

Grey-Bruce Healthy Communities Partnership: September 2022 Participatory Workshop Summary

March 2023

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1. Executive Summary

The Centre for Changemaking and Social Innovation in collaboration with OCAD University and Selkirk College under a SSHRC funding research grant, conducted a participatory workshop at the Healthy Communities Conference in September 2022. The purpose of the workshop was to bring together community members from Grey-Bruce County, help them identify their community strengths, and enable the right conditions for flourishing.

Through the incorporation of design tools such as community mapping, uncommon collaborations, and envisioning collective futures, the workshop engaged the community with new tools for community innovation.

The community participatory workshop is part of a larger research study led by OCAD University and supported by Georgian College and Selkirk, *Reframing Rural Innovation: Smart Specialization in Non-Metro Canadian Regions*. Information collected through eighteen individual interviews in early 2022 helped form the foundation of developing the content and frameworks for the September participatory workshop.

The purpose of the workshop was to collect more-in depth information about the strengths, challenges, and opportunities for innovation; to co-generate innovation strategies; and, to develop, test, and refine the frameworks being used. In other words, the information that was collected on the frameworks about the Grey-Bruce community was analyzed, in addition to analyzing how the frameworks themselves were received (and identify potential areas of improvements).

Information about the participants experiences during the workshop were also collected and analyzed through the *What, So what, Now What* personal reflection and a workshop evaluation form.

Community strengths identified in the individual interview data included: social capital: strong social connection and a supportive community; perks of rural life: lower cost of living, lower crime rate, and sense of peace; local arts and culture; access to basic infrastructure, services, and suppliers; connection to the natural environment, and opportunities for entrepreneurship and innovation.

Five opportunities for innovation were generated from the interviews and used to inform the development of the systemic design frameworks used in the community participatory workshop: 1) population; 2) economics; 3) labour shortages; 4) innovation; and 5) infrastructure and services.

Three new frameworks were introduced and evaluated at the community participatory workshop: community maps, specialized collaboration, and idealized future states.

The Grey-Bruce community has significant strengths and committed actors that contribute to a vibrant community. From the community participatory workshop, most recurring actors are either community-based organizations (CBOs) or school boards/educational institutes, followed by government institutions, health-based organizations, and organizations related to the natural environment. Several specific groups were mentioned, such as Indigenous, child/youth, and immigrants. Most actors in the map were placed in the quadrants that *Influence Government and Policy* and *Apply Knowledge*.

When addressing the labour shortage, workshop participants felt it was important to focus on workforce development through education, developing inclusive workspaces, and learning from Indigenous labour practices. Values-based themes were identified, such as the importance of fulfilling basics needs, such as through living wages, reducing poverty, and increasing food security, and maintaining positive work-live balance and equitable access to childcare. Supporting the green economy and sustainable work practices was also a significant theme.

An evident theme was ending homelessness by providing suitable and affordable housing for everyone, based on their needs, affordability, and cultural values. Intergenerational living was also identified, not just as a need based on affordability, but as a community value in generations learning and supporting each other.

An aging population was the third significant theme identified by groups. Opportunities to address this were by promoting inter-generational living and supporting seniors' inclusive infrastructure.

Strengths identified from analyzing both the individual interviews and the community maps are the significant social capital, the number of actors/organizations working collaboratively across sectors, and the opportunities for innovation.

The outcome of this report is to establish the foundations of a rural innovation lab based upon the testing of these tools, approaches, and concepts with community. The success of the workshop has propelled rural innovation lab into working with Grey-Bruce Counties in the future.

2. Introduction

a. Background

The findings presented in this community report for Grey and Bruce Counties are part of a larger research study led by OCAD University and supported by Georgian College and Selkirk College (located in British Columbia), *Reframing Rural Innovation: Smart Specialization in Non-Metro Canadian Regions* (Reframing Rural Innovation). The scope of this report provides background on the *Reframing Rural Innovation* research scope and a summary of local research findings to date conducted in Grey and Bruce Counties related to the Smart Specialization research.

b. Reframing Rural Innovation: Smart Specialization in Non-Metro Canadian Regions

Traditionally, innovation in Canada and internationally has been driven by metropolitan areas. This has resulted in non-metropolitan communities growing a sense of being “left behind” regarding policies that leverage research and development or support innovation. This has made it difficult to have the same type of economic growth associated with innovation in technology sectors with respect to traditional industries that have homes in rural communities.

Smart Specialization is a strategy that supports local communities to identify and develop their own regional research and development strengths and opportunities,

thereby creating a competitive advantage that is uniquely local¹. At the root of Smart Specialization is bringing together local actors (i.e., stakeholders) to develop opportunities for communication, network, collaboration, and ultimately, building and maintaining partnerships. The purpose of the *Reframing Rural Innovation* research study is to apply and test a framework to support innovation-based regional economic development in two communities in Canada: The Boundary region in British Columbia and Grey and Bruce counties in Ontario.

To this end, the framework and tools that the *Reframing Rural Innovation* research has developed are based on an evolutionary view of institutional change, making it dynamic and socially inclusive. These tools are based on co-design and co-creation approaches to help communities identify their own strengths and enable them with conditions to flourish.

The purpose of the *Reframing Rural Innovation* research is to support local communities to develop their capacity to achieve local economic goals based on their community values; the specific objectives are to:

1. Develop practical frameworks for stakeholder use and to test and refine the combination of methodological tools by applying them to two case regions.
2. Develop cases for two regions by mapping the strengths, challenges, and opportunities for innovation.
3. Co-generate innovation strategies by co-designing a strategic plan per case based on the framework including foresight analysis and participatory methods applied during stakeholder workshops.
4. Evaluate and iterate the initial approach.

The *Reframing Rural Innovation* research project is funded by the Social Sciences and Humanities Research Council.

c. Grey-Bruce Community Research

The counties of Grey-Bruce were identified as one of the case study communities for the *Reframing Rural Innovation* research. To support the research project, a series of eighteen individual interviews and one community workshop have been conducted. The findings of these primary research activities are presented in more detail in the Findings section.

¹ OECD. Smart specialisation. www.oecd.org/sti/inno/smartspecialisation.htm

3. Methodology

1. Individual Interviews

In January and February of 2022, eighteen individual interviews were conducted with key community stakeholders. An invitation to participate was sent to the SENCO email distribution list, along with background information about the *Reframing Rural Innovation* research project. Each interview was approximately one hour in duration, and included three people: the interviewee, a member from the research team to lead the interview discussion, and a second member from the interview team to manage the recording software and take notes. Interviews were conducted virtually and recorded using the Zoom video platform. Interview recordings were transcribed into Word documents and analyzed qualitatively to identify key themes.

