Our Communities to Our Province: Developing a Toolkit for Inclusion, Diversity, Equity and Access (IDEA)

Land Acknowledgement

Agenda

○ Background and Timeline

○ Why IDEA in Recreation and Parks

○ Situating Ourselves – Exercise

○ The 3 Step IDEA Project Methodology

○ Mapping Self as a System – Exercise

○ IDEA Project Timeline

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Embodiment Practice

About Us

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Background

In 2019, the Physical Activity for Health Collaborative conducted a research and consultation project in BC.
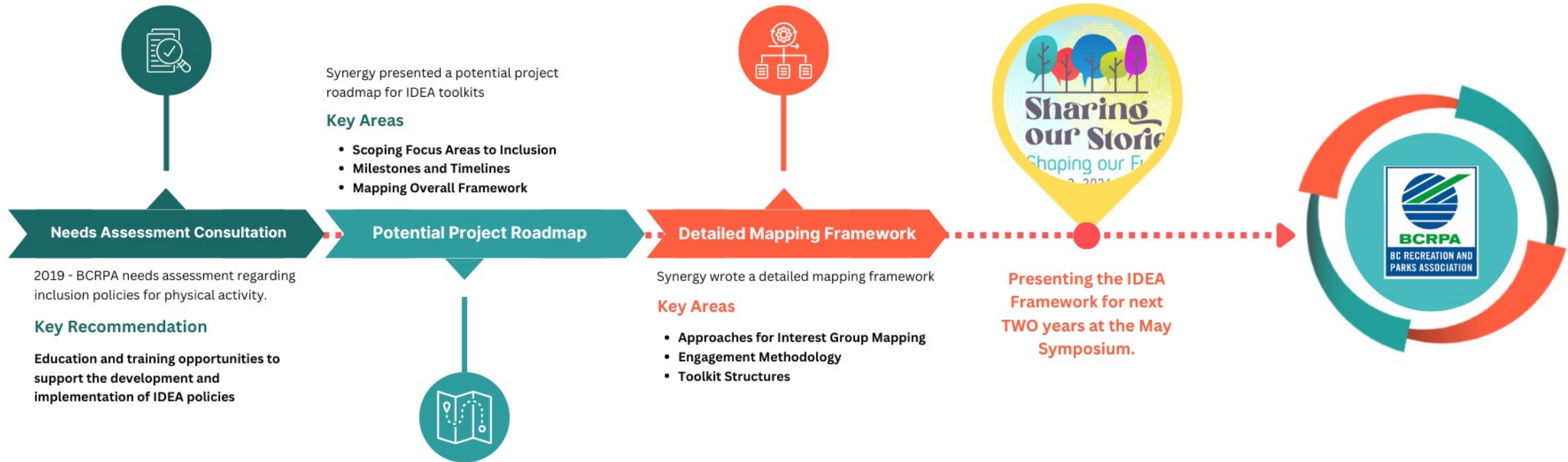
Assessed the needs of BC stakeholders regarding inclusion policies for physical activity. **Three issues – Inclusion, Accessibility and Equity**

Key Recommendation: The need for education and training opportunities to support the development and implementation of inclusion, equity, and accessibility policies.

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Timeline until Here

Synergy presented a potential project roadmap for IDEA toolkits

Key Areas

- **Scoping Focus Areas to Inclusion**
- **Milestones and Timelines**
- **Mapping Overall Framework**

Needs Assessment Consultation

Potential Project Roadmap

Detailed Mapping Framework

2019 - BCRPA needs assessment regarding inclusion policies for physical activity.

Key Recommendation

Education and training opportunities to support the development and implementation of IDEA policies

Synergy wrote a detailed mapping framework

Key Areas

- **Approaches for Interest Group Mapping**
- **Engagement Methodology**
- **Toolkit Structures**

Presenting the IDEA Framework for next TWO years at the May Symposium.

Sharing our Stories
Shaping our Fu...

