

Supporting 2S/LGBTQ+ Nova Scotians Experiencing Food Insecurity

This qualitative study was designed to explore the barriers to finding and accessing food support services