Information for each interview was also plotted on a Network Map (Figure 1). Each interviewee was plotted in the center of a Network Map, and a dot was plotted for each instance they mentioned collaborating with actors in each of the sectors identified. The depth of collaboration was identified by proximity to the center.

As presented in the Findings section, a consolidated network map (Figure 2) was developed using the collective data from all eighteen interviews.

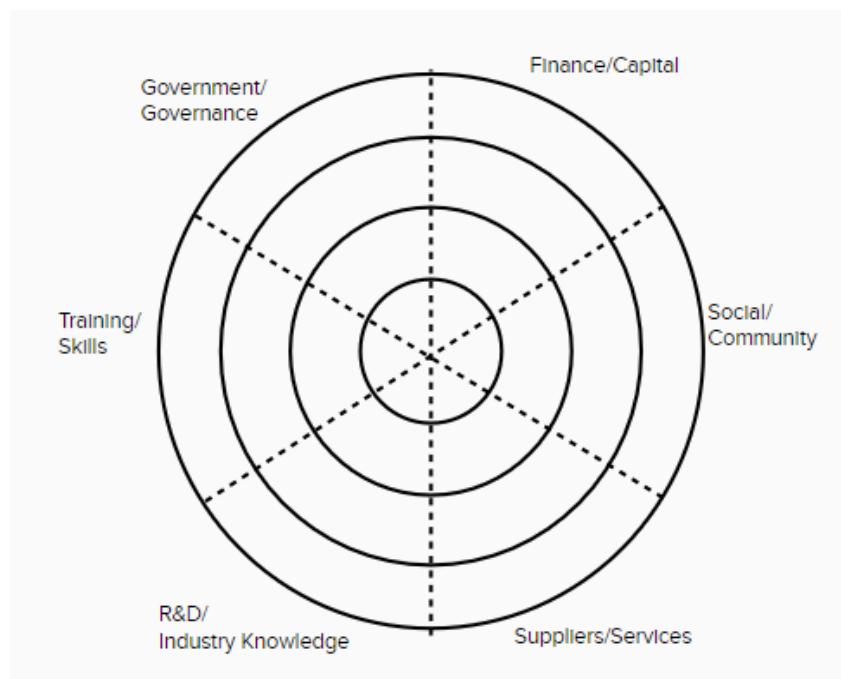


Figure 1 Network Map

2. Community Participatory Workshop

The identified themes from the eighteen interviews were shared with the attendees as prompts when working on the frameworks, designed to spark innovation ideas and create a vision of desired futures for their communities.

On September 28, 2022, over eighty people from Grey and Bruce counties attended the Healthy Communities Conference². They represented a variety of actors from municipal, not-for-profit, and private sectors. The theme for the 2022 conference was Fostering Sustainable Communities in Grey-Bruce and included several speakers (Appendix A Flyer and Agenda).

Members of the *Reframing Rural Innovation* research team from Georgian College presented a plenary session in the morning to provide background information on the *Reframing Rural Innovation* local findings to date and to engage participants in the first part of the participatory workshop. The participatory workshop continued in the afternoon with the second set of systemic design frameworks.

Participants worked together in groups of five to six and were encouraged to team up with people beyond their immediate/known professional circles.

Data was collected from participants through three methods: 1) Systemic Design Frameworks; 2) *What, So What, Now What* Personal Reflection; and 3) Community Participatory Workshop Evaluation Form.

1. Systemic Design Frameworks

The community participatory workshop utilized three frameworks to engage the participants in futures thinking:

1. **Community Maps:** Participants plotted actors across their communities on a map that represents the ecological system and its relationship to community influence vs community knowledge. These actors may have the ability to develop new or apply existing knowledge and thereby influence the government or funding flows (Appendix B).

² Grey Bruce Healthy Communities Partnership. 2022 Healthy Communities Conference: <https://www.publichealthgreybruce.on.ca/Your-Environment/Healthy-Communities/Healthy-Communities-Partnership/Conferences/2022-Healthy-Communities-Conference>

2. **Specialized Collaborations:** Participants grouped uncommon actors within their community to form ‘unexpected partnerships’ to explore social innovation and in turn create solutions beyond the usual partnerships (Appendix C).
3. **Idealized Future States:** Participants described an idealized future state and how it might look socially, politically, economically, culturally, and environmentally. The participants were also required to explore how the clusters of uncommon actors they created would innovate together to achieve the futures described (Appendix D).

These tools/frameworks were designed using existing frameworks from the book “*Design Journeys Through Complex Systems: Practice Tools for Systemic Design*”³

Data collected through the systemic design frameworks was analyzed for multiple objectives: to identify the strengths, challenges, and opportunities for innovation; to co-generate innovation strategies; and, to develop, test, and refine the frameworks being used. In other words, the information that was collected on the frameworks about the Grey-Bruce community was analyzed, in addition to analyzing how the frameworks themselves were received (and identify potential areas of improvements).

The community data was transcribed and collated on an online collaboration tool called Mural and thematic analysis was primarily used to identify keywords (repetition of terminology) and common themes (categories under which keywords were organized). The analysis is detailed in the ‘Findings’ section of this report.

Analysis about the frameworks themselves is also presented in the Findings section, and was collected through the *What, So What, Now What* Personal Reflection, the Community Participatory Workshop Evaluation Form, and insights from the facilitators.

2. What, So What, Now What Personal Reflection

To capture live feedback, participants were provided with a journal sheet to note down their reflections as they went through the workshop, called the *What, So What, Now What* framework (Appendix E). A qualitative analysis was conducted on the data collected from a total of four respondents, where unique comments were recorded as insights to improve the quality of the frameworks and the workshop in general. A total of four *What, So What, Now What* personal reflections were collected and analyzed.

³ Jones, P., & Ael, V. K. (2022). *Design Journeys through Complex Systems: Practice Tools for Systemic Design*. BIS Publishers.

3. Community Participatory Workshop Evaluation Form

The workshop concluded with participants reflecting on the workshop and sharing their experiences. A workshop evaluation form was distributed to collate the participant's feedback (Appendix F), and a digital version was sent to all attendees following the workshop. A total of 38 responses were received from 81 total attendees, for a response rate of 46.9%.