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BC RECREATION AND PARKS ASSOCIATION

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Why IDEA in Recreation and Parks

Situating Ourselves

Situating Myself

- Mosotho Woman, Bataung Ba Molestsane
- Daughter, Sister and Mother
- Rehabilitated lawyer
- Working in all ways to dismantle systems of systemic racism
- **In my roles within institutions:** Institutional transformation and hope,
- I am a convener, a facilitator, bridge builder, an advocate, an activist, a storyteller, a path finder

Situating Self: Things to consider:

How **personal and social identities**, **dominant and subordinate status,** affect :
- How **we show up**
- How **we learn**
- What we **privilege as Knowledge**

How unique **personalities**, **family backgrounds**, **life histories**, and **educational training** impact :
- **Who you are**
- **How you are in this space**

Situating Self: Guiding Questions

Speak to the person next to you:

What parts of your identity do you choose to share and with whom? What parts of your identity remain hidden and why?
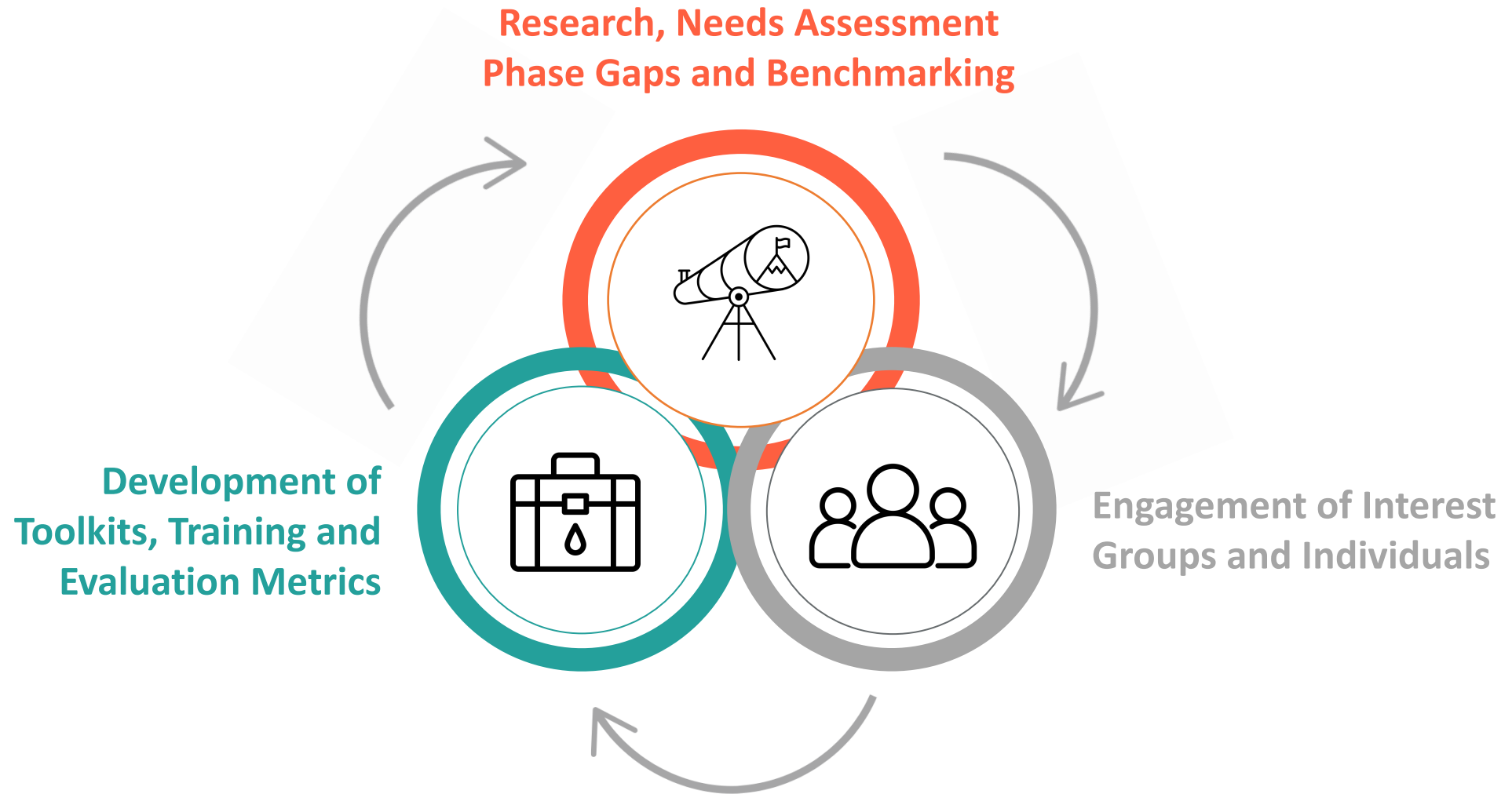
How do these elements of identity affect how you show up in your work? Does identity factor in at all? What is missing? How do you hope that this session will help you start to unpack some of these questions?

