



# Social and Economic Inclusion Workshop Proceedings Report

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Coordinated by Women's Network PEI in partnership with the  
Atlantic Centre of Excellence for Women's Health

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- **Nishka Smith** of Atlantic Evaluation Group Inc. for organizing and evaluating the workshop.
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- **Canadian Health Network** for donation of book bags and folders for each participant.

## EXECUTIVE SUMMARY

Over the last several years, the social and economic situation of many women, children and communities in Atlantic Canada has worsened. In an effort to address some of the key issues that have resulted in this decline, the Atlantic Centre of Excellence for Women's Health embarked on a project entitled the 'Social and Economic Inclusion Project'. This project focuses on identifying the key social and economic issues facing women, children and communities in Atlantic Canada; fostering links, networks and partnerships across research community sectors throughout Atlantic Canada; developing an understanding of what is happening in Atlantic Canada in regards to policy development approaches; and building on this work to develop healthy public policy.

As part of the 'Social and Economic Inclusion Project', Women's Network PEI was asked to host a workshop focused on social and economic exclusion/inclusion. The workshop was designed to increase awareness of the dynamics of social and economic exclusion, and the costs of exclusion; expose participants to the principles/practices of social inclusion and the benefits of inclusionary policies and procedures; and provide participants with the opportunity to reflect on the issues and network with others interested in topic.

With social and economic inclusion being a concern for so many community groups and government sectors on PEI, a wide variety of organizations and individuals (80) were invited to attend the workshop. Overall, 34 people attended with good representation from various community organizations and government sectors – e.g. Anderson House, AIDS PEI, Council of Disabled, DAWN, Regional Cooperation Development Centre, Federation of Labor, Cooper Institute, PEI Citizen Advocacy, etc.

The workshop was started with a welcome address from Laurie Ann McCardle, Executive Director of Women's Network PEI, and a presentation from Dr. Ron Colman, founder and executive director of GPI Atlantic. Dr. Colman discussed in-depth the costs of social and economic exclusion, and the benefits of being socially and economically inclusive. He also discussed some of the problems with the measurements we currently use to measure economic and social growth; the Genuine Progress Index; social and economic trends in Canada; the various populations most at risk of social and economic exclusion; and the social and economic successes of PEI.

After Dr. Colman's presentation, Linda Snyder from the Atlantic Centre of Excellence for Women's Health, Marie Burge of Cooper Institute, Susan Birt from the Department of Health and Social Services, and Julie Devon-Dodd of the Circle of Prevention project each provided a short presentation outlining the work they do, and how their organizations are working towards social and economic inclusive practices and policies.

Upon completion of the presentations, a small group activity was carried out to provide workshop participants with the opportunity apply what they learned to a practical situation; discuss issues of social and economic exclusion and inclusion; and network with others. Workshop participants were divided into six groups of 4-6 people, and given one of three case scenarios focused on women living in abusive relationships. Each small group was asked to review their individual case scenario, and answer questions on how the woman outlined in the scenario was being excluded, reasons for exclusion, and changes that could be made in government policies/programs and at the community level to help achieve social and economic inclusion. Each group was then asked to present their top three priorities to the whole group.

At the end of the workshop, all participants were asked to complete an evaluation questionnaire. Overall, the evaluation findings were very positive. All participants that completed the evaluation noted that they enjoyed participating in the workshop, felt the workshop was well organized and facilitated, and were satisfied with the type of information shared at the workshop. Most workshop participants also indicated that the workshop helped increase their awareness of the dynamics of social and economic exclusion (93%), the cost of social and economic exclusion (93%), and the benefits of social and economic inclusive practices and principles (96%); exposed them to the principles of social and economic inclusion (90%); and helped them better understand some of the challenges of working towards social and economic inclusion (81%). In addition, the majority of participants noted that participating in the workshop made them more aware of what other organizations on PEI are doing in regards to social and economic inclusion (85%), and introduced them to useful tools and information on social and economic inclusion (86%).

As far as workshop participation, the majority of workshop participants noted that they felt comfortable sharing their thoughts and ideas (96%), and had adequate opportunity to participate in the workshop (96%). They also felt that the workshop provided them with good opportunities to network with others interested in, and concerned about, issues related to social and economic inclusion (96%).

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## **1.0 Introduction**

Over the last several years, the social and economic situation of many women, children and communities in Atlantic Canada has worsened. Some of the key causes of this decline are increased levels of poverty, lack of education, high levels of unemployment, and inaccessible health care. Having to deal with such circumstances can interfere with peoples' ability to fully participate in society, and feel like valued, respected members of the community. Removing these barriers, and overcoming social and economic exclusion requires including those who are affected by these issues in the shaping of policies that affect their lives. This is key in working towards becoming socially and economically inclusive, and adequately dealing with the problems of poverty, lack of education, unemployment, and inaccessible health care that affect so many Atlantic Canadians.

