

DRIVING SOCIAL INCLUSION: TURNING ON A PARADIGM

An Alternate Model for Social Inclusion

Alternative Planning Group:

- African Canadian Social Development Council
- Chinese Canadian National Council – Toronto Chapter
- Council of Agencies Serving South Asians
- Hispanic Development Council

Community Social Planning Council of Toronto

Funded by Health Canada

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Alternative Planning Group:

African Canadian Social Development Council: <http://www.acsdc.ca/>

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Community Social Planning Council of Toronto: www.socialplanningtoronto.org

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AN ALTERNATE MODEL FOR SOCIAL INCLUSION

1. INTRODUCTION

Canada does not have a formal policy in place for the pursuit of social inclusion. However, there is a commitment on the part of Health Canada to explore this concept. Currently the social inclusion discourse in Canada is being conducted and researched by influential institutions such as the Laidlaw Foundation, the Maytree Foundation, Canadian Policy Research Network (CPRN), Policy Research Initiative, and the Metropolis project. The process of dialoguing and research being conducted by these key players could lead the Government of Canada to create and implement a policy on social inclusion.

In 2003, Health Canada funded several projects to conduct research on social inclusion. In August 2003 the Alternative Planning Group (APG) comprised of the African Canadian Social Development Council, the Chinese Canadian National Council/Toronto Chapter, the Council of Agencies Serving South Asians and the Hispanic Development Council, and the Community Social Planning Council of Toronto (CSPC-T) created a partnership to explore how the concept of social inclusion and the intersections of the social determinants of health affect racialized communities. The end result is a genuine piece of action – based research. This project will be used by the APG in its continuous efforts to mobilize communities and advocate for institutional policy change. This report provides tools and solutions for institutions, communities and individuals who are in the pursuit of achieving social inclusion.

2. PROJECT OUTLINE

The following sections outline the project and its outcomes:

Section One:

The tools created for this project in order to create frameworks for social inclusion.

- The APG decided to create a social audit tool informed by respective community members, rather than a document that would discuss social inclusion from a theoretical perspective.
- The APG was able to use its internal discussions and dynamic to inform and influence its external research and recommendations.
- APG solicited individual and collective community perceptions of “exclusion”, preferred strategies for inclusion, and has designed a truly participatory and *equitable tool kit* for evaluating the readiness of any policy or institution to address inequality and diversity.

- Each member of the APG has submitted a report (attached as appendices to this report) outlining the experiences, recommendations and action plans developed to pursue inclusion, informed by the perceptions of the South Asian, Chinese, Hispanic and Continental African Canadian communities.

Section two:

The unique partnerships that have evolved with this project in order to attain inclusion.

a. Relationship with Health Canada

The relationship with Health Canada, the funder of this project, has been an example of how institutions can be inclusionary in practice. The fact that there was the presence of a Health Canada representative who was open and willing to work with the APG and CSPC-T as part of the project advisory committee as the project evolved was the first level of inclusion that should be noted.

Furthermore, Health Canada's commitment and efforts to critically examine its policy framework with regards to social determinants of health, including early childhood development, education, employment and working conditions, food security, health care services, housing shortages, income and its equitable distribution, social exclusion, social safety nets, unemployment, employment security, and increased access for Canadian women, aboriginal people, Canadians of color, and New Canadians, and analyzing how these determinants are instrumental in creating inclusion or exclusion for racialized communities, is another example of the first steps to achieve social inclusion. Through this project, Health Canada has created space for dialogue and action for communities and individuals that are involved with the APG and CSPC-T.

b. Relationship with the Social Planning Network of Ontario

As part of the social inclusion dialogue, the Social Planning Network of Ontario was also funded by Health Canada to conduct projects dealing with different community experiences of exclusion/inclusion. There were a total of ten issue-based projects, which dealt with traditionally marginalized communities that are seeking inclusion. The uniqueness of the project created by the APG is reflective of a holistic view of society. The social audit tool that has been created as a result of this project is based on overall community experiences, rather than on an issue-focused aspect of social inclusion/exclusion. We felt it important to deal with issues of inclusion in a comprehensive manner, rather than on a single-issue basis.

c. Relationship between the Alternative Planning Group and Community Social Planning Council -Toronto