Situating Self: Reflection Questions

○ How was this experience for you?

○ What felt comfortable or uncomfortable?

○ What surprised you?

○ What felt familiar or unfamiliar?

The 3 Step IDEA Project Methodology

Research, Needs Assessment Phase Gaps and Benchmarking

Development of Toolkits, Training and Evaluation Metrics

Engagement of Interest Groups and Individuals

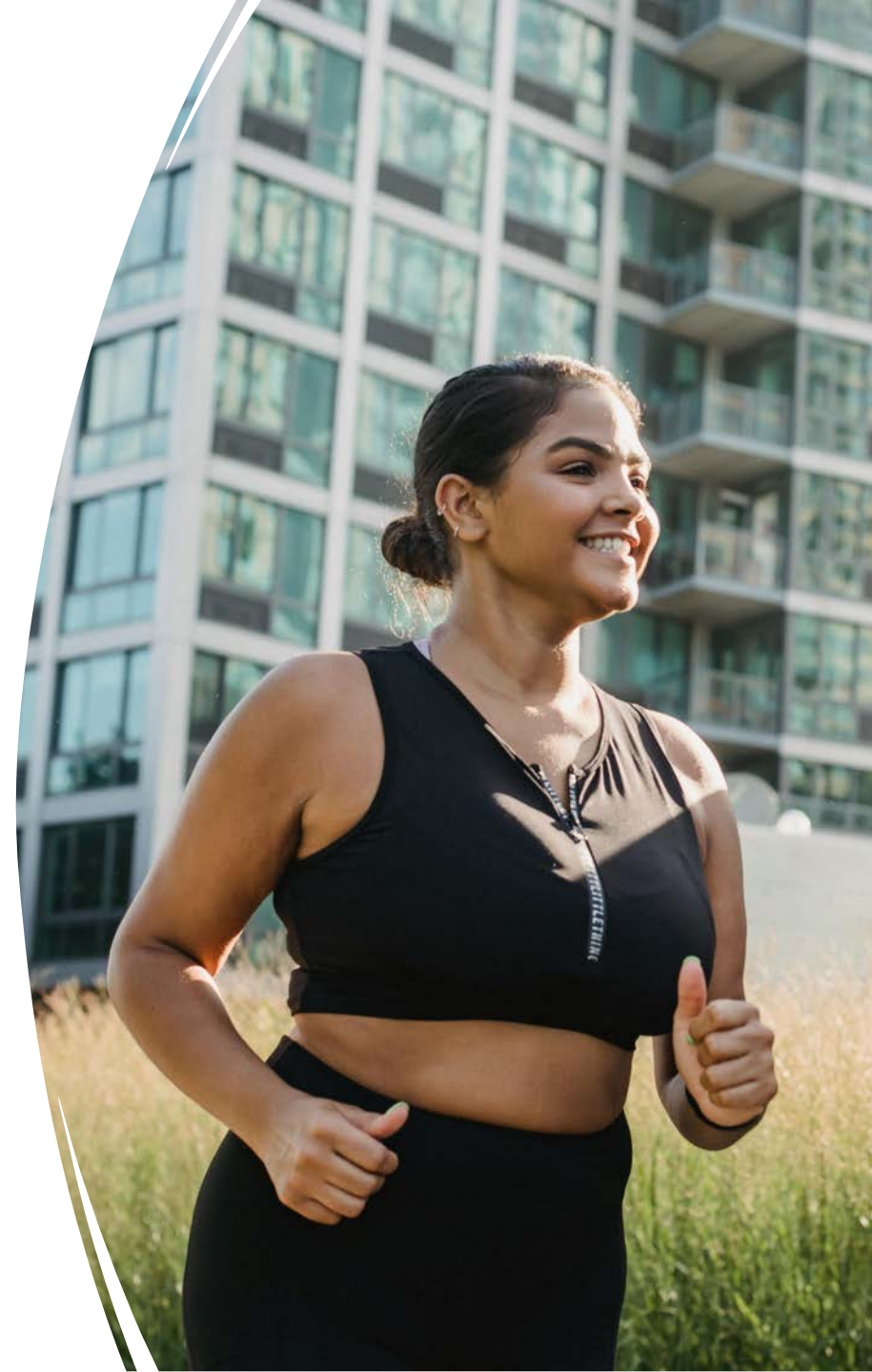# Research, Needs Assessment Phase Gaps and Benchmarking