In an effort to address some of these issues, the Atlantic Centre of Excellence for Women's Health began working on a project entitled the 'Social and Economic Inclusion Project'. This project focuses on identifying the key social and economic issues facing women, children and communities in Atlantic Canada; fostering links, networks and partnerships across research community sectors throughout Atlantic Canada; developing an understanding of what is happening in Atlantic Canada in regards to policy development approaches; and building on this work to develop healthy public policy.

## **2.0 Workshop Format**

### **2.1 Workshop Planning**

As part of the 'Social and Economic Inclusion Project', Women's Network PEI was asked to host a workshop focused on social and economic exclusion/inclusion. The workshop was designed to increase awareness of the dynamics of social and economic exclusion, and the costs of exclusion; expose participants to the principles/practices of social inclusion and the benefits of inclusionary policies and procedures; and provide participants with the opportunity to reflect on the issues and network with others interested in topic.

To help ensure the workshop was a success, a planning committee made up of representatives from key community organizations interested on social and economic inclusion was established. Members of the planning committee included: Laurie Ann McCardle, Women's Network PEI; Linda Snyder, Atlantic Centre of Excellence for Women's Health; Julie Devon Dodd, Atlantic Working Group on the Circle of Prevention; Marie Burge, Cooper Institute Collective; Sandy Bentley, Interministerial Women's Secretariat; and Nishka Smith, Workshop Coordinator. Due to the

projects tight timeline, the committee only met collectively on one occasion. During this meeting workshop objectives, potential presenters, locations, and ideas for activities were discussed. The project manager and workshop coordinator then worked closely together to use the ideas from the committee meeting to plan and organize the workshop. Other members of the planning committee were kept up-to-date on the planning process, and given opportunities to provide input/feedback on the planning process via email or telephone.

## **2.2 Workshop Objectives**

The objectives of the 'Social and Economic Inclusion' workshop were:

- To increase awareness of the dynamics of social and economic exclusion, the social and economic costs of exclusion.
- To expose participants to the principles and practice of social inclusion, and the benefits of inclusionary policies and procedures.
- To provide participants with the opportunity to network – to share work experiences and exchange information about social inclusion.

## **2.3 Workshop Participants**

With social and economic inclusion being a concern for so many community groups and government sectors, a wide variety of organizations and individuals were invited to attend the workshop (Appendix A – Invitation List; Appendix B - Invitation). Overall, 80 invitations were extended, and 34 people attended the workshop (Appendix C – Registration List). Those that attended represented a wide variety of community and government organizations including: Anderson House, AIDS PEI, Council of Disabled, DAWN, Regional Cooperation Development Centre, Federation of Labor, Cooper Institute, PEI Citizen Advocacy, PEI Advisory Council on the Status of Women, Rape and Sexual Assault Crisis Centre, Transition House, Women's Network PEI, Interministerial Women's Secretariat, Family Violence Prevention, Status of Women Canada, Children's Secretariat, Department of Education, and Department of Health and Social Services. In addition to these community organizations and government sectors, two private sector businesses and several members of the public attended.

## 2.4 Workshop Agenda

8:30 – 9:00	Registration
9:00 – 9:10	Welcome - Laurie Ann McCardle, Women's Network
9:10 – 9:15	Review of Agenda
9:15 – 10:15	Dr. Ron Colman Costs of Social and Economic Exclusion
10:15 – 10:30	Nutrition Break
10:30 – 11:30	Dr. Ron Colman Overview of Social and Economic Inclusion
11:30 – 12:15	Short Presentations: <ul style="list-style-type: none"><li>▪ <b>Linda Snyder</b> Atlantic Centre of Excellence for Women's Health Putting Social and Economic Exclusion and Inclusion on the Policy Agenda in Atlantic Canada</li><li>▪ <b>Marie Burge</b> Cooper Institute Implementation of Inclusion in NGOs: Some of Cooper Institute's Policies and Procedures</li></ul>
12:15 – 1:15	Lunch
1:15 - 2:00	Short Presentations <ul style="list-style-type: none"><li>▪ <b>Susan Birt</b> Director, Social Policy Development Department of Health and Social Services Social Policy Development in PEI</li><li>▪ <b>Julie Devon Dodd</b> Coordinator, Atlantic Working Group - Circle of Prevention Economic Independence for Women Leaving or Living in Abusive Relationships</li></ul>
2:00 – 2:45	Small Group Activity – Case Study
2:45 – 3:00	Nutrition Break
3:00 – 3:45	Large Group Activity - Presentation of Case Study Findings
3:45 – 4:00	Evaluation and Closing Remarks



## 2.5 Presenter Bios/Presentation Outlines

### *Dr. Ron Colman*

#### *Executive Director, Genuine Progress Index*

Dr. Ronald Colman is founder and executive director of GPI Atlantic, a non-profit research group that is constructing an index of well-being and sustainable development – the Genuine Progress Index – for Nova Scotia as a pilot project for Canada. Dr. Colman has prepared several population health reports for the Genuine Progress Index and for health officials in all four Atlantic Provinces including assessments of: the economic costs of chronic illness, tobacco, obesity, and physical inactivity; the economic impact of smoke-free workplaces; and women’s health in Atlantic Canada.