Through the negotiation of differences, the APG and CSPC-T came to the table as equal partners. This project was a space where resources, ideas and action plans were

critically examined and shared in pursuit of an inclusionary society. The hierarchy of institutional legitimacy was deconstructed. The process of creating a social audit that respected and documented the experiences of traditionally marginalized communities was the main goal of this project. This relationship between the APG and CSPPC-T represents a future vision that can be achieved, with APG serving as a model that reflects the realities of racialized communities in relation to societal and economic situations within mainstream society.

d. Relationship among the Alternative Planning Group partners

Throughout the process the APG's partners used their relationships to look at their strengths and weaknesses to develop a critical lens that was used in establishing the mechanism (tool kit) to create a social audit process. The APG acknowledges the differences between each community and recognizes that they are situated at different levels within the power structure of the mainstream society.

3. CONCEPTUAL FRAMEWORK

The reason the APG decided to look inwards was that, although it does not fully represent each community, each organization does have a strong standing within its respective community and leadership. Thus, research and possible implementation of social inclusion within the context of the APG became a logical place to begin the process. The early stages of this project began following the publication of the policy paper "Social Inclusion and the City" (APG, 2003), where the APG set out what alternative planning in the city ought to look like, recognizing the ethnic minorities cannot be seen as 'special interest groups,' when in fact they make up 44% of Toronto's population. The idea behind this project was to situate the APG as a microcosm of society, taking the group's eleven months of work (building on the continuing partnership, which began in 1999) as an organic evolution. This evolution did not take place immediately – in fact it could not have. Rather, it has strengthened throughout the years in the form of '*negotiating differences*' through constant dialogue, and understands that only through negotiation will a mutual decision be reached. However, the question of who is included in the dialogue is of more important than the dialogue.

The question of inclusion was addressed from as many views as possible in order to incorporate different ideas, especially from the diversity represented within the APG. The differences in backgrounds among all those involved (including diverse educational backgrounds and experiences) allowed for the introduction of a variety of ideas, many of which were incorporated into the development of the project. The integration of ideas increased the level of professionalism and productivity, and created an atmosphere where brainstorming became part and parcel of the process. At the same time, it created an environment where those involved were included in all aspects of the creation process. It is also important to note that the process was a not a linear one. The process of ideas, because of the nature of the project, had overlapping stages, which could not be worked with in isolation due to the interrelation between social, economic, and political ideas.

Since it was the process which was to become the pillar of the project, it was critical to employ an inductive method of research. The emphasis on process is significant, since it is only through process that inclusion takes place. The process, if conducted properly can lead to two outcomes. It can ensure that all players within the community of Toronto have a meaningful role in determining policies that affect Toronto and its future. When all players are involved in the process, the data collected is more conclusive and valid, allowing the analysis and dissemination of ideas to be of greater relevance to all those involved.

The separation between policy makers and the public can be seen in the practice of policy making. Although it is impossible to engage an entire population, a significant segment of the population is excluded from participating, relegated to the margins, consulted only once the policy has been created and ready for application. Inclusion must address the concerns of those who do want to be involved and engaged, but also those who become self excluded from political and civic participation, and become isolated from society either from a lack of satisfaction with the political process, or a lack of trust in the political system.

The APG, as an example of inclusion, brings to the table a set of different variables. It is a grouping that encompasses four of the largest groups within the city of Toronto, and within these groups, a multiplicity of different cultures that are involved in the knowledge creation process. Along with the Community Social Planning Council of Toronto the APG contains a collection of peoples, who, although they bring different experiences and attributes to the process, have the same goal in mind, namely, inclusion. Social inclusion within the APG is addressed through two perspectives -- the recognition of *historical processes* and *power differentials*.

Historical Processes

Historical processes were recognized within the APG, since each community has its own history in Canada and in Toronto. All four groups encompass a diverse group of ethnic backgrounds, languages, customs, and values, which not only differ between the major groups, but also within each group. The **South Asian** community has been in Canada since the 1800's. The **Chinese** community, (like the South Asian community) has also been in Canada since the 1800's. Although both communities have some shared histories in the process of immigration, as well as a long history of both integration and discrimination (i.e. head tax), their experiences with both the adaptation and integration process have differed. The **Hispanic** community has a much shorter history in Canada. Immigration, which began in the early 1970's, was mostly due to political instability in many countries throughout Latin America. The first generation of Canadian born Hispanics began to enter the labour force between 2000 and 2004. The **Continental African** community is one of the most recent settled communities in Toronto; like the South Asian, Chinese, and Hispanic communities, the Continental African community is diverse in culture, language, customs, values, and religion.