Part 1 : Evaluation of Needs Assessment Phase Gap & Additional Research

Evaluation of Needs Assessment Phase
- Review extensive research, literature, and resources

Additional Research + Database
- Explore Canadian sports and recreation databases
- Relevant academic studies and English language peer-reviewed publications

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Research, Needs Assessment Phase Gaps and Benchmarking

Part 2 : Benchmarking Best and Wise Practices for IDEA

Benchmarking Types
- Performance benchmarking
- Process benchmarking
- Strategic benchmarking
- Internal benchmarking
- Competitive benchmarking

Application of Benchmarking
- Model best practices
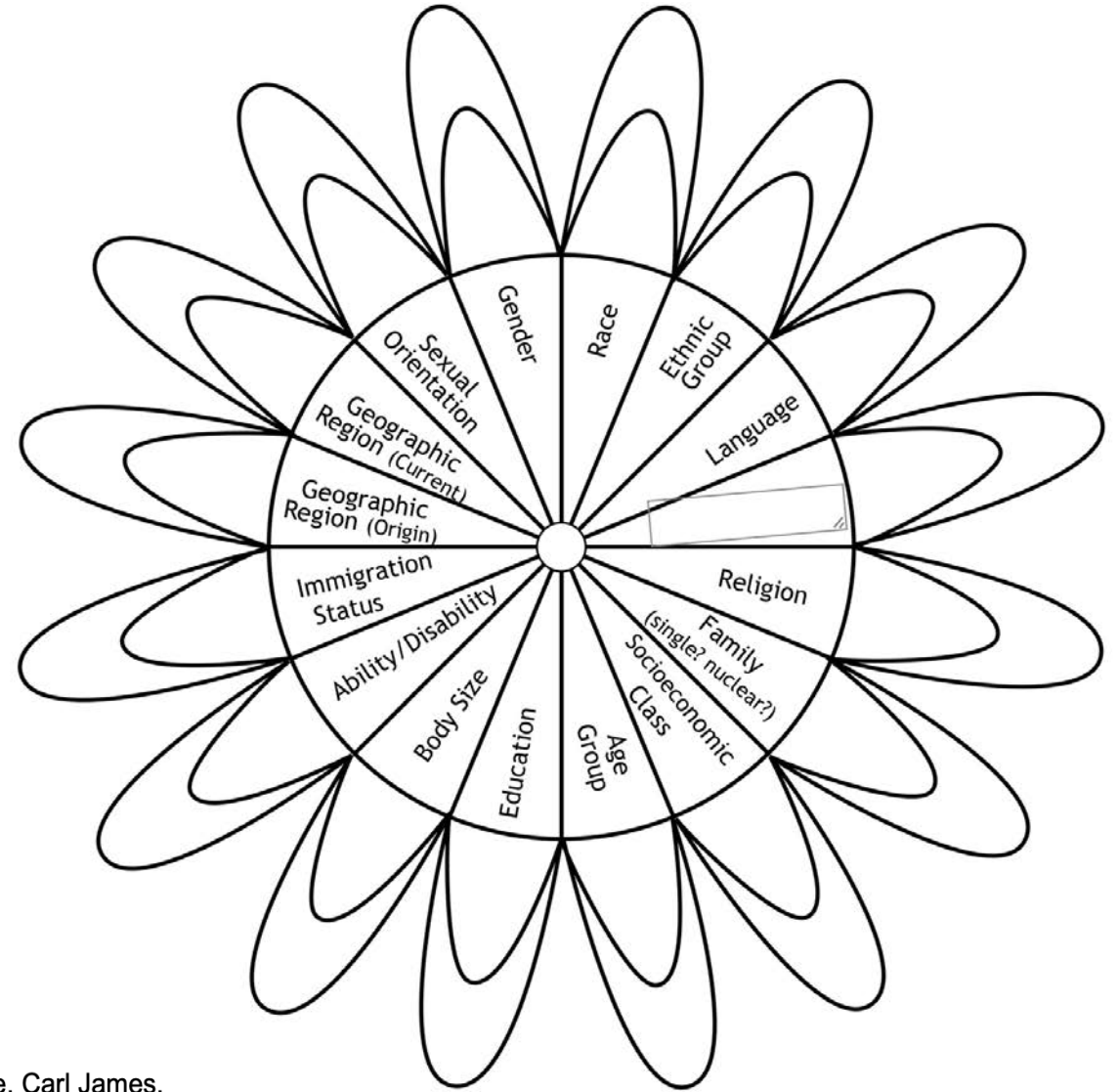- Inform design of framework, toolkits, training, and evaluation tools