Dr. Colman previously taught for 20 years at the university level, and was a researcher and speech-writer at the United Nations. He sits on the sustainable development indicators steering committee of the National Round Table on the Environment and the Economy, and is editor of *Reality Check: The Canadian Review of Wellbeing*.

At the workshop, Dr. Colman provided an in-depth presentation on the costs of social and economic exclusion, and the benefits of being socially and economically inclusive. He discussed: exclusion and inclusion from a social, economic, inter-generational and environmental point of view; exclusion warning signals; health, economic, and social costs of exclusion; problems with measurements we currently use to measure economic and social growth; the Genuine Progress Index; social and economic trends in Canada; the various populations most at risk of social and economic exclusion; the social and economic successes of PEI; how to promote social and economic inclusion; samples of social and economic inclusive practices; and potential benefits of social and economic inclusive policies and practices – i.e. environmental, social, economic, inter-generational.

### *Linda Snyder*

#### *Atlantic Centre of Excellence for Women’s Health*

Linda Snyder has worked with the Atlantic Centre of Excellence for Women's Health for almost four years, coordinating a region-wide project on social and economic exclusion and inclusion. Linda has several years of experience in community development, adult education and international development issues. She has worked in Atlantic Canada as well as developing countries in the South.

As part of the workshop, Linda provided an overview of the ‘Social and Economic Inclusion Project’, and various pieces of work being carried out throughout Atlantic Canada on social and economic inclusion. She also provided each workshop participant with a list of reference materials,

and a copy of the 'Basic Information about Social and Economic Inclusion' kit which contains some background on the 'Social and Economic Inclusion Project', a presentation on the basic concepts of social and economic inclusion and exclusion, information sheets, and a CD-rom containing a copy of the papers written by each provincial reference group.

*Marie Burge*

*Cooper Institute Collective*

Marie is a staff person and a member of the Cooper Institute Collective, and has thirty-two years experience in popular education and participatory action research both in developing countries and in Canada. She has a BA degree (History), BEd degree (Psychology) and a MA degree (Sociology). Currently her work with Cooper Institute involves organizing and implementing specific community development programs and citizen leadership training to influence public policy around minimum wage in PEI. She is also training community animators for involvement in food security issues. She is involved in programs on local and global poverty, social and economic inclusion, equality of women, protection of children, peace and ecological issues.

At the workshop, Marie provided a brief history of Cooper Institute, an overview of the type of work Cooper Institute is currently involved in, and a few examples of how Cooper Institute works as an organization to be inclusive. She discussed some of the organizational policies and procedures adopted over the years to help ensure inclusiveness, and provided some simple suggestions for ways in which organizations can become more inclusive.

*Susan Birt*

*Social Policy Development*

*Department of Health and Social Services*

Susan has worked in government for 19 years in numerous administrative capacities, both within the Health Regions and Health Department. Currently she is Director of Social Policy Development within the Department of Health, and has policy responsibility provincially covering the following areas - Seniors Services, Social Assistance, Benefits & Services for People with Disabilities, Child Welfare, Child Protection, Adoptions, Post Adoption Services, Addictions, Seniors & Family Housing, Mental Health Services, Early Intervention Autism Services, Federal Provincial Relations for Social Services, Emergency and Preparedness for Health & Social Services. She is also involved in the Children's Secretariat for Healthy Child Development, staff support for the Premiers Action Committee on Family Violence prevention, and sits on numerous Boards associated with appeals/review tribunals in the above areas.

During her presentation, Susan provided an outline of the many projects/programs being carried out by her division of Health and Social Services. She provided brief descriptions of the projects/programs, target populations, accomplishments, challenges, limitations, partnerships, and future work to be done.

*Julie Devon Dodd*

*Atlantic Working Group - Circle of Prevention*

Julie Devon Dodd lives in Charlottetown. She is self-employed, and in addition to project work in PEI and Atlantic Canada, she teaches at the Centre for Lifelong Learning at UPEI, and assists community and government organizations in their development.

Julie is also a part of the Atlantic Working Group on the Circle of Prevention project. The Circle's most recent project is addressing the need for Economic Independence and Security for Women. Many women living in abusive relationships are very aware of the choice they make: poverty or abuse. Through this recent Atlantic project, the Circle of Prevention will develop a framework for economic independence for use by government and community organizations in Atlantic Canada. The objectives of the Circle of Prevention are to: increase the means and opportunities to learn from each other across provinces and sectors; to develop new approaches to family violence prevention; and to help shape public policy.

At the workshop, Julie provided a brief overview of the Circle of Prevention project, and discussed some of the exclusion issues faced by women and families dealing with violence/abuse. She also discussed some of the ways in which the Atlantic Working Group is trying to improve the situation of women and families dealing with violence/abuse through advocacy and public policy change.