The different histories, origins, and reasons for immigration make the subject of social inclusion a complex issue to unravel. Its complexity is exacerbated by the constant evolution of society. Social change does not take place in a short period of time. The promotion of social inclusion must address the existing inequalities that have been embedded over generations. It should also use the historical and current experience of exclusion to inform the development of structures and processes that promote a more inclusive society.

The demographic shifts and changes in population growth mean that policy development at the community level has become as important as at the municipal, provincial, or federal levels. Social and economic planning has taken on a new importance regarding its effects on an increasingly diverse population. By closing the gap between policy-makers and society, power levels shift towards a more inclusive process that not only engages the affected community, but more importantly enhances and strengthens the democratic process. By strengthening the democratic process, a community becomes less isolated and becomes more active in all aspects of social, economic and political life.

The second condition for a more inclusive society is the redistribution and reallocation of resources. The APG, as an example of social inclusion is an example in the application of an inclusive process. The importance of the process was maintained consciously throughout the entire research, keeping in mind that the process was to be integrated into the project. This developed a working model of what social inclusion can achieve if applied directly to the process, and not only to the end result. This also applied to the community consultations. The reflections of the community will be represented within the research, the process, and the end result.

The following is an outline of the method undertaken by the APG throughout the eleven-month process. The negotiation of differences led to the creation and the evolution of a methodology that has been documented at different stages of project planning. This project provides concrete tools and strategies.

4. METHODOLOGY

Phase One: Project Design

Phase Two: Focus Group Planning and Implementation

- a) **Basis for selection**
- b) **Parameters for the focus groups**
- c) **Focus group tools and instruments**

Phase Three: Data Analysis and Results

PHASE ONE: Project Design

This project has placed as much emphasis on the process of project delivery as it has on the actual results of the research. Great attention was given to ensuring that inclusive methods reflective of the APG's vision of "social inclusion," were used in the organization of the project and in the implementation of community consultations.

The target populations for this project were the South Asian Canadian, Chinese Canadian, Latin American/Hispanic Canadian and Continental African Canadian communities, which make up some of the largest ethno-racial communities in the Greater Toronto Area. Thus, our vision of social inclusion involved the meaningful participation of these communities through the approximately forty focus groups that were conducted.

Overseeing the project throughout the process were three committees: the Advisory Committee, the Management Team (or Planning Committee), and the Researchers' Committee.

The advisory committee was made up of the APG and Community Social Planning Council of Toronto Executive Directors, the four researchers, Board members from all five partner organizations, as well as a Laidlaw Foundation advisor and the Health Canada representative. This committee was central in developing the overall vision for the project. It continued to be used as a sounding board where research ideas involving elements such as language and methodology were discussed throughout the course of the project. This committee also functioned as a bridge between the diverse project partners and their respective community members.

The relationship between the planning committee and the advisory committee was neither paternalistic nor hierarchical. Rather, the existence of this committee ensured communication that took into account the diversity of the partners involved in this project.

The planning committee, made up of the executive directors and researchers from APG and CSPC-T, implemented the research process according to the original project design and reviewed and contributed to the researchers work. This committee met at regular intervals throughout the project to ensure meaningful communication and to help further the research through all of its stages. This committee helped ensure that the research process was both dynamic and consistent with the overall vision for the project.

The researchers' committee was formed shortly after the project was underway. This ad hoc committee, made up of the four APG researchers, acted as a sub-committee of the planning group. This committee functioned as a space where the researchers could communicate about the larger processes of the project, discuss the constantly changing dynamic of the research, and develop a broader analysis of the emerging themes. Through this committee, the researchers had the opportunity to reflect on and discuss their dual identities as researchers focusing on a specific community, and as members of the larger collaborative project. The committee members were in regular communication

once the project began, and through many lengthy discussions, were able to effectively negotiate their community research needs with the collectively designed research tools. The researchers engaged in an informal process of comparative analysis throughout the duration of data collection, where they discussed the research methods employed in the focus groups, as well as the emerging themes and issues.