Recurring patterns in participant responses were recorded and analyzed using a quantitative frequency method and thematic qualitative analysis for open-ended comments. Specific insights can be found in the 'Findings' section of this report.

Table 1 Summary of Methods and Frameworks

Method	Framework	Purpose
Individual Interviews	Network Analysis Map	To map community strengths and collaborative relationships, and identify themes for innovation
Community Participatory Workshop: Systemic Design Frameworks	Community Map	Identify actors within the community ecosystem and how they influence/apply community knowledge
	Specialized Collaborations	Identify unexpected partnerships
	Idealized Future States	Describe an idealized future state, considering the identified specialized collaborations
Community Participatory Workshop: Participant Feedback	What, So What, Now What	Opportunity for participants to collect their reflections during the workshop session
	Workshop Evaluation Form	Opportunity for participants to provide their feedback after the session

4. Findings

a. Individual Interviews

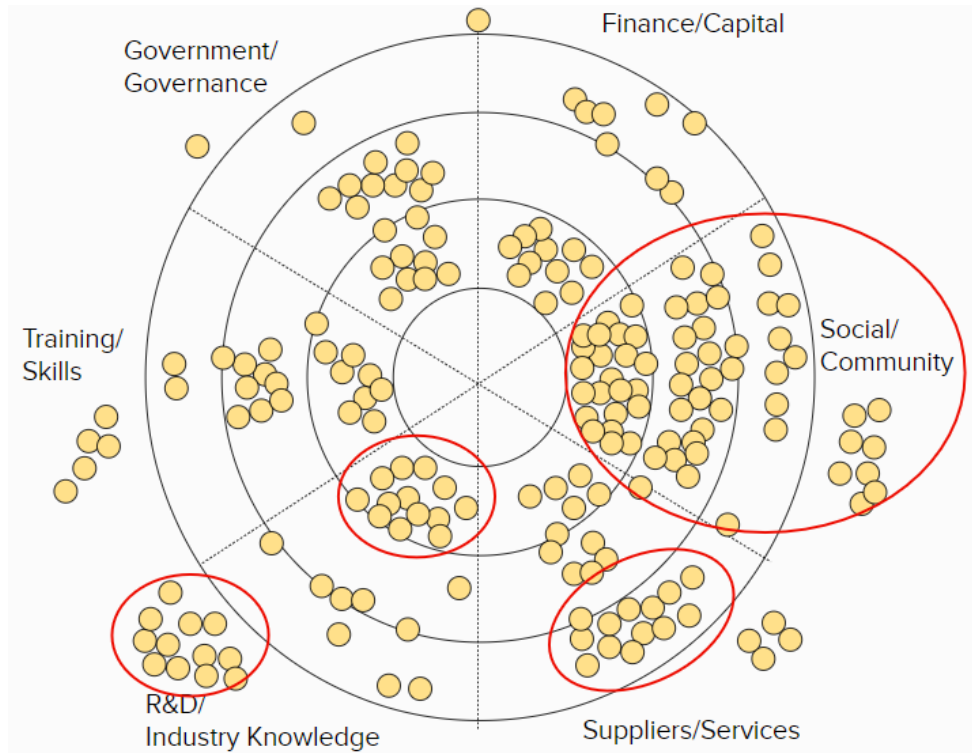


Figure 2 Composite Network Diagram of Individual Interviews

Data collected from the eighteen individual interviews was plotted on a Composite Network Diagram (Figure 2). Community strengths identified in the individual interview data included:

- Social capital: strong social connection and a supportive community
- Perks of rural life: lower cost of living, lower crime rate, and sense of peace
- Local arts and culture
- Access to basic infrastructure, services, and suppliers
- Connection to the natural environment
- Opportunities for entrepreneurship and innovation

An important finding from the composite Network Map is that while a notable amount of research and development is generated locally, many interviewees also mentioned going outside the geographic region for research and development and/or building industry knowledge.

Five themes or opportunities for innovation were generated from the interviews and used to inform the development of the systemic design frameworks used in the community participatory workshop.

1. Population
2. Economics
3. Labour Shortages
4. Innovation
5. Infrastructure and services

b. Community Participatory Workshop

1. Systemic Design Frameworks

i. Community Maps

Most recurring actors are either community-based organizations (CBOs) or school boards/educational institutes, followed by government institutions, health-based organizations, and organizations related to the natural environment. Several specific groups were mentioned, such as Indigenous, child/youth, and immigrants. It is important to note that this could also be a reflection of the organizations and actors who participated in the workshop.

The community maps indicate that as compared to other quadrants, there are fewer actors who *Influence Funding/Finance Flows* or actors that *Develop Knowledge*. This was also reflected in the “*What, So what, Now what?*” personal reflection analysis and from the individual interviews.

Most actors in the map were placed in the quadrants that *Influence Government and Policy* and *Apply Knowledge*. It can also be noted that recurring actors are a mix of larger institutions such as YMCA, United Way, School Boards, etc., and a few local community actors such as Bruce Power, and M'Wikwedong Indigenous Friendship Centre. However, the outreach of larger institutions was identified as more prevalent than local community actors.

Something that clearly stands out is the small numbers of private organizations on the community maps; this could be identified as an area of opportunity.

Frameworks Feedback: Overall, this part of the toolkit seemed to be understood well by most participants, though there are some instances where actors seemed to colour-code incorrectly.

ii. Uncommon Collaborators

In this part of frameworks, participants were asked to identify two things:

- 1) **uncommon actors:** organizations who would not often work together to form new “clusters”
- 2) a **priority issue** for the community to focus on (drawn from the themes identified in the individual interviews)

These uncommon actors formed new clusters, or collaborative opportunities, to innovate around a specific community priority issue.

There seemed to be some challenges for participants completing this section of the frameworks. There seem to be only a few groups that clustered uncommon actors as per the instructions, such as Chapman’s Ice Cream, Habitat for Humanity, and Nuclear Innovation Centre working together on ‘Affordable Housing’, and Settlement Services, Faith-Based Organizations, and Bruce Power connecting on addressing homelessness.

There were also clusters that seemed to include actors that already work together in certain capacities, such as Rural Ontario Municipal Association, Association of Municipalities of Ontario, and Ministry of Economic Development. This part of the workshop showcases an opportunity for improvement through simpler instructions or the provision of better examples.