## **2.6 Small Group Activity**

Upon completion of the presentations, a small group activity was carried out to provide workshop participants with the opportunity apply what they learned to a practical situation; discuss issues of social and economic exclusion and inclusion; and network with others. Workshop participants were divided into six groups of 4-6 people, and given one of three case scenarios focused on women living in abusive relationships (Appendix D – Case Scenarios/Worksheet). The case scenarios were developed by Julie Devon Dodd of the Atlantic Working Group to help provide some input into the work being done on the Circle of Prevention. Each small group was asked to review their individual case scenario, and answer questions on how the woman outlined in the scenario was being excluded, reasons for exclusion, and changes that could be made in government policies/programs and at the

community level to help achieve social and economic inclusion (Appendix E – Small Group Discussions). Each group was then asked to present their top three priorities to the whole group.

## **2.7 Display Tables/Resources**

As part of the workshop, key community groups and government organizations were given the opportunity to display some of their resources, and share materials with workshop participants. Some of the organizations that took advantage of this opportunity were the Canadian Health Network, Women's Network PEI, PEI Council of Disabled, Cooper Institute, Atlantic Working Group - Circle of Prevention, PEI Advisory Council on the Status of Women, Atlantic Centre of Excellence for Women's Health, and Health Canada.

## **3.0 Next Steps**

To help move the project forward and support the work carried out to date, the Atlantic Centre of Excellence for Women's Health noted they would continue to:

- Build on and maintain the network of contacts that have evolved over the past four years - a blend of community, government and academic across the four provinces, but also within Canada and internationally.
- Develop and refine a policy development and review model that has a more inclusive process (bringing new players), and tackles social and economic exclusion in a more holistic manner.
- Actively seek out research and other funds that support the practical application of a social and economic inclusion model in Atlantic Canada.
- Create opportunities to bring issues relevant to women's health, and that of their families, to policy forums. This will allow us to facilitate or broker some of these emerging relationships and discussions.

## **4.0 Workshop Evaluation**

To help assess the effectiveness of the workshop, a workshop evaluation was conducted. Data was collected via a survey, and consisted of questions on workshop content, participation, and organization. The survey was completely confidential. Of the 34 people who attended the workshop, 31 completed/partially completed the survey. This is a response rate of 91%.

Overall, the evaluation findings were very positive. All participants that completed the evaluation noted that they enjoyed participating in the workshop, felt the workshop was well organized and facilitated, and were satisfied with the type of information shared at the workshop. Most workshop participants also indicated that the workshop helped increase their awareness of the dynamics of social and economic exclusion (93%), the cost of social and economic exclusion (93%), and the benefits of social and economic inclusive practices and principles (96%); exposed them to the principles of social and economic inclusion (90%); and helped them better understand some of the challenges of working towards social and economic inclusion (81%). In addition, the majority of participants noted that participating in the workshop made them more aware of what other organizations on PEI are doing in regards to social and economic inclusion (85%), and introduced them to useful tools and information on social and economic inclusion (86%).

As far as workshop participation, the majority of workshop participants noted that they felt comfortable sharing their thoughts and ideas (96%), and had adequate opportunity to participate in the workshop (96%). They also felt that the workshop provided them with good opportunities to network with others interested in, and concerned about, issues related to social and economic inclusion (96%).

For a complete overview of the evaluation findings, see Appendix F.

Appendix D

Case Scenarios/Worksheet

## **Economic Independence for Women Leaving or Living in Abusive Relationships**

### **Case Study #1 - Jenna for the Social and Economic Inclusion Workshop**

Jenna is a 29 year old separated woman who lives on her own in a Charlottetown rooming house. Jenna recently separated from Matt, her university sweetheart.

Jenna was the girl of Matt's dreams - pretty and smart. When Jenna and Matt were dating they had a lot of fun. Jenna was shy and until she met Matt her social life was pretty quiet. Matt took care of Jenna and made the decisions about where they would go and what they would do. Jenna did not return for her third year of university following the summer she and Matt married. They both wanted a "traditional" marriage when they could afford it.

Jenna worked as a sales clerk for two years until Matt finished his degree. Matt use to complain about Jenna working evenings and insisted on picking her up after work. It got so that Jenna couldn't make any plans without Matt. Once Matt got a job, Jenna quit work to be at home.

Matt wasn't happy at work and Jenna did everything she could to make him happy at home. The more Jenna tried, the more Matt complained. One morning in the first year Matt was working he slapped Jenna across the face because she didn't have his shirt ironed for him one morning. That night Matt apologized and said he was very sorry. Over the next year Jenna tried harder and harder to do everything right for Matt. She was afraid she was letting Matt down by not being a better wife and the couple of times Matt hit her that year she thought she deserved it.

They bought a little bungalow just outside of town. Although Jenna could drive, they only had one car and Matt drove Jenna where she needed to go when he wasn't working. Jenna didn't get to know her neighbours because they were away during the day, and when Matt was home he didn't want Jenna going out without him.