Researchers' Dynamic

Due to the diversity of the four researchers, this committee was a place in which differences were constantly being negotiated. Not only were there individual differences in viewpoints, writing styles, and conceptual backgrounds and ideas, but there were also much broader differences in cultural background, religious background, gender, age, first versus second generation Canadian, familiarity with topic and the process of the APG, educational background, different strengths and skills (community mobilization, policy creation, etc.), and relationships to our organizations and communities

All of these differences affected the relationships between the researchers, and were also reflected in the dynamic between the researchers and their respective communities and organizations. This also had a significant impact the research process. During the focus group process, it became evident that the researchers had different approaches. Different segments of the community were consulted, and the researchers each adapted and developed the original focus group format to suit their own particular styles and communities.

Moreover, as the researchers attended workshops and seminars organized by outside parties engaged in the social inclusion discourse, their cohesion as a group was strengthened. Once the researchers participated in such events, it became clear to the researchers that as members of racialized communities with a progressive agenda of inclusion, theirs was a truly subversive agenda in the eyes of the mainstream. Unlike the other projects, this project was not issue based, but rather community based, made up of APG researchers whose research was about “looking inwards” to their own communities. Through their participation in these events, it became more and more clear that this project is unique.

PHASE TWO: Focus Group Planning and Implementation

a. Basis for selection

The utilization of focus groups was central to the APG's vision of developing a truly inclusive research process. From the onset of the project, all members believed in the necessity of engaging community members directly, and in having community needs guide the long-term direction of this project. From the perspective of the APG, it was more effective to bring people together rather than to conduct a survey, which would only extract information, rather than engaging and involving participants.

The focus groups brought together different sectors of the four ethno-racial communities through this form of civic engagement. Through this process, ideas and experiences were shared that will continue to inform APG partners' efforts to enable social change on a community and government level. Through the utilization of focus groups, we were able to develop a set of data that informs and supports the findings of the project.

b. Parameters of the Focus Groups

It was decided that focus groups should be community rather than issue-based, with the most marginalized communities within the four ethno-racial communities sufficiently represented. Instead of each APG partner conducting 6-8 focus groups as outlined in the original project proposal, the partners decided to each hold 8-10 focus groups in their communities. It was also decided that the four researchers would use the same template to categorize the participants. Each of the following sectors would be represented in a minimum of one and maximum of two focus groups: women; new immigrants; seniors; youth; social service providers; and community-specific groups*

These sectors were not perceived to be mutually exclusive, but rather as intersecting identities often existing within one individual's experiences (e.g., a new immigrant female youth's experience). We felt it necessary to ensure that these particular sectors were included and highlighted in the study, both in order to be inclusive and for the purpose of setting up a framework conducive to drawing meaningful comparisons between ethno-racial communities in the data analysis process.

It was also decided that each ethno-racial community would develop their own style of consent form for their community consultations. In contrast to traditional consent forms used by academic researchers, these consent forms emphasized empowerment and protection of the community participants. (See appendix for copy of consent form)

**The "community-specific group" category was developed as a way in which to negotiate and take advantage of the significant differences between the four ethno-racial communities. This category, by allowing each community to consult with particular communities of significance, accommodated the recognition and examination of the distinctiveness of each community.*

c. Focus Group Tools and Instruments

It was decided very early on that the terms "social inclusion" and "social exclusion" would not be used in the focus groups. It was felt that to ask directly about the concept of social inclusion would be inappropriate, and that we should be asking more grounded and specific questions to get at the larger theoretical question of social inclusion. Consequently, we decided that to ask the question "how do you understand social inclusion?" was not an effective means of understanding peoples' ideas and experiences around inclusion or exclusion. We decided instead to have people talk about their own experiences and ideas around inclusion and exclusion in a more general and everyday sense. We asked the participants to talk about those issues that

were most important to them in their lives. From there, we focused on individual or group experiences of inclusion or exclusion.

Thus, the preliminary focus group questions developed in August included questions such as “How do you see exclusion?” “What would it take to make you feel included” and “What would an inclusive organization look like?”