However, after the session, one respondent reflected on the *What, So What, Now What* personal reflection that “Partnership can change outcomes”, and another participant said, “Different groups are very capable of working together”, clearly pointing to the positive impacts of collaboration.

The priority community issues as opportunities for innovation that were identified were:

- Labour shortages (four groups)
- Affordable Housing and Homelessness (four groups)
- Aging population (two groups)

Frameworks Feedback: There seemed to be challenges coming up with uncommon actors. However, it's unclear whether this was due to lack of clear instructions or mental models of uncommon actors coming together. An opportunity for improvement is to better understand the challenges in identifying

iii. Idealized Future State

With the priority community issue the group identified in mind, participants were asked to think of an idealized future state regarding this community issue. In other words, thirty years from now, what is the state of this community issue? Groups were asked to articulate this in a matrix, using specific categories across the rows: social, political, economic, cultural, and environmental, against the column headings of: Milestones, Outcomes, Activities, Accountabilities, Impacts, and Contributions & Knowledge Mobilization (Appendix D). The purpose of this Framework was for participants to envision a future state and start to ideate how it was achieved.

The keywords and common themes for each priority issue are summarized below.

□ PRIORITY ISSUE: Labour Shortage	
Keywords	Common Themes
<ul style="list-style-type: none"> ● Diversity ● Education ● Living wage ● Food security ● Work-life balance ● Worker retention ● Work from home ● Reduced hours ● Healthcare ● Childcare ● Electric Cars ● Green Economy 	<ul style="list-style-type: none"> ● Workforce development ● Inclusive workspace ● Basic needs ● Labour habits ● Environmentally friendly practices ● Wholistic approach to work (considering health, family)

Labour shortage was identified by four groups in the workshop, indicating the high prioritization and opportunity for innovation.

A common theme was supporting workforce development, such as through educating students while in secondary and post-secondary and supporting diversity within workplaces. Developing inclusive workspaces also includes supporting diverse employees and Indigenous labour practices.

A significant theme was identified on supporting fulfilling the basic need of a living wage, reducing poverty, and food security, through labour laws, government programs, and funding opportunities.

Work-life balance was also consistently mentioned, such as changing work habits, reducing working hours, focusing on mental and physical wellbeing, and family. Equitable access to childcare was identified as supporting families entering the work force. This will impact worker retention in companies and provide equitable opportunities.

A sustainable work economy was also an important theme. The participants mentioned electric cars for travel and working from home to reduce traffic. Green economy was mentioned to encourage sustainable business practices. The green economy is also a way to create new workforce development opportunities for a sustainable economy.

<input type="checkbox"/> PRIORITY ISSUE: Affordable Housing	
Keywords	Common Themes
<ul style="list-style-type: none">● Ending homelessness● Suitable housing choice● Intergenerational living● Cultural values● Belonging / Inclusion● Indigenous lens● Community engagement● Investment● Private funds	<ul style="list-style-type: none">● Equitable and suitable housing for all● Community and culture● Collaboration● Private Investments● Right to Information● Wholistic approach, not just bricks and mortar

Affordable housing/homelessness was also a recurring topic of interest, with four groups taking it up as their priority issue.

An evident theme was ending homelessness by providing suitable and affordable housing for everyone, based on their needs, affordability, and cultural values. It was recognized that housing is more than bricks and mortar; it provides a fundamental support for people and should be approached holistically.

Other value and cultural keywords were used, such as belonging/inclusion, supporting through an Indigenous-values lens, and community-based. Intergenerational living was also identified, not as a need based on affordability, but as a community value in generations learning and supporting each other.

PRIORITY ISSUE: Aging population

Keywords

- Intergenerational living
- Senior adults' education
- Creating infrastructure
- Government/public funding
- Youth

Common Themes

- Senior care/ age acceptance
- Senior inclusive infrastructure
- Future generation

Aging population was identified by two groups. A clear theme was supporting intergenerational values, recognizing that generations can support and learn from each other. Senior care and age acceptance was a theme of intergenerational living wherein families become empathetic to seniors at home and view them as a glue for the community. The participants suggested sustainable living be taught to younger generations through community living and nature-driven lifestyles.

One of the themes emerging from conversations around the topic was senior inclusive infrastructure. The groups talked about education for seniors that uses circular mentorship and courses directed to extended learning.

Overall, the workshop participant's outlook toward the aging population appears to be that of pragmatism and empathy.

Frameworks Feedback: Participants seemed to enjoy and understand this framework. Perhaps because they were asked to identify a future ideal state, they could also leverage creative ideas of how to achieve the ideal states.

2. What, So What, Now What Personal Reflection

The What, So What, Now What (Appendix E) is a personal reflection framework that encourages participants to pause and reflect on the discussions they are having during the workshop. While it is easy for participants to immerse themselves in the frameworks, it's also valuable to pause and reflect on the 'What, So What, Now What' questions, to acknowledge the opportunity for deeper and more thoughtful insights.

To the first question, "What", respondents were interested in partnerships and innovations. They wanted to explore social innovation and experiment with "unexpected partnerships" or "strange partnerships". Comments also referenced the lack of knowledge-making groups in the region, and that connecting to Indigenous teachings is fundamental to the future of healthy communities.

The second question "So what", asks participants to think about patterns that are emerging and if any thoughts are connecting. Partnerships was the dominant theme here again, with one respondent commenting that "partnership can change outcomes," and another that, "different groups are very capable of working together", both clearly pointing to the positive impacts of partnerships.

A respondent also mentioned, "The Rural Innovative Lab would be very helpful to this region and need more intention towards sharing/ re-use of research/ knowledge/ tools."

Only two participants responded to the last question, "Now what?", both continuing the theme of partnerships. One of the respondents said that "Re-think ways of working to be more "open"/ shareable," and another said, "look for ways to work with different groups/actors you may have not anticipated a partnership".

3. Community Participatory Workshop Evaluation Form

Most of the participants strongly agreed that they were able to explore new ideas and collaborate effectively. The participants recognized the potential of novel partnerships and the importance of collaboration across a broad range of disciplines. They felt that the facilitators made the sessions fun and engaging and leveraged their expertise by easing the participants through the exercises.

