. The students and the parents developed a Strategy and set a clear Target – and, within a month they hit it. All the students along the county road were able to participate in after school activities until the bus left at 4:30.



How?

Strategies and Targets to Promote Belonging

A target is an immediate, specific, and realizable goal to promote inclusion. A strategy is a way to move towards a target. Using the indicators you chose, discuss a target and possible strategies for each of them. In each case, the strategy should answer these questions:

- Who has the power to make a decision about this issue?
- Who else might help you with the issue?
- What is the best way to influence the decision-makers?
- What is the best way to communicate with them?

Targets and Strategies for Individuals, Families, or Communities:

Alana's mother again got on the phone to her neighbors. She invited them to a meeting to talk about the problem of their children and the school bus schedule.

Alana prepared a chart for her meeting and her mother prepared a petition for hers.

Targets and Strategies for Agencies, Governments, or Schools:

The school trustee came to visit the group to work out the request for the bus company.

All the students along the county road were able to participate in after school activities until the bus left at 4:30.

Summary

A society where everyone belongs creates both the feeling and the reality of belonging and helps each of us reach our full potential. We use five simple questions to analyze belonging:

Who?

Your Group and Specific Factors for Your Group

We are all different. Groups can be based on many things—age, sexuality, religion, location and ethnicity. Belonging may be experienced in different ways by our diverse populations.

What?

The Determinants of Health

Income, community, education, employment, environment and equity affect our health and our sense of belonging.

Where?

Ways to Measure Belonging in Society

Inclusion indicators measure and mark progress towards belonging. These apply to 1) individuals, families and communities and 2) organizations, schools and governments. In trying to determine an indicator we can ask ourselves the question: What would 'good' look like for my group?

How?

Strategies and Targets to Promote Belonging

A strategy is a way to move towards our target. It means making change. A target must be clear in order to reach it.

*Creating inclusive healthy communities happens
when we all work together!*



Summary

Who?		What?	Where?		How?	
Alana's Group	Special Factors for her Group	Determinants of Health	Indicators for Individuals, Families, Communities	Indicators for Organizations, Governments, and Schools	Strategies to Promote Belonging	Targets to Promote Belonging
Geography	Physical Distance	Education	All children attending school have transportation provided by the school, including after school activities	School to provide transportation home at the end of after-school activity	<p>Find other parents/ students with same issue</p> <p>Clearly define the request for after-school transportation</p> <p>Develop chart and petition</p> <p>Organize meetings with parents/ students</p> <p>Present petition to the trustee to request change in schedule</p> <p>Keep in touch with the trustee to see that the company makes the change</p>	All students are able to participate in after-school activities.

Worksheet 1

Who?

Your Group and Specific Factors for Your Group

1. There are many kinds of groups in society. How would you describe *your group*? Who is in your group? Who is not in your group, but should be in your group? What other groups are important in your community?

Describe Your Group:

Who is in Your Group?

Worksheet 2

What?

The Determinants of Health

1. The Determinants of Health influence belonging. Discuss briefly how each of them affects your group. Some of them may have limited effect on your group, but try to think through each one of them, in order to choose one to focus your work on.

Income_____

Community_____

Education_____

Employment_____

Environment_____

Equity_____

2. The Determinants of Health work together in most cases, but you should decide where best to focus. Which one is the most important one to work on for your group now? Why?

Determinant_____

Why?_____

3. Discuss this Determinant in depth. How does this Determinant influence both the feeling and the reality of belonging? Make sure that everyone has his or her say about the element.

Worksheet 3

Where?

Ways to Measure Belonging in Society

1. We can measure how things are doing in relation to certain standards. These numbers are called indicators. Indicators can be used to track progress towards the goals of helping people have a stronger sense of belonging to society. Discuss general ways to measure progress for your group with the determinant of health you have chosen. What would 'good' look like?

2. Choose two or three ways to measure progress. How would you measure changes on the way to “what ‘good’ would look like”? They are your indicators.

1)

2)

3)

3. It is important that you can find the information you need to measure progress in the ways you have chosen. For each indicator, discuss where you will find that information. Like Alana’s mother, it could be from talking to other parents and gathering an informal survey in the community. It could be from records kept by a

government or an agency, such as those that measure participation, like activities, schedules, etc.

