Respectful Engagement
Strategies for Engaging Equity-Seeking Populations

May 14, 2019

Galen MacLusky

(I will be sharing these slides, so don't worry!)

TAMARACK INSTITUTE

A collision
Western views on social work
Local views on relationships

TAMARACK INSTITUTE

THE WINNIPEG BOLDNESS PROJECT

CANADA LEARNING BOND:
GROWING HOPE FOR THE FUTURE

System

Avoid conflict or getting personally involved

Be "professional"

Separate personal and professional perspectives

Point Douglas

Family

Relationships

Trust

TAMARACK INSTITUTE

To effectively engage community, we need to understand what is **appropriate, desired, and harmful** to our unique community.
(This is hard to do, and there are no easy answers)

This is a learning journey
(for all of us, myself and Tamarack included)

Learn more about the theory and practice behind engaging vulnerable and priority populations

Be able to build your own plans for engagement with confidence

Be able to make thoughtful decisions about how, when, and where to engage

Gain starting points for how engage equity-seeking populations and a safe and respectful way

TAMARACK
An Institute for Community Engagement

9:00 Opening

9:35 **Activity** – Why we want to engage

10:00 Principles for engagement

10:30 BREAK

10:45 **Activity** – Building your principles for engagement

11:45 When and how to bring people in

12:15 LUNCH

1:15 **Activity** – Building Relationships

2:15 Now that they're interested, what do we do?

2:45 BREAK

3:00 **Activity** – Planning your next community engagement

3:45 FAQ +Q&A

4:00 Close

TAMARACK
An Institute for Community Engagement

Show up vulnerable and ready to learn

Acknowledge that you **will** make mistakes, that you have a lot to learn from and with this community, and seek to learn from them, and on your own.

TAMARACK
An Institute for Community Engagement

INTENT	EXAMPLE	IMPACT
You want to recognize the ways in which my gender presentation matches my gender identity.	"I never would have guessed you were transgender, you look normal!"	In order for you to see me and respect me, I have to present in a way you deem 'normal.'
You believe we can find happiness with another person.	"You just haven't met the right guy yet."	My attraction to other genders is a challenge to overcome.
You want to help us continue to explore and grow in our experiences.	"How do you know you don't like sex if you've never tried it."	My experiences as they stand are not valid; I need to use your experiences as a model and try to act more like you than myself.
You want us to understand that you are on our side and recognize our identity.	"I understand what you mean, my cousin identifies as gay."	All queer identified people are the same and our experiences are interchangeable; you don't need to hear our stories because you have already heard someone elses.

OUCH   **OOPS**

TAMARACK
An Institute for Community Engagement

Source: James Madison University

Treat people as unique human beings

Don't let being cautious (e.g., being too formal, too afraid to offend) get in the way of engaging with people as individual human beings

TAMARACK
An Institute for Community Engagement

Seek ways to give up power

Power is the ability to effect an outcome. Acknowledge that you hold power and find ways to share it.

TAMARACK
An Institute for Community Engagement

Build capacities to participate

Find ways to enable the populations you
work with to participate and engage.

Seek ways to move beyond your agenda

You also have a driving agenda. How will you listen or build relationships without expecting to get your deliverable or answer?

TAMARACK
An Institute for Community Engagement

Treat people as unique human beings

Show up vulnerable and ready to learn

Seek ways to give up power

Build capacities to participate

Seek ways to move beyond your agenda

TAMARACK
An Institute for Community Engagement

Where am I coming from?
I'm not indigenous, not a member of the LGBTQ2+ community, not a child, so why am I here and how do I hope to help?

1. The Tamarack Institute

TAMARACK
An Institute for Community Engagement

TAMARACK INSTITUTE

We believe there are **five interconnected practices** that lead to impactful **community change**.
We support our learners in the following areas:

Evaluating Impact — How can we identify and amplify what works?

Collective Impact — How can we mobilize collaboration across sectors for systems change?

Community Engagement — How can we bring the right people together in constructive ways?

Collaborative Leadership — What approaches to leadership are required for community change?

Community Innovation — How can we create, test, and scale new approaches?