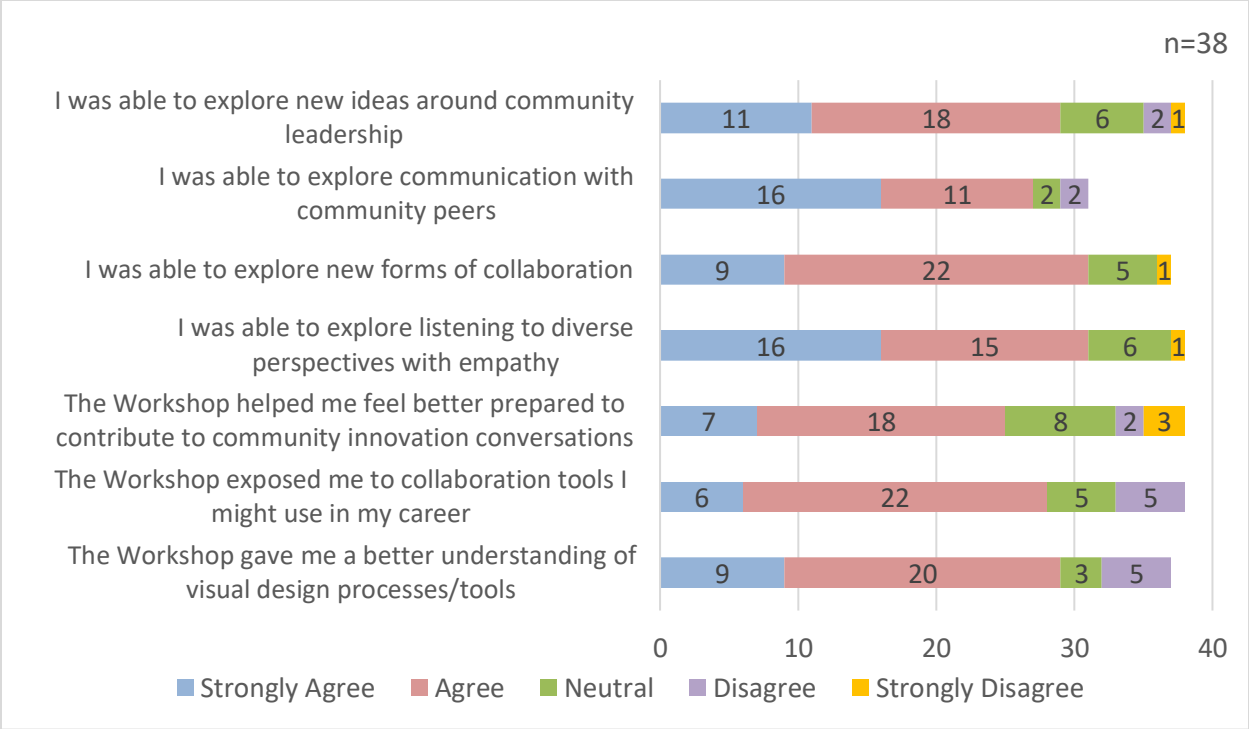


Figure 3 Feedback about the Community Participatory Workshop

However, their point of contention was their difficulty in understanding the exercise instructions clearly. The visual design of the frameworks was not intuitive enough to garner an absolute understanding of the exercise and desired outcomes. A good number of participants found the frameworks to be broad in nature, in their words, looking too far into the future made it difficult to propose concrete steps due to the existence of several variables.

Overall, the workshop was satisfactory and raised curiosity about ways to incorporate these frameworks in their work. The majority of participants (thirty out of thirty-eight) were either very satisfied or satisfied (Figure 4) and twenty-two participants would absolutely or probably connect with the Centre for Changemaking and Social Innovation for future projects/opportunities for collaboration (Figure 5).

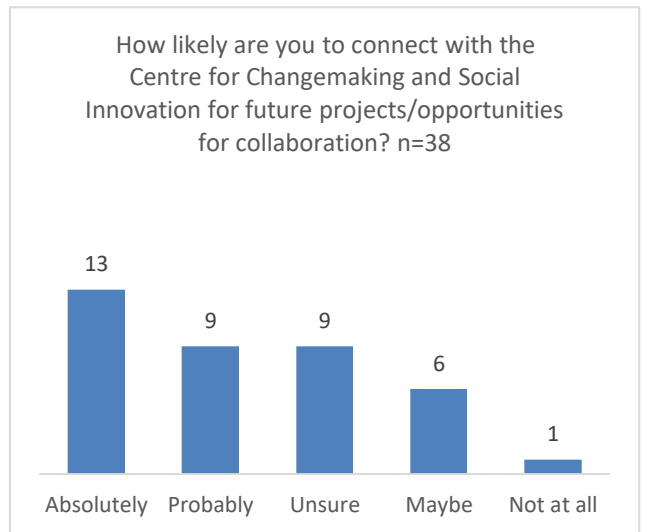
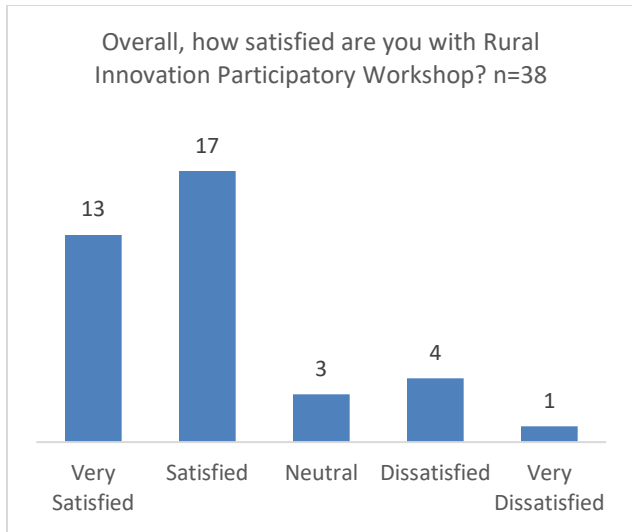


Figure 5 Overall satisfaction

While feedback about the design canvases was mostly positive, many participants indicated feeling neutral about the visual layout of the canvases. In addition, twelve participants disagreed that the design canvases were easy to learn/use. However, twenty-three participants either strongly agreed or agreed that they would participate in other workshops that used these types of design canvases (Figure 6).