Over the next eight years the name calling got worse and worse, and Matt became a weekend binge drinker. Once or twice a year Jenna took the brunt of Matt's anger and ended up with bruises on her face and body. She stopped visiting her family and they had no friends.

Six months ago the neighbours called the police because of the rage of Matt's yelling. When the police arrived, Jenna was huddled in the corner crying and her face was cut. The police took Jenna to the

emergency department and later escorted her to Anderson House, the shelter for abused women. Jenna decided she wanted to end her marriage and get a new start.

Matt took the money out of their joint bank account and has told Jenna she'll get nothing from him. Jenna can't afford a lawyer because she has no money of her own. Right now she's living on welfare of \$469.00 a month. Even though she felt bad sometimes living with Matt at least she was in her own home with her own things. She is having a very hard time not calling Matt and begging him to take her back.



## **Economic Independence for Women Leaving or Living in Abusive Relationships**

### **Case Study #2 - Mary for the Social and Economic Inclusion Workshop**

Mary is a 46 year old Aboriginal woman. She lives with her adult son, her daughter and her three pre-school children, and she is raising another daughter's three school-age kids - their mother is in Ontario. Mary often feels very tired and like she is holding the family together. They moved to the country because it is the only place they could find with enough room for 3 adults and 6 kids.

Mary's son earns a little money doing odd jobs, and for the most part the family lives on social assistance. No one in the family has a car and there is not enough money to buy one and pay for all the costs. Mary takes a taxi once a week to do the grocery shopping and she cooks and keeps house. Her daughter is exhausted from looking after the 3 little ones and has no energy to help Mary.

Sometimes the older kids don't come home on the school bus because they want to stay with their friends. Usually they call to say they are staying with Ben or Frankie in town, but sometimes they don't call and Mary really worries about them.

Mary grew up in a family where her father hit her mother, and Mary's husband was the same. She feels bad that her kids grew up with abuse and really tries to make it up to them by helping them as much as she can.

Mary doesn't see much of her family and friends any more. They live in town or on the reserve. Mary wants better things for her grandchildren than happened for her kids, but she just can't seem to do anything more than get by.

## **Economic Independence for Women Leaving or Living in Abusive Relationships**

### **Case Study #3 - Elaine for the Social and Economic Inclusion Workshop**

Elaine is a 51 year old woman with a grade 12 education. She lives on her own in a small apartment and supports herself by working the night shift at Tim Hortons. Elaine was married for 30 years to an abusive man who in the end gambled away all of their life savings. She stayed home to raise their two children who are now grown and live off the Island with their families.

When Elaine left her husband 5 years ago her brothers and sister helped her to get settled in her own apartment and helped her out with furniture and clothes, and recreation, during the first year when she was living on welfare. It took Elaine a year before she could get up the courage to go out and apply for a job. She doesn't mind working the night shift at Tim Hortons and feels like a trusted and valuable employee.

Elaine worries about her future. She has no pension, and can't imagine working at Tim Hortons for another 15 years before she can get Old Age Security. Elaine wonders if she couldn't go back to school and get a degree or do a course in computers. Elaine enjoys the young people she works with at Tim Hortons, but she has few opportunities to meet people her own age. Although she appreciates the help from her brothers and sister and sees them a lot, she really would like some friends her own age who are not related to her.

Elaine's worry is beginning to get her down. She stays at home a lot when she's not working - she needs the rest. But with all that time at home alone she is getting depressing. Elaine wants more of a life than working from 11 at night until 7 in the morning.

## Social and Economic Inclusion Workshop

### Economic Independence for Women Leaving or Living in Abusive Relationships Case Study Worksheets for Group Discussions

Case Study Name \_\_\_\_\_

Small groups are an opportunity to talk with each other about social and economic inclusion and to make some recommendations to the Circle of Prevention Project on activities in PEI that could increase social and economic inclusion for women leaving or living in abusive relationships.

In your small group select a facilitator and recorder. The facilitator will make sure everyone who wants to speak gets a chance and the discussion stays on topic. The recorder will make sure that the most important points from your discussion are written down. Either the facilitator or recorder will present the highlights of your discussion to the whole group.

**Hand in one worksheet from your group filled in by the recorder.**

1. Read the story about the case you are discussing. Ask someone in your group to read it aloud so that everyone can hear.
2. Discuss the question: How is this woman excluded? What are the reasons for this exclusion?
3. Discuss the question: What changes need to be made in government policies or programs to achieve social and economic inclusion for this woman?
4. Discuss the question: What changes need to be made in the community to achieve social and economic inclusion for this woman?
5. List three priorities from your discussions. What are the three most important things that need to change to increase social and economic inclusion?

Facilitator Name: \_\_\_\_\_

Recorder Name: \_\_\_\_\_

Appendix E  
Small Group Discussions

# Social and Economic Inclusion Workshop

## Economic Independence for Women Leaving or Living in Abusive Relationships Case Study Worksheets for Group Discussions

Small groups are an opportunity to talk with each other about social and economic inclusion and to make some recommendations to the Circle of Prevention Project on activities in PEI that could increase social and economic inclusion for women leaving or living in abusive relationships.