COMMUNITY CHANGE

Vibrant Communities

In Vibrant Communities we support cities and local leaders to develop and implement large-scale change initiatives through two learning networks:

Cities Reducing Poverty is a network of more than 175 cities represented by 61 regional partners who are working collaboratively to end poverty in their communities.

Cities Deepening Community is a network of 67 cities seeking to strengthen neighbourhoods and 25 cities developing community plans to grow citizen engagement, civic leadership and a sense of belonging.

WHERE AM I COMING FROM?

2. Design, Research, and Innovation

Engaging people living on low-income in Michigan to design better financial counselling services

Engaging college students in Chicago to understand sexual behaviour and motivations, in service of reducing STI rates

Working as a volunteer with at-risk youth in the Northwest Territories

Engaging cancer patients to design better supportive services

3. Mental Health Peer Support

TAMARACK
An Institute for Community Engagement

Activity – Minute Meet

1. Please find someone at your table who you don't know
2. Discuss (1 minute each):

Why is it important that you are here today?

ETAMARACK INSTITUTE

Activity – Minute Meet

1. Please find someone at your table who you don't know
2. Discuss (1 minute each):

What are you hoping to learn today?

TAMARACK INSTITUTE

Activity – Minute Meet

1. Please find someone not at your table who you don't know
2. Discuss (1 minute each):

Why do you hope to engage equity-seeking populations?

Why do you want to engage equity-seeking populations?

TAMARACK
An Institute for Community Engagement

Principles for Engagement

Harm vs. benefit

Example principles

What makes a good principle

There are lots of good guides and principles for engaging various communities out there. However, **blindly following a template for engagement is an excuse not to explore the needs of and build relationships with your community**

TAMARACK
An Institute for Community Engagement

EVERYONE DESERVES PROSPERITY

#BPovFree

LET'S END POVERTY, HALIFAX

#BPovFree

Poverty Solutions Halifax

Open Houses and public meetings

Public Community Workshops

Independent submissions (e,g., writing, art, etc.)

Online Surveys

WEAK REPRESENTATION
Indigenous community members

African–Nova Scotian community members

Rural community members

RECOMMENDATIONS

Incorporate events into existing community programming

Decision-making should be based on acceptance

Explore community ownership of data

Build relationships before trying to engage

All meetings should be reciprocal in nature and include a capacity-building event

**Minimizing
Potential Harm**

**Maximizing
Potential Benefit**

TAMARACK
An Institute for Community Engagement

Minimizing Potential Harm

- Social stigma (e.g., 'outing' or labelling someone)

- Weaponizing data

- Time and energy

- Reinforcing power structures

- Penalties for participation

- Tokenism

- Trauma

Maximizing Potential Benefit

TAMARACK
An Institute for Community Engagement

Minimizing Potential Harm

- Social stigma (e.g., 'outing' or labelling someone)

- Weaponizing data

- Time and energy

- Reinforcing power structures

- Penalties for participation

- Tokenism

- Trauma

Maximizing Potential Benefit

- Feeling heard

- Human connections

- Empowerment

- Building capacities

- Financial benefits

TAMARACK
An Institute for Community Engagement

Principles help us...
Enable flexible adaptation to community context

Reflect on and assess our actions

Set a vision

Make our assumptions explicit

TAMARACK
An Institute for Community Engagement

Treat people as unique human beings

Show up vulnerable and ready to learn

Seek ways to give up power

Build capacities to participate

Seek ways to move beyond your agenda

TAMARACK
An Institute for Community Engagement

FOR YOUR CONSIDERATION
Some principles for engagement from other places

TAMARACK INSTITUTE

People over knowledge

Responsibility to wellbeing of the people we study and work with supersedes the goal of new knowledge

Ensure no harm

Do everything possible to ensure that research does not harm safety, dignity, or privacy

Determine and respect wishes for anonymity

Determine whether people wish to remain anonymous or receive recognition and help them understand the potential impacts of those choices.

Quality of consent is more important than format

Informed consent is dynamic and continuous. Make sure that the people you work with understand the implications of consent.

Obligation to reciprocate

Recognize the debt to societies we work with and reciprocate in appropriate ways.

TAMARACK
An Institute for Community Engagement

Ownership refers to the relationship of First Nations to their cultural knowledge, data, and information. This principle states that a community or group owns information collectively in the same way that an individual owns his or her personal information.