These questions were then developed into a more in-depth focus group format. The focus group format included a brainstorming session that asked the questions “What do you think it means to be included in society?” and “Do you feel included in this society? Why or why not? In what areas?” The focus group format included the filling out of a group questionnaire as well as an individual questionnaire that asked people to talk specifically about feelings of inclusion or exclusion related to an important issue in their life. (See appendix to the CCNC-TO paper) Both of these questionnaires began by asking the participants to relate their experience, and then went on to ask them about how they might be able to take action to improve the situation. For example, in the individual questionnaire they were asked, “What can you and your community do to help in this process?” and “What policies, practices should be adapted to make you feel included regarding the issue mentioned in Question One?”

By October, two focus groups had been conducted by CASSA and by HDC, and the findings from these focus groups were brought to the planning group meeting. The researchers indicated that the questions developed for the focus group format were in fact too broad, preventing the participants from expressing their ideas and experiences relating to the issue of social inclusion and exclusion in their lives. It was decided that that the format of the focus groups would be adjusted in order for the researchers to be able to effectively communicate with their own communities in the focus groups. It was also found that the use of questionnaires was not always appropriate for some of the communities. Factors such as time, language ability, and literacy, made it difficult to have participants fill out the questionnaires as originally planned.

As a result, each of the community partners made the decision to develop their own format for their focus groups, using the previous focus group format as a starting point. In this way, each of the APG partners were able to adjust their own focus groups based on their own communities’ particular needs. This evolution of the consultation process reflected an essential practice of negotiating difference, and illustrated the importance of the inductive process embedded in this project. After recognizing the problems inherent in their collectively developed focus group format, the South Asian Canadian, Hispanic Canadian, African Canadian, and Chinese Canadian communities were each free to design and conduct the focus groups in a manner that allowed for the particularities of their organization and their community to be expressed. A process emerged where the inductive process supported the creation of evolutionary tools that were built on as each consultation took place. The recognition of this process opened up a space where, within the focus groups,

communities could choose to talk about their experiences, make recommendations to government, and/or create action plans for themselves.

PHASE THREE: Data analysis and results

Representing four ethno-racial community organizations already familiar with issues facing their respective communities, the APG executive directors and researchers engaged in constant dialogue around the themes raised by the community consultations even before the data collection process was complete. Data analysis was thus an inductive process woven into the entire period of data collection, as the researchers reflected on the emerging themes. The multiple identities and roles of the researchers also enabled them to articulate their particular realities as both ‘community members’ and ‘researchers’. This dual role as researcher and community member allowed the group to move forward in terms of community development. Rather than having to wait until the end of the process to revisit issues raised within the community, issues were dealt with in a timely fashion. For example, the Hispanic Development Council was able to act on the needs for a tenant association, which arose from community consultations. Employing this form of participatory action research allowed the researchers to quickly and effectively transform research into action.

Once the data collection phase was completed, a more concrete process of data analysis began. Following lengthy discussions about how the comparative analysis might take place between the four sets of focus group findings, three representatives from the management team, including one researcher, took on the task of developing an initial framework for this analysis process, based on a close examination of the four sets of findings. After this preliminary analysis, the researchers’ committee, followed by the entire management team, reviewed and contributed to this process of comparative analysis.

Perhaps the most important finding of this project was the fact that the implications of social inclusion are larger than thought of in the beginning. Political change is needed at all levels. What the APG is doing is building more than a tool kit for a social audit. Rather, it is facilitating a new discourse.

5. CONCLUSION AND INTRODUCTION TO THE TOOLKIT

The APG conducted a series of focus groups with members of the four communities (a total of 40 focus groups with a total of over 400 individual participants) to identify what issues contribute to their exclusion, and to make recommendations as to what can be done to make them feel included. Each community focus group raised a series of issues they felt contribute to their exclusion from Canadian society.

The issues, concerns and recommendations made by each community are captured according to their individual responses. They are laid out, by community, in the second

section of the findings. The first section of the findings captures the issues, concerns and recommendations shared among the focus groups of the four communities – they are not structured according to priority.

According to the findings, some of the key issues identified are education, employment, access to services, language, and policing. For each of these areas, the participants expressed a number of concerns, and made recommendations on how each of the specific concerns can be addressed to enhance social inclusion. It should be noted that addressing these common issues is not the only solution to achieve social inclusion.

All of the concerns raised in the focus groups – both those raised by specific groups and those shared across groups – reflect the existence of power differentials, which inhibit them from raising and effectively negotiating for change.