In your small group select a facilitator and recorder. The facilitator will make sure everyone who wants to speak gets a chance and the discussion stays on topic. The recorder will make sure that the most important points from your discussion are written down. Either the facilitator or recorder will present the highlights of your discussion to the whole group.

Hand in one worksheet from your group filled in by the recorder.

1. **Read the story about the case you are discussing. Ask someone in your group to read it aloud so that everyone can hear.**
2. **Discuss the question: How is this woman excluded? What are the reasons for this exclusion?**

### Case Study #1 – Jenna

#### *Group 1:*

- Isolation
- Power

#### *Group 2:*

- Traditional norms held (self-selected)
- Assumptions
- No children
- Abused
- Poverty
- Social support
- No education
- No sense of own needs and sense of responsibility

## Case Study #2 – Mary

### *Group 1:*

- Aboriginal
- Isolated culture
- Isolated from family support
- Physical emotional isolation
- No transportation
- No money for transportation
- No steady employment
- Fatigue
- Dependent adult children
- Housing
- Social/historical/cultural
- Expectations of her as an aboriginal elder

### *Group 2:*

- Isolation – transportation and little social support
- Poverty
- Overworked
- Race
- Lack of personal time – no respite from responsibilities
- Aftermath/shadow of abuse
- Assuming the responsibilities of her adult children

## Case Study #3 – Elaine

### *Group 1:*

- Low wage
- Lack of education
- No pension
- Limited job skills
- Social isolation (other than family contact)
- Mental health issues
- Age as a factor in social isolation and pension eligibility
- Night shift (nocturnal life)

***Group 2:***

- Lack of specialized education/training
- As 51 year old woman she is excluded right off due to her age – not a long term worker, perceived as not developing new skills
- Socially excluded – no friends her age, family living away, shift worker (sleeps during the day), loss of partner
- Economic insecurity – minimum wage, no pension, etc.
- Confidence to enter back into workforce after many years raising children in the home

3. **Discuss the question: What changes need to be made in government policies or programs to achieve social and economic inclusion for this woman?**

**Case Study #1 – Jenna**

***Group 1:***

- Support for her socially – transitional safe housing, community mental health, living costs
- Transportation – public transportation
- Access to legal aid/FSOP (when ready)
- Support to complete education – (increase 10 year limit for credits at university)
- Resources available rurally
- Pension and health benefits

***Group 2:***

- Social
  - Inclusion of single women in programs
  - Family legal aid for single women
  - Legal aid needs to serve victims and perpetrators
  - Social support programs and mechanisms
- Economic
  - Increase social assistance (from \$469 per month) to something adequate for living
  - Financial planning with social assistance

## Case Study #2 – Mary

### *Group 1:*

- Review/evaluate program and policies related to children witnessing violence
- Clearly state a policy/protocol to influence change of community attitude, including frontline workers
- Promotion of policies regarding aboriginal people
- Subsidized housing/rent ceiling raised
- Public transportation
- Respite care for caregivers

### *Group 2:*

- Housing supports to live in town or on reserve
- Access to support as foster parent
- Respite program for child care
- Counseling
- Wellness/personal development
- Employment/education programming for adult kids
- Outreach programs for older school children

## Case Study #3 – Elaine

### *Group 1:*

- Becoming EI eligible is a barrier – are there age barriers with HRDC to retraining? What about other age barriers to education?
- Micro-credit/co-op/small business start-up
- What percent of income goes on rent? Move to a housing co-op to ensure more interaction
- CPP changes to permit drawing sooner

### *Group 2:*

- Recognizing women's work in the home – women should be retired with a pension at age 50 for the double work they have done, and paid for time at home
- Government grants for training and education
- Counseling readily available – flexible hours, free
- Financial assistance for health, recreation-gym, etc.
- Public transportation available to get around



4. Discuss the question: What changes need to be made in the community to achieve social and economic inclusion for this woman?

**Case Study #1 – Jenna**

*Group 1:*

- Mental health services
- Victim services
- CPP benefits
- V. Crime Act – Matrimonial home
- Advice on legal rights and access to support

*Group 2:*

- Awareness of female singleness and social assistance/benefits
- Social integration
- Social support programs
- Healthy relationships education

**Case Study #2 – Mary**

*Group 1:*

- Make her aware of services available in the community

*Group 2:*

- Neighbors – opportunities for interaction
- Offers for transportation, company, babysitting
- Recognize and move past biases
- Volunteer opportunities with support– e.g. community school, church, child care, transportation

**Case Study #3 – Elaine**

*Group 1:*

- Open a ‘middle age’ centre
- Transitional approach to learning/training
- Community school for learning and social interaction
- Fund programs on self-esteem, rebuilding work skills, etc.