Control affirms that First Nations, their communities, and representative bodies are within their rights in seeking to control over all aspects of research and information management processes that impact them. First Nations control of research can include all stages of a particular research project–from start to finish. The principle extends to the control of resources and review processes, the planning process, management of the information and so on.

Access refers to the fact that First Nations must have access to information and data about themselves and their communities regardless of where it is held. The principle of access also refers to the right of First Nations communities and organizations to manage and make decisions regarding access to their collective information. This may be achieved, in practice, through standardized, formal protocols.

Possession While ownership identifies the relationship between a people and their information in principle, possession or stewardship is more concrete: it refers to the physical control of data. Possession is the mechanism by which ownership can be asserted and protected.

BEING AN EFFECTIVE TRANS ALLY

THE 519
SPACE FOR CHANGE

BEING AN ALLY IS IMPORTANT it lets everyone around you know that you are supportive and attentive to the needs of others. Being an ally demonstrates that you want to help change the world for marginalized communities even if you are not necessarily part of a particular group.

BE KIND

be courteous, patient, and caring with people. Smiling and asking about someone's day can go a long way when someone is used to facing stares or harassment.

DO YOUR HOMEWORK
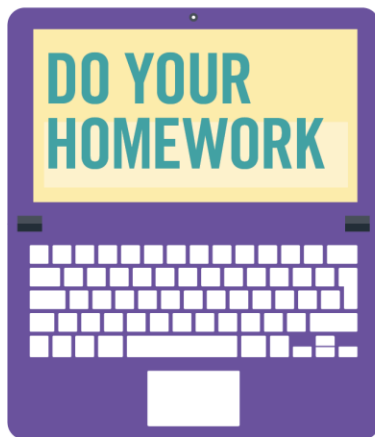
Use social media, blogs, websites, and books to educate yourself on the issues facing trans communities.

MAKE ALLY A VERB

Being an ally is about doing something and making change with and for trans communities.

APOLOGIZE WHEN YOU MAKE A MISTAKE

Everyone makes mistakes and that is okay! If and when someone points out your mistakes, acknowledge the wrong that has been done, apologize, and move on. It isn't always about your intent, but about the impact.
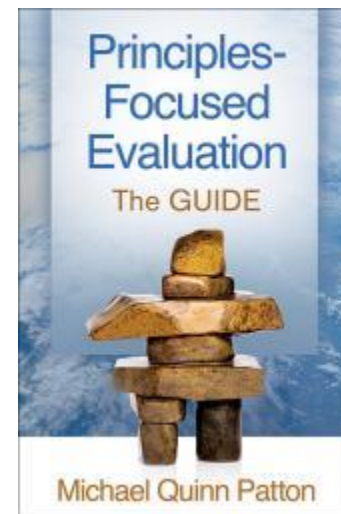
I'M SORRY.

Discuss/Reflect

Which principles resonated for your work? What was missing?

(Break)

What makes a good principle?

Guidance
Useful

Inspiring

Developmental

Evaluable

Principles-
Focused
Evaluation
The GUIDE

Michael Quinn Patton

TAMARACK
An Institute for Community Engagement

Tools in your Toolkit

Being an Effective Trans Ally (the 519)

Indigenous Circle First Voice Inclusion and Participation Equity Protocol (End Poverty Edmonton)

Principles for leadership and inclusion of people with lived experience of homelessness (Lived Experience Advisory Council)

Trauma-informed approaches (Excerpt – Nova Scotia Health Authority

Key Features of Youth Engagement (Excerpt – Joint Consortium for School Health)

TAMARACK
An Institute for Community Engagement

ACTIVITY – BUILDING YOUR PRINCIPLES

Step 1 – Individually or in pairs, review the example principles provided. Identify the principles that resonate for your work (10 mins)

(feel free to use blank paper if needed)

ACTIVITY – BUILDING YOUR PRINCIPLES

Step 2 – In small groups, discuss and capture (20 mins)

- Share your principles
- Discuss: What is missing, but important

ACTIVITY – BUILDING YOUR PRINCIPLES

Step 3 – Individually or in pairs, draft and adapt (15 mins)

- Draft any new principles needed
- For each principle you have in your list, give an example of what following this principle looks like in action, in your context

ACTIVITY – BUILDING YOUR PRINCIPLES
Step 4 – Share

Thought-Starter
When should we engage?