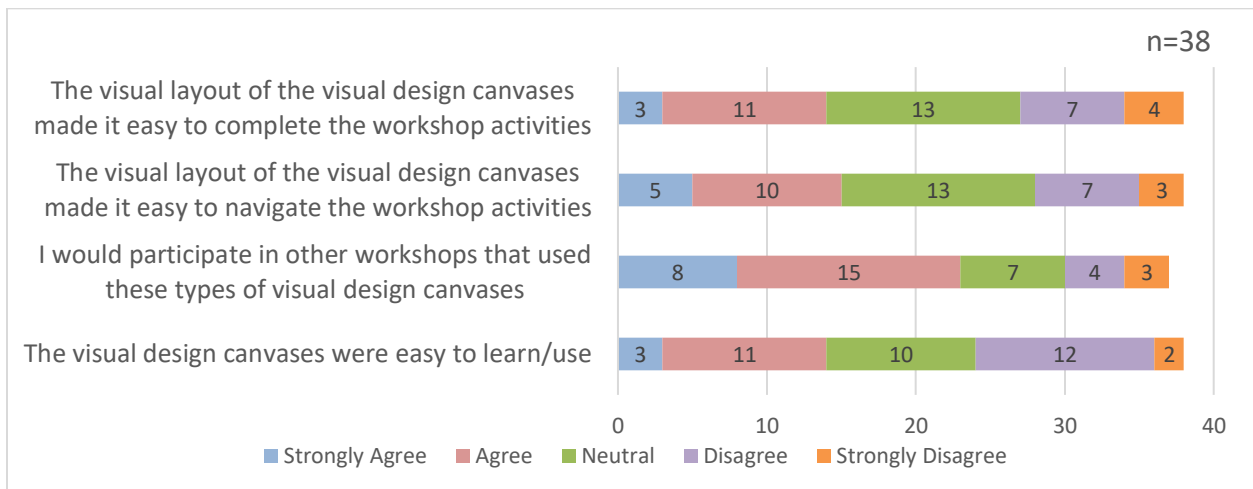


Figure 6 Feedback about the visual design canvases

Through the course of the workshop, the facilitators noted down the live reactions of the participants and their approach in general towards the tools provided. The notable insights are as follows:

- The absence of examples of using the frameworks posed certain roadblocks for the participants. These frameworks were new to most people who are also untrained in systems and futures thinking. Providing valid examples that teach and not bias the participants' approach is needed for the successful utilization of these tools.
- The second part of the workshop, which included forming uncommon clusters and envisioning future states, posed certain challenges, again related to clearer and more simple instructions. The disconnect between these two activities meant that the future states were being populated without utilizing the uncommon collaborations.
- Participants were eager to share their experiences. The facilitators concluded that sharing could be an integral part of this entire workshop since it encourages people to speak about the outcomes of their workshop journey and help critique the frameworks/tools.
- Lastly, these frameworks can also be used as means to connect with Indigenous knowledge, culture, and teachings to address the colonial value system.

5. Limitations/Challenges

a. Participant bias

An inherent limitation of the frameworks is that the information provided by participants is skewed towards their own interactions with other community actors and initiatives. Although this subjective information is valuable in determining community strengths and opportunities, it also risks gaps based on actors who weren't present for the workshop (such as the noted gap in private entities). This limitation could be lessened by inviting broader participation.

b. Time allocated for the workshop

The workshop was naturally constrained by time scheduled. Although it ran for a total of 2.5 hours, the tools, facilitation, and conversations needed more time to be completely absorbed by the participants. In the feedback, they mentioned wanting to extend the workshop to their professional spaces or have another session.

c. Knowledge of foresight and futures frameworks

The tools used during the community participatory workshop, specifically the systems, foresight, and futures-thinking frameworks, were new to many of the participants. Systems and foresight design tools can often be complex to understand, especially for first-time users. An opportunity for future workshops would be to better support participants who are newer to using the tools.

6. Conclusion and Next Steps

The Grey-Bruce community has significant strengths and committed actors that contribute to a vibrant community. Notable strengths from the individual interviews were: social capital; quality of rural living; local arts and culture: access to basic infrastructure, services, and suppliers; connection to the natural environment; and opportunities for entrepreneurship and innovation.

From the community participatory workshop, most recurring actors are either community-based organizations (CBOs) or school boards/educational institutes, followed by government institutions, health-based organizations, and organizations related to the natural environment. Several specific groups were mentioned, such as Indigenous, child/youth, and immigrants. Most actors in the map were placed in the quadrants that *Influence Government and Policy* and *Apply Knowledge*.

Strengths identified from analyzing both the individual interviews and the community maps are the significant social capital, the number of actors/organizations working collaboratively across sectors, and the opportunities for innovation.

The two areas of finance and developing knowledge were identified in both the individual interviews and community maps as areas with fewer actors, which can be reframed as areas of opportunity. Another area of opportunity is to engage with private organizations.

One of the challenges for workshop participants was to identify uncommon actors, or organizations who do not traditionally work together. However, it is unclear whether this was due to unsatisfactory instructions, mental models of uncommon actors coming together, or the challenge of identifying actors who aren't already working together.

The priority community issues as opportunities for innovation that were identified from the community maps and clustering uncommon actors exercises were: labour shortages; affordable housing and homelessness; and aging population.

Several common themes were identified in addressing these community issues, which are also reflected in the findings of the individual interviews. One of the strengths in the community is the strong social capital; strategies to address the issues of labour shortages, affordable housing/homelessness and an aging population were to support the community's social capital by focusing on values-based areas, such as living wages, reducing poverty, increasing food security, wholistic housing options, and inter-generational living.

The strong connection to the natural environment is reflected in supporting a sustainable and green economy, and by encouraging inter-general living that supports older adults teaching younger generations about sustainable living and nature-driven lifestyles.

The opportunities for innovation are evident in the creative ideas that groups identified as addressing their respective community issues.

Summary of Frameworks Feedback

Identifying the recurring actors on the community maps seemed to be well-understood by participants, although in some instances actors seemed to be colour-coded (i.e., categorized by sector) incorrectly. Coming up with clusters of uncommon actors seemed to be the most challenging exercise for participants. Participants seemed to really enjoy the ideal future's thinking exercise, by coming up with future headlines and strategies of how to ideate around this ideal state.

Strategies to support participants in using the frameworks include more detailed instructions with unbiased examples. Another opportunity is to more deeply understand the challenges that participants had with identifying clusters of uncommon actors.