- Arrange a mentoring program with newcomers so that Elaine can be a cultural interpreter to newcomers while piggy-backing on newcomer job preparation courses
- Project LOVE
- Specific volunteer group for night shift workers

***Group 2:***

- Women need a platform to bring awareness on the issue, to youth in schools, etc.
- Resources need to be made aware to women
- Support groups for women starting their lives over

5. **List three priorities from your discussions. What are the three most important things that need to change to increase social and economic inclusion?**

**Case Study #1 – Jenna**

***Group 1:***

- Supportive, safe (transitional) housing options with community mental health supports
- Island wide public transportation and other rural services
- Options for pension/health benefits/contributions and unpaid work recognition
- Extent/eliminate limits on university credits (10 year limit)

***Group 2:***

- Need for prevention programs focusing on healthy relationships – relationship counseling, assertion training, social support systems
- Access to legal aid for single people without children and victims of family violence
- Appropriate financial social assistance and social support mechanisms

**Case Study #2 – Mary**

***Group 1:***

- Subsidized housing/rent ceiling raised
- Public transportation
- Respite for caregivers
- Review/evaluate program and policies related to children witnessing violence
- Clearly state a policy/protocol in influence change of community attitude including frontline workers
- Promotion of policies regarding aboriginal health

*Group 2:*

- Appropriate housing
- Societal attitudes
- Recognition of and support for real contributions (foster care role)

Case Study #3 – Elaine

*Group 1:*

- Make everyone eligible for EI/HRDC courses
- Mentoring newcomers in exchange for training
- Create a co-op to address the needs of Elaine and her peers

*Group 2:*

- Provide the funding for re-entry into the workforce – i.e. university, training for women who have worked inside the home
- Counseling provided to women
- Financial assistance for health/recreation/social needs – i.e. transportation and memberships

Appendix F  
Evaluation Findings

## Evaluation Findings

Women's Network PEI invites you to share your thoughts on today's workshop. This questionnaire is anonymous and confidential – please do NOT add your name.

Please read the following statements and rate your **level of agreement** by checking off the box that best describes how you feel. Please use the space provided after each statement to provide any additional comments.

### Part A: Workshop Content

1. I was satisfied with the type of information shared at the workshop. (n = 31)
- | Strongly Agree | Agree       | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|----------------|-------------|----------------------------|----------|-------------------|
| 19<br>(61%)    | 12<br>(39%) |                            |          |                   |

Comments:

- The information certainly keeps us more informed of current situations.
- Dr. Colman was a wonderful presenter, also Linda and Marie.
- Excellent presentation.
- Nice flow – good complementary information.
- I wish there had not been so many statistics from stats Canada – wondered about reliability.
- Clear definition of the title.
- This kind of information propels the action that will need to be taken to prove the good economic sense for inclusion.
- Even though it was not all new, it was great to hear/see.
- Good to increase social awareness and complexity of interrelated policies.

2. Participating in the workshop helped to increase my awareness of the dynamics of social and economic **exclusion**. (n = 30)
- | Strongly Agree | Agree       | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|----------------|-------------|----------------------------|----------|-------------------|
| 15<br>(50%)    | 13<br>(43%) | 2<br>(7%)                  |          |                   |

Comments:

- I don't think it added to my awareness – but reinforced it.
- I came with an awareness but left with some new arguments and statistics.
- There is so much exclusion that general public do not know about.
- Well presented – details would take more time.

- I gained new insights.
- I felt stats spoke to exclusion and safe examples given; latter spoke to dynamics.

3. Participating in the workshop helped to increase my awareness of the costs of social and economic **exclusion**. (n = 31)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
15 (48%)	14 (45%)	2 (7%)		

Comments:

- What an improvement – if government policy reflected pro-active rather than re-active (in terms of cost).
- Current economic models predominate – hospitals create jobs, treating sickness does contribute to the wellness of a huge portion of the workforce.
- I agree that almost all the people I teach in adult become liabilities because of low education levels.
- I had read much about this aspect previously.
- Stats spoke to this.

4. Participating in the workshop exposed me to the principles of social and economic **inclusion**. (n = 31)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
15 (48%)	13 (42%)	2 (7%)	1 (3%)	

Comments:

- Especially the case studies.
- Glad to see the inter-generational/environmental dimension focused on.
- Increased awareness using inclusion principle.

5. Participating in the workshop helped to increase my awareness of the benefits of social and economic **inclusive** practices and principles. (n = 27)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
11 (41%)	15 (55%)	1 (4%)		

Comments:

- By learning from other groups.
- I knew from a far less academic analysis.

- Case studies and speaker interpretations spoke to this.

6. Participating in the workshop helped me better understand some of the challenges of working towards social and economic inclusion. (n = 26)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
7 (27%)	14 (54%)	4 (15%)	1 (4%)	

Comments:

- I was not fully aware of risks that women in abusive situations face.
- Had to leave early (at lunch).
- Need further dialogue to deepen understanding of the practical ways to implement – everyone being very polite in appreciation for each sector today.
- Yes.
- All workshop presenters spoke to the challenges.