Somewhere in an unnamed province...

Have we sought to understand the potential harms from engagement?

TAMARACK
An Institute for Community Engagement

Are there clear (both immediate and long-term) benefits to engagement that resonate with your audience?

TAMARACK
An Institute for Community Engagement

To what extent do you personally have the ability to follow through on the outcomes of engagement? What are your limitations and how will you make them explicit?

TAMARACK
An Institute for Community Engagement

Have similar consultations been conducted in the past? When and by whom? How do we know?

TAMARACK
An Institute for Community Engagement

How can we build capacity through this engagement?

TAMARACK
An Institute for Community Engagement

❑ **Do the immediate benefits of participation** (to participants themselves) **outweigh the risks/harm/drawbacks?**

❑ **Do we have the ability to follow through on recommendations, and have we made our limitations explicit?**

❑ **Have we checked with partners or participants to see if similar engagements have already happened?**

❑ **Have we asked people** if and how **they would like to be engaged?**

TAMARACK
An Institute for Community Engagement

Lunch time

Thought-Starter
How can we start connecting with the populations we're trying to engage?

(i.e., no one's coming to our events. Help!)

OPPORTUNITY FOR ALL
CANADA'S FIRST POVERTY REDUCTION

5 IDEAS
Work with trusted partners

'Snowball' recruitment

Refine your value proposition for engagement

Go to where people are

Build relationships before you need to engage

TAMARACK
I N S T I T U T E

ACTIVITY – BUILDING RELATIONSHIPS

Step 1 – Individually or in pairs (5 mins) brainstorm the important organizations and individuals in your community who are needed to enable strong engagement

e.g., Local youth centre ABC, Jon Snow (community leader, trusted by residents of Winterfell)

ACTIVITY – BUILDING RELATIONSHIPS

Step 2 – Group organizations and individuals by your current relationship with them, and identify your top 5 in each category (15 mins)

Trusted

We are already in a trusted and reciprocal relationship

Tentative

We have contact, but it is infrequent and we aren't necessarily trusted yet

No relationship

We don't have any contact with this group or individual

Disliked

We are actively disliked or not trusted by this group or individual

TAMARACK INSTITUTE

ACTIVITY – BUILDING RELATIONSHIPS
Step 3 – Share Top 5 in each category (20 mins)
Trusted
Tentative
No relationship
Disliked

Are there any relationships that others around the table have that might be helpful for us to build from?