Next Steps

The findings in this community report will support the larger research study, Reframing Rural Innovation, funded by the Social Sciences and Humanities Research Council. In follow up to the eighteen individual interviews and community participatory workshop, a second community participatory workshop will be facilitated in early 2023. The scope will include a summary of findings to date, revised frameworks, and further discussion of opportunities for innovation in the Grey-Bruce community.

7. Appendices

A. 2022 Healthy Communities Conference Flyer and Agenda



The United Nation's 17 Sustainable Development Goals (SDGs) are an urgent call for action by all countries – developed and developing – in a global partnership. Many of the goals focus on social aspects of sustainable development.

[THE 17 GOALS | Sustainable Development \(un.org\)](#)

During the Conference, participants will focus on the social aspects of sustainability and discuss:

- What is a sustainable community?
- How does your organization contribute?
- What have we learned?
- How do we move forward?



Healthy Communities Conference

Fostering Sustainable Communities in Grey-Bruce

September 28, 2022
8:45 AM to 4:00 PM
Registration begins at 8:15 AM

Bayshore Community Centre
1900 3rd Avenue East
Owen Sound ON N4K 2M6

Cost: \$50.00 + TAX

[Click for More Information or to Register](#)

2022 Healthy Communities Conference

Agenda

Fostering Sustainable Communities in Grey-Bruce

The conference planning committee wishes to express that this is a safe and welcome space for all. As COVID lingers, we wish to inform you that thoughtful consideration has been given to infection prevention and control. Social distancing will be in place and masks will be available and encouraged. With the ever-changing nature of the Pandemic, we will communicate should we need to make a shift to virtual.

8:15 AM – 8:45 AM

REGISTRATION AND BREAKFAST

Catering by Fresh Roots

9:00 AM – 10:00 AM

OPENING KEYNOTE

Leith Deacon, Associate Professor | Rural Studies Program Coordinator
School of Environmental Design & Rural Development.

The COVID-19 pandemic continues to cause unprecedented challenges around the globe (e.g., business closures, employment disruption, loss of revenue, and inability to maintain critical service delivery). Across small and rural communities, these challenges have been exacerbated by isolation and, in many cases, systemic neglect. Concurrently, 'rural co-morbidities' such as lower rates of self-reported health, lower rates of physical activity, higher rates of obesity, and smoking complicate the design and implementation of effective policy and/or response plans. This presentation will provide an overview of how the pandemic has been experienced by residents from small and rural communities across Ontario, specifically highlighting the impact on their mental health. Data collected from a quantitative survey (N = 25,000) in the Fall of 2021, illustrate that the pandemic has not been experienced equally across and within communities and that current response plans do not consider the contextual realities of rural and small communities. Legislators must work to 'rural-proof' policy and programs to ensure that they are inclusive and are reflective of the realities that residents experience, including those from rural and small communities.

10:00 AM – 10:15 AM

MORNING NUTRITION BREAK WITH REFRESHMENTS

10:15 AM – 11:50 AM

PLENARY SESSION

Rural Innovation Futures

Nicole Norris and Irena Pozgaj-Jones

[Centre for Changemaking and Social Innovation, Georgian College](#)

This session will support individuals and organizations in building flourishing communities and economies. Georgian is the first college in Canada designated a changemaker college by AshokaU.

Nicole and Irena will explore case studies of their work, will share learning from a recent research project on rural innovation in Grey County, will illustrate how the UN Sustainable Development Goals align with Georgian's work, and engage participants in tools that empower changemaking.

Agenda Continued

11:50 AM – 12:00 PM

MORNING WRAP UP & INTRO TO AFTERNOON SESSIONS

12:00 PM – 1:00 PM

LUNCH

1:00 PM – 2:00 PM

BREAKOUT SESSIONS

1. Supportive Outreach Service (SOS) – An example of Public Health Approach of Community Delivered Model
Infection Prevention and Control (IPAC) Hub – A Public Health Experience in IPAC Leadership
Moderator: Dr. Rim Zayed, Grey Bruce Health Unit
2. Extension of the Keynote; Bring your Questions & Take a Deeper Dive – This session will focus on the need to ensure that locally-collected data drive policy decisions
Moderator: Leith Deacon, School of Environmental Design and Rural Development
3. Community Governance – Why is Community Governance Essential to Sustainable Healthcare? An informative and thoughtful discussion
Moderator: South East Grey Community Health Centre

2:00 PM – 2:15 PM

AFTERNOON NUTRITION BREAK WITH REFRESHMENTS

2:15 PM – 3:45 PM

PARTICIPATORY SESSION / INTERACTIVE

Nicole Norris and Irena Pozgaj-Jones

[Centre for Changemaking and Social Innovation, Georgian College](#)

Georgian College, in partnership with OCADU and Selkirk College, conducted a rural innovation study across Grey County in the spring 2022. The study's goal is to make explicit the potential for our diverse networks to facilitate rural innovation and contribute to provincial and national innovation conversations.

Explore together how this data helps us understand how to work better together to create flourishing futures in Bruce and Grey Counties.

3:45 PM – 4:00 PM

SUMMARY & WRAP-UP

4:00 PM

CONFERENCE CONCLUDES

Throughout the conference there will be education materials and opportunities for knowledge exchange.

B. Systemic Design Framework: Community Map

Community Map

Completed during 10:15am Plenary at Tables

Organization or Institution Representing that developed this map:

GOAL:

Step 1 - Discuss and identify the key actors/agents (organizations, groups, individuals, human and non-human) across your community

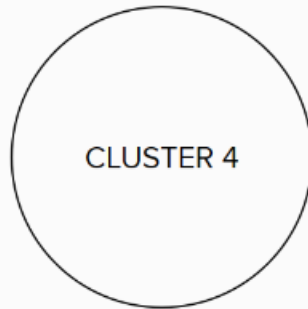
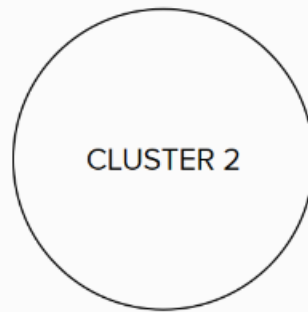
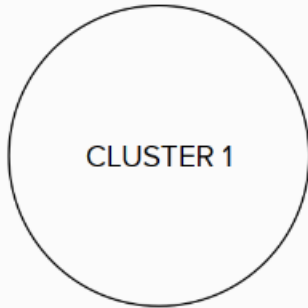
Step 2 - Have participants locate these actors/agents within their respective ecological system in the community and then place in relationship to community influence vs. community knowledge.