Mapping Self as a System

Mapping Self As A System – Power Flower

Guidelines

The Power Flower illustrates our social identities and the ways in which we experience power, privilege, and oppression in society in intersecting ways. Each petal of the flower represents a category of our social identity (for example, gender, race, and class).

Each petal contains an inner section and an outer section. The outer section represents the **dominant (privileged)** identity. The inner petal represents the **non-dominant (marginalized)** identity within the category.

Step One: To begin the exercise, consider each and every petal and decide what you believe the dominant/non-dominant identities are in contemporary society.

Step Two: Next, consider how you personally identify. In the example given above, if you identify as non-disabled (sometimes referred to as 'able-bodied'), place your sticker on the outer section of the petal by writing on it. If you identify as disabled, write on the inner section of the petal.

Social identities are often conceptualized as binary, however, they are not.
There exists an in-between, and this is represented by the line between the two inner and outer petals. You may wish to place your sticker on this line by clicking on it. For example, perhaps you have an episodic disability or an 'invisible' disability, and you believe this is better represented by clicking on the line in between 'disabled' and 'non-disabled.'

In sum: To fill in the flower according to your own social identities, write either on (1) the inner petal, (2) outer petal, or (3) in between the two petals. There is also an empty text box for you to add a social identity that is missing and applies to you. The objective of this activity is to illuminate how we experience power, privilege, and oppression in multiple and intersecting ways. **One person may experience marginalization in some respects, while experiencing power and privilege in others.** Importantly, none of these identities can be separated out from one another, or layered on top of one another – they are experienced as **mutually constitutive** (many different parts create one whole). Please note the flower is for your use only and will not be recorded.

Mapping Self as a System : Power Flower

Individually consider the following questions:

○ How many of your personal characteristics are different from the dominant identity?

○ Which characteristics cannot be changed?

○ What does this say about your own power or potential for exercising power? How might this influence your work as an organizer/facilitator/peer-trainer?

Mapping Self as a System : Power Flower

In small groups, go deeper: and consider the following:

○ What does the exercise reveal about us as a group? In particular: What are the differences and similarities in relation to the dominant power? How can that influence our work?

○ What does this exercise tell us about identity and power more broadly?

"For the master's tools will never dismantle the master's house. They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change. Racism and homophobia are real conditions of all our lives in this place and time. I urge each one of us here to reach down into that deep place of knowledge inside herself and touch that terror and loathing of any difference that lives here. See whose face it wears. Then the personal as the political can begin to illuminate all our choices."

— Audre Lorde

Engagement of Interest Groups and Individuals

Mapping Framework for Engagement of Interest Groups and Individuals

Setting Engagement Priorities
- Map pre- identified partners and identify possible new interest groups and individuals.