TAMARACK
INSTITUTE

ACTIVITY – BUILDING RELATIONSHIPS

Step 4 – Brainstorm next steps in your group

How might we build or repair relationships with our top 5 in each category?
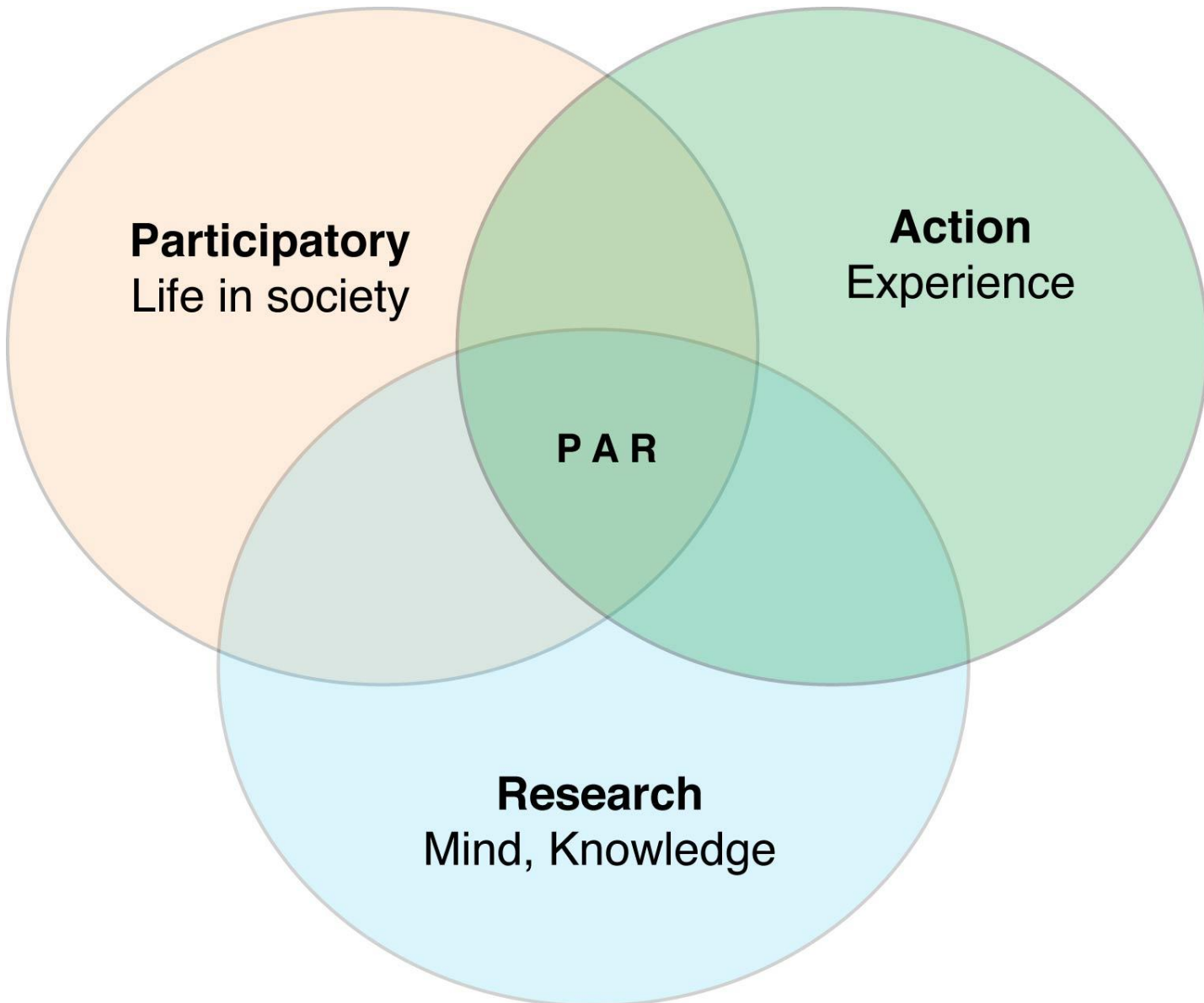
How might we collaborate with others here and in our own spheres to engage similar groups?

TAMARACK INSTITUTE

Thought-Starter
Now that they're interested, what will we do with them?