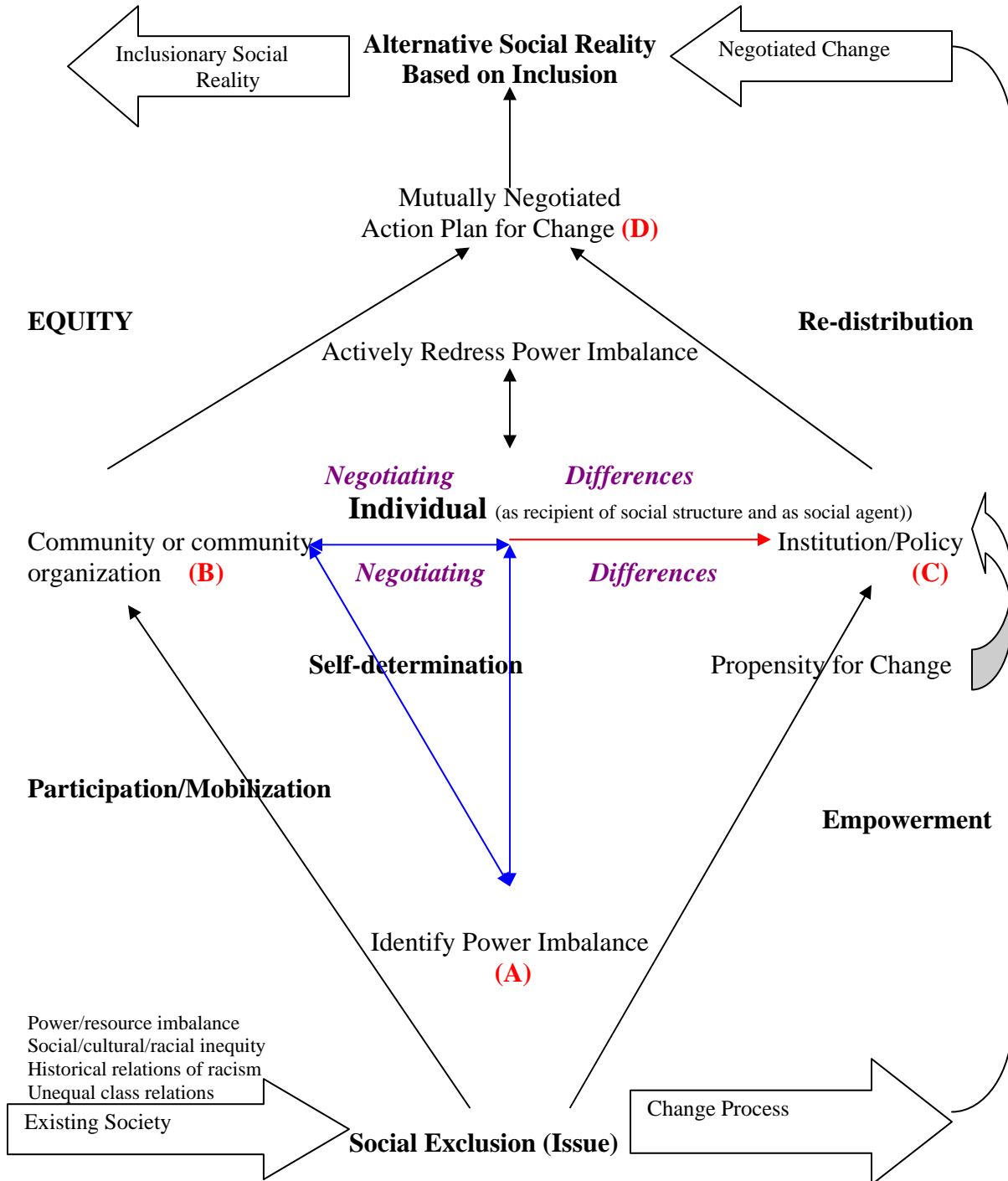
The focus group process identified specific issues, concerns, and recommendations. It also reinforced the perspective that these issues cannot be dealt with either in isolation, or without a process of dialogue, or ‘conversation’ – or negotiation – that provides the excluded with the opportunity to engage with the institution or organization or structure. Since there is an inherent power imbalance in any such negotiation, we recognize that this dialogue will not necessarily take place on an equal basis but must, to be effective, proceed in a context where the excluded are (not just feel) actually heard.