1) _____

2) _____

3) _____

Worksheet 4

How?

Strategies and Targets to Promote Belonging

1. When we become precise about what we need to belong, what our children need, what our family needs, we have a better chance of getting what we need. This means we need to set targets to reach. A target must be immediate, specific, realizable – we must be able to tell everyone what that target is in order to gather their support to reach it. Discuss the targets for each of your indicators.

1) _____

2) _____

3) _____

2. A strategy is a way to move towards a target. Using the three indicators you chose, discuss possible strategies for each of them. In each case, the strategy should answer these questions:

- Who has the power to make a decision about this issue?
- Who else might help you with the issue?
- What is the best way to influence the decision-makers?
- What is the best way to communicate with them?

Indicator One

Indicator Two

Indicator Three

2. Choose a short phrase that gets to the heart of each strategy.
We chose "Count Me In!" for our program.

1)

2)

3)

Acknowledgements

Tools for an Inclusive Ontario was funded by Health Canada, Population Public Health Branch, now the Public Health Agency of Canada, and the Laidlaw Foundation and was led by a Provincial Advisory Group, drawn from the health and social sectors, representing the diversity of Ontario:

Edward Adlaf, PhD, Senior Scientist, Centre for Addiction and Mental Health

Pedro Barata, Family Service Association of Metropolitan Toronto

Ginette Goulet, Health Promotion Consultant, Eastern Ontario

Maria Herrera, Manager, Urban Issues, Toronto Public Health

Axelle Janczur, Sam Dunn, Valerie McDonald, Access Alliance Multicultural CHC

Donna Lero, PhD, Family Relations and Applied Nutrition, University of Guelph

Heather Levecque, Policy Director, Ontario Federation of Indian Friendship Centres

Maureen McDonald, Population and Public Health, Ontario and Nunavut Region, Health Canada, Population Public Health Branch, now the Public Health Agency of Canada

Dianne Patychuk, Health Planning, Toronto Public Health

Michelle Quick, Youth Advocate, Ottawa

Laurie Thompson, Special Projects, Community Living Ontario, Coburg

Demonstration Sites and Local Working Groups were used to test the ideas, concepts, and approaches to belonging and indicators of belonging, including:

- Access Alliance Multicultural Community Health Centre, led by Sam Dunn and Valerie McDonald
- Peterborough Family Resource Centre, led by Barb Lillico
- Francoscénie, led by Ginette Goulet

The project was supported by a Technical Team:

Michael Fay, Coordinator/Chief Writer

Betty Burcher, Consultant, Indicator Development

Krissa Fay, Consultant, Research

Lynne Hoppenreys, Support

Voula Karagiannis, Support

Carol Kauppi, PhD., Evaluator

Erin Lynch, Writer, Editor

Miller Neighbor Associates, Plain Language Editing, Layout and Design

Cathy Turl, Consultant, Community Engagement

The project received invaluable assistance from:

Peter Clutterbuck, Social Planning Network of Ontario

Nathan Gilbert, Laidlaw Foundation

Dr. Fay Martin, Family Services of Haliburton County

Heather Ramsey and Maureen McDonald, Health Canada, Population Public Health Branch, now the Public Health Agency of Canada

Ted Richmond, Laidlaw Foundation

The Ontario Prevention Clearinghouse team, especially:

Connie Clement, Executive Director

Subha Sankaran, Manager, Health Promotion Resource Centre

Khadija Mahi, Executive Assistant

Camille Maamari and Cindy McCully, Financial Officers

Mary Martin Rowe, Health Promotion Consultant

Anthony Merizzi, Network Supervisor

George Welcher, Webmaster

The Ontario Prevention Clearinghouse permits others to copy, distribute, and display this workbook for non-commercial purposes on condition that credit is given to the original source.

Count Me In! is also available in French.

The opinions expressed in this project do not necessarily reflect the official views of Health Canada, Population Public Health Branch, now the Public Health Agency of Canada, or the Laidlaw Foundation.



**Ontario
Prevention
Clearinghouse**

**Centre ontarien
d'information
en prévention**