(going beyond town halls and surveys)
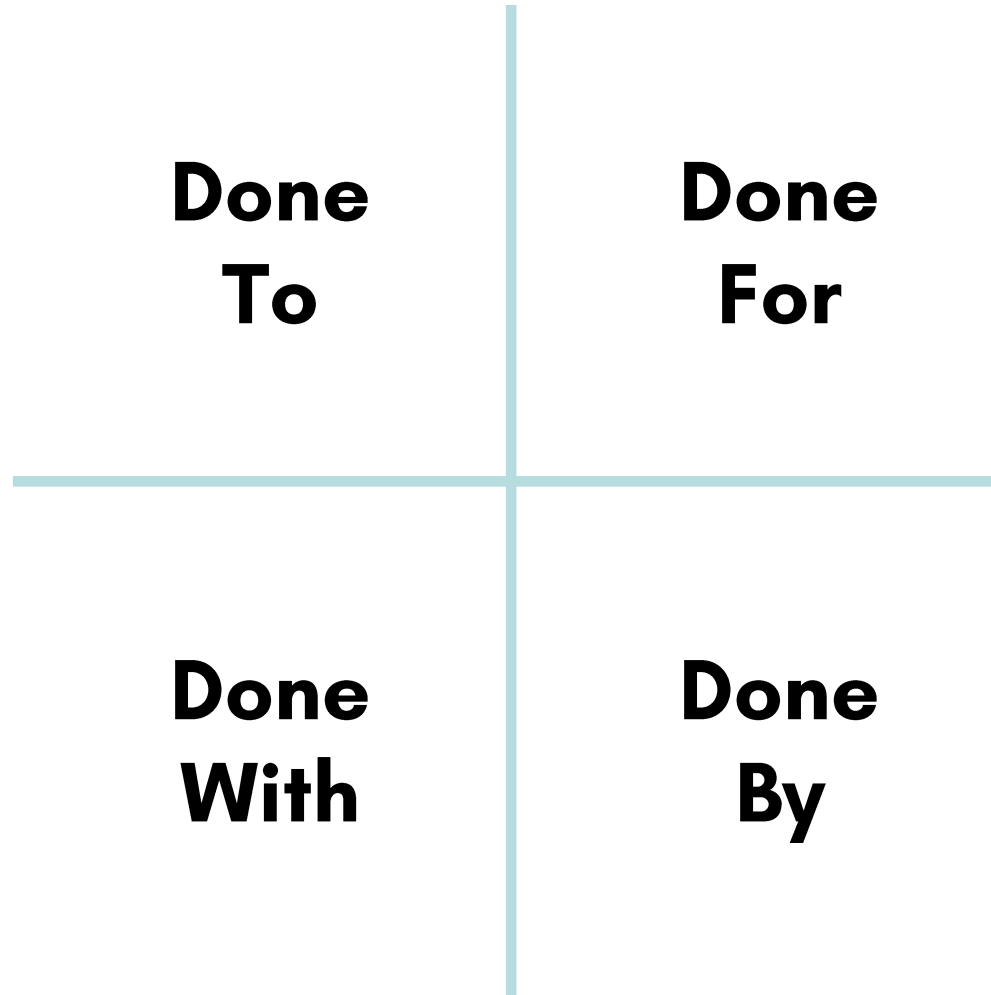
Participatory Action Research

CoCreation

Ethnography (or better yet, autoethnography, photo voice, etc.)

Asset-Based Community Development

**Done
To**

**Done
For**

**Done
With**

**Done
By**

TAMARACK
An Institute for Community Engagement

Or, what about...
Lived Experience Advisory Councils

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
GOAL	To provide stakeholders with balanced and objective information to assist them in understanding the problem, alternatives and solutions.	To obtain stakeholder feedback on analysis, alternatives and/or decisions.	To work directly with stakeholders throughout the process to ensure that their concerns and aspirations are consistently understood.	To partner with stakeholders in each aspect of the decision from development to solution.	Shared leadership of community-led projects with final decision-making at the community level.
STYLE	"Here's what's happening."	"Here are some options, what do you think?"	"Here's a problem, what ideas do you have?"	"Let's work together to solve this problem."	"You care about this issue and are leading an initiative, how can we support you?"

TAMARACK
An Institute for Community Engagement

76

1. Set appropriate expectations

2. Always educate

3. Close the loop

4. Build relationships

5. Recognize different kinds of expertise

6. Establish ownership

7. Take an asset-based approach

TAMARACK
An Institute for Community Engagement

"This sounds like a lot of work..."

TAMARACK
INSTITUTE

(Break)

ACTIVITY – PLAN COMMUNITY ENGAGEMENT

Step 1 – Pick an upcoming engagement, or one you're merely thinking about. Work through all the questions on the canvas (30 mins)

Don't worry about getting it 'right' – just get your ideas down

ACTIVITY – PLAN COMMUNITY ENGAGEMENT
Step 2 – Share with a new partner (15 mins)

Feedback:
- What inspires you?
- What additional suggestions do you have?
- Ways you might support this work?

TAMARACK INSTITUTE

What is alive for you at the end of the day?

Where and how should we use peers to engage priority populations?

How to engage priority populations when low on funds and time?

How to meaningfully engage with Indigenous youth as a non-indigenous person?

Addressing barriers to participation (e.g., crisis situations)

Treat people as unique human beings

Show up vulnerable and ready to learn

Seek ways to give up power

Build capacities to participate

Seek ways to move beyond your agenda

TAMARACK
An Institute for Community Engagement

What was **challenging?**
helpful?
applicable?

What is **burning?**

TAMARACK INSTITUTE