- Education
- Culture or Social Group
- GOVT
- Private
- Non-Profit
- Social Enterprise / Cooperative
- Other

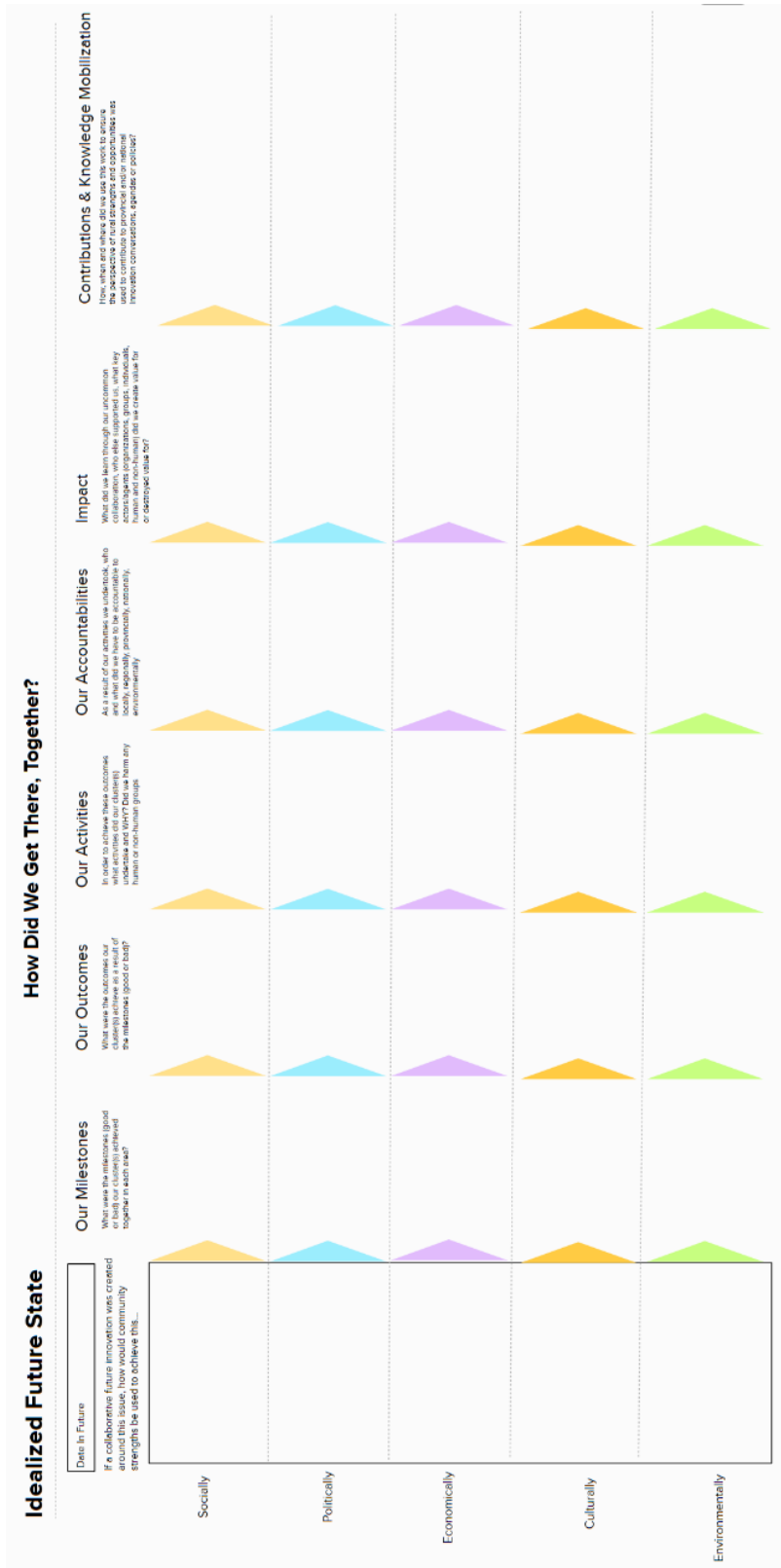


C. Systemic Design Framework: Specialized Collaboration

Select individual actors and cluster them into uncommon or counter-intuitive collaborations that might be able to innovate around this issue?



D. Systemic Design Framework: Idealized Future States



E. What, So What, Now What

What, So What, Now What: Personal Reflection Journal

September 28, 2022

What? What are you noticing, what facts or observations are standing out?	So What? What patterns are emerging? What reflections or connections are you making?	Now What? What actions make sense? What are some next steps you can take?

F. Evaluation form

Pg 1 of 2

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Georgian College Rural Innovation Community Participatory Workshop Evaluation

To what extent do you agree or disagree with the following statements about:

The Rural Innovation Participatory Workshop...	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly Disagree	n/a
1. The Community Participatory Workshop gave me a better understanding of visual design processes/tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Community Participatory Workshop exposed me to collaboration tools I might use in my career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Community Participatory Workshop helped me feel better prepared to contribute to community innovation conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I was able to explore listening to diverse perspectives with empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I was able to explore new forms of collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was able to explore communication with community peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I was able to explore new ideas around community leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitators...						
8. Overall, the facilitators made the plenary and workshop sessions interesting and fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Overall, the facilitators were knowledgeable on the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall, facilitators gave clear instructions and explained things well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The visual design canvases...						
11. The visual design canvases were easy to learn/use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would participate in other workshops that used these types of visual design canvases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The visual layout of the visual design canvases made it easy to navigate the workshop activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The visual layout of the visual design canvases made it easy to complete the workshop activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Healthy Communities Conference September 28, 2022

Georgian College Rural Innovation Community Participatory Workshop Evaluation

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Overall, how satisfied are you with Rural Innovation Participatory Workshop? | 5
Very Satisfied | 4
Satisfied | 3
Neither | 2
Dissatisfied | 1
Very Dissatisfied |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. How likely are you to connect with the Centre for Changemaking and Social Innovation for future projects/opportunities for collaboration? | 5
Absolutely | 4
Probably | 3
Unsure | 2
Maybe | 1
Not at all |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. What was your biggest inspiration or learning moment?

18. Do you have any suggestions on improving the Rural Innovation Participatory Workshop?

19. Is there anything else you would like to add?