Interest Group and Individuals Analysis
- Categorizing and prioritizing Interest Groups and Individuals
- Identifying existing intersections of identity
- Identifying existing relationships between Interest Groups and Individuals

Mapping Interest Groups and Individuals using an intersectional lens
- Developing an interest-power/influence matrix

Engagments, Toolkits, Training & Evaluation

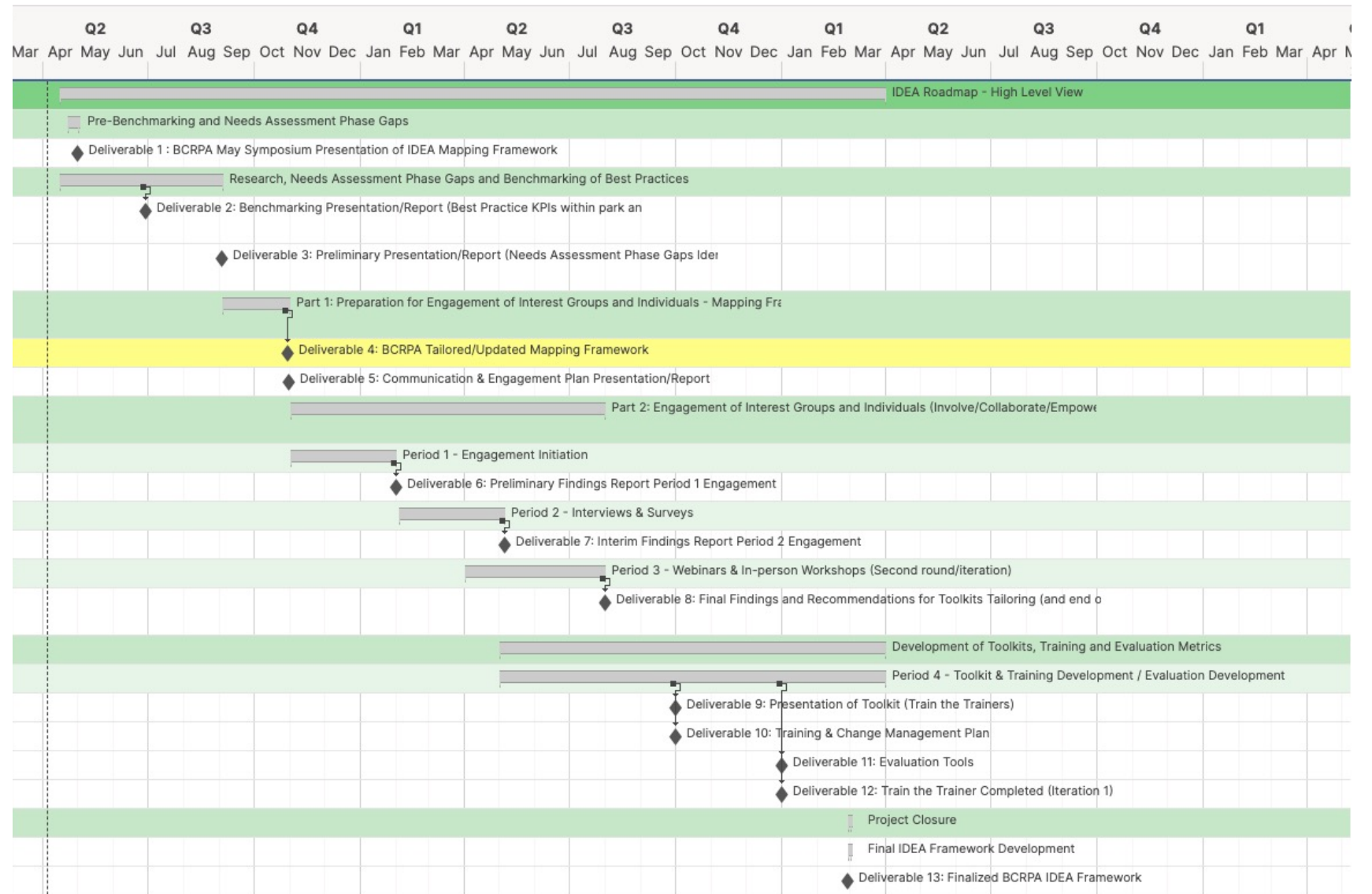| Interest Group Engagements	Development of Toolkits	Training and Evaluation
• Kick –off Meeting and Workshops • Interest Group Interviews and Surveys • Regional Webinars and Workshops • Toolkit, Training, and Evaluation Action Planning	• Focus on Self • Focus on System and Self • Focus on End User Communities	• Train the Trainer Model • Change Management and Communication Plan • Evaluation and Assessment

IDEA Project Timeline 2024 – 2026

Thankyou