There must be a process for the discussion that provides adequate opportunity to the excluded to come to a “place” where they can openly and clearly express their concerns, issues, and make recommendations. They must enter with a reasonable expectation of action coming from the process which reflects their concerns and needs, and which is not simply imposed. The action must be negotiated, and have the support of both parties.

The toolkit provides a framework and analysis for a process that maximizes the probability of an outcome that will lead toward social inclusion. The chart on the following page outlines the process developed to assist organizations and institutions in negotiating a process that will foster inclusion.

6. ALTERNATIVE MODEL FOR SOCIAL INCLUSION

Equitable social relations of power
 Democratic expression of plurality
 Self-actualization of individual/community goals
 Social justice



Core Principles for Negotiating Differences:

- Participation/mobilization
- Self-determination/self-actualization
- Empowerment
- Re-distribution
- Equity

Minimum conditions for success:

- ✚ Individual/community develops capacity to mobilize (either through education or through support)
- ✚ Individual/community develops capacity for participation
- ✚ Individual/community develops capacity to identify barriers to inclusion
- ✚ Individual/community develops capacity to prescribe and implement specific measures to overcome those barriers
- ✚ There is space for diverse individuals/communities to negotiate their differences and learn from each other – thus “decolonizing” our silo reality of existence

How does the Process work?

The Alternative Social Inclusion Model is based on certain underlying assumptions:

1. We are living in a society that is inherently unequal and historically hegemonic along race and class lines.
2. The individual, both as a social being and as a social agent, is the center of any change process that must be created – this implies a community of individuals.
3. The change process cannot function unless the underlying principles of this process are clearly articulated in a sequential manner from:
 - Participation – to
 - Self-determination/self-actualization - to
 - Empowerment – to
 - Re-distribution – to
 - Equity
4. The minimum conditions required for this process to yield meaningful results are that the individual, and by extension the community, develops the capacity to:
 - mobilize
 - participate
 - identify the barriers to their inclusion
 - “prescribe” and “implement” specific solutions
 - negotiate their differences with others within a diverse polity, and learn from others in order to create a negotiated but pluralistic “common good.”

5. Community experience is holistic and organic.
6. The model needs to be flexible and evolving.
7. The Alternative Social Inclusion Model is flexible because it is non-ideological.
8. It is non-ideological because it is grounded in self-critical, temporal and spatial experiential practice.
9. It is, therefore, a “progressive” model.

Given the above-mentioned assumptions, the critical process for putting into practice the Alternative Social Inclusion Model allows the subjects of exclusion to identify different conditions of their exclusion as the starting point of the change process – issue identification.

This then allows the individual subject, defined both as a recipient of social structure and as a social agent, to identify collaboratively with the community/community organization:

- (A) The specific factors of exclusion within that issue;
- (B) The best mobilization strategy for addressing those factors. However, given our underlying core principles and minimum conditions for success, this process of identification and mobilization cannot take place unless there is capacity within communities. There has to be the capacity to create avenues of participation in a meaningful and self-actualizing manner so that individuals and communities can feel empowered enough to start creating systemic change. Our assumption is that only empowered individuals and communities who have the capacity to participate and mobilize can create the conditions for institutions and policies to become “open” to engagement.
- (C) This process of engagement has to be one of negotiating differences, a collaborative process that engages those institutions/policy makers in an effective manner and together allows them to actively work on redressing those factors of exclusion that need to be addressed. However, this can only be achieved if our minimum condition of individual/community capacity not only to prescribe but also to implement solutions to overcome those barriers is met.

Thus, there is an assumption that any mutually negotiated action plan would only be meaningful if:

- (D) There is a commitment at the level of institution and policy to allow communities to shape the change for inclusion. It is also assumed that any systemic change to build

equity as its final goal would necessarily need to have a re-distributive element to its action plan.

- (E) If our original premise, that society today is unequal, is to be addressed to create a new social reality that is based on social inclusion through equity, then, by definition, there has to be a re-distributive element, both of power and resources, in this process.

This process, when implemented, will produce mutually negotiated action plans which will further social inclusion. Success of this process is predicated on the existence of self-determined communities that create open institutions. Cumulatively this new social reality would necessarily be based on:

- Equitable social relations or power and resources;
- Self-actualization of individual/community goals;
- Democratic participation of pluralistic polity;
- Social justice.