7. The workshop made me more aware of the work other organizations on PEI are doing in regards to social and economic inclusion. (n = 27)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
10 (37%)	13 (48%)	4 (15%)		

Comments:

- The presentations were interesting.
- I agree much is being done but there is a need for more.
- Left early.
- I was sorry to miss part of these sessions.
- Program descriptions and case studies good in that respect.

8. I found the examples of what other organizations are doing in regards to social and economic inclusion valuable. (n = 26)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
10 (38%)	15 (58%)	1 (4%)		

Comments:

- Bridges the gap between different groups.
- Good reminders.
- Always good to be briefed on my own backyard.

- Always good to learn of activities and approaches.

9. The workshop introduced me to useful tools and information on social and economic inclusion. (n = 28)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
6 (22%)	18 (64%)	4 (14%)		

Comments:

- Further work could be done on the Inclusion Lens.
- I'll retrieve various GPI website items.
- Somewhat. Learned ideas and some resources.

### Part B: Workshop Participation

10. I felt I had adequate opportunity to participate in the workshop, and share my ideas/thoughts. (n = 26)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
10 (38%)	15 (58%)	1 (4%)		

Comments:

- Ample opportunity to exchange ideas.
- Not enough time for dialogue.
- Mostly glad to be inspired by presenters.
- I would have liked longer question discussion with speakers.
- More discussion would have been nice but I'm glad the session was not longer, so am happy overall.
- Good. Would have liked expert interpretation of the cases.

11. I felt comfortable participating in the workshop, and sharing my ideas/thoughts. (n = 27)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
13 (48%)	13 (48%)	1 (4%)		

Comments:

- A nice crowd.



- The atmosphere was very easy and welcoming. Every presenter was engaging and open to discussion.
- Relaxed atmosphere with variety of backgrounds.

12. Participating in the workshop provided me with opportunities to network with others concerned about issues related to social and economic inclusion. (n = 27)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
12 (44%)	14 (52%)		1 (4%)	

Comments:

- Great to have variety of sectors present for small group discussions and presentations. Too bad Mella wasn't present as SOW minister and provincial treasurer.
- I could have used more informed time.
- Good. Website references valuable.

### Part C: Workshop Organization

13. I think the workshop was well organized. (n = 28)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
18 (64%)	10 (36%)			

Comments:

- Full and rich.
- I had all the information I needed and the location was convenient and acoustics good.
- And good food too!
- Very good! Very well done.

14. I think the workshop was well facilitated. (n = 28)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
13 (46%)	15 (54%)			

Comments:

- People were so well behaved that the facilitator had little to do.
- Everyone singing on same page!
- Thanks for organizing this!

15.	Overall, I enjoyed participating in the workshop. (n = 31)				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	19 (61%)	12 (39%)			

Comments:

- Even with working I often do not have money to attend workshops.
  - A bit more interactivity would be great – a least question time (but there is only so much time).
  - Good information, good company, good punctuality.
  - Good intro to a policy community on PEI.
16. Do you have any other thoughts you would like to share regarding today’s workshop?
- Would have been great to be able to move around a little more – perhaps through an activity. Overall – a great day!
  - I think it is important to recognize the positive changes that government are making. However, I would have liked to see opportunity for us to challenge the guest speaker on what the real issues are for people on social assistance – i.e. the school allowance, healthy child allowance. These are used to help meet the ‘basic’ living expenses because food, clothing, household and personal rates are very low. Shelter rates are too low. Transportation – not near enough money allowed (max. \$100 per month or 16 cents per km). Car insurance, registration, repairs are not allowed. The public needs to be much more aware of the limitations/lack of money low income people experience.
  - Chose a very engaging and effective keynote speaker – made all the difference.
  - Really opened my eyes to the broader issue of inclusion and reinforced what we are doing in a positive way for inclusion.
  - Thank you for inviting the diversity consultant from the Dept of Education because we are struggling with the same issues in the education system.
  - Good opportunity to have government/community share experiences.
  - More time for dialogue. Copies of presentations, particularly from Ron’s presentations. Circulate list of participants – introductions might have been helpful since breaks were short.
  - Thank you!
  - Congratulations! Super job.
  - I really enjoyed it but didn’t know anything about it. If not for a coincidence for talking with Julie I would be at work. Thank you all so much.
  - Students (high school and university), MLA’s, and more policy makers could benefit greatly from this workshop.
  - Thank you – good opportunity to make connections. New ideas for working together.
  - A job well done, thanks for the opportunity.

- Whew! You covered a lot of ground in one day. I would have liked to follow up on how equitable PEI actually is after Ron Colman's presentation.
- Appreciated the cross section of people and ideas that came out of the case studies.
- Do it again on an annual basis.
- I liked the way Dr. Colman provided ideas on how to sell the GPI to policy makers.
- The case studies were great. They tied together the content of the workshop and were very practical. I really enjoyed Ron as well. Nothing speaks as strongly as economics/dollars when trying to pull together strong arguments.
- Provocative. Leads one to examine values and assumptions that underlie work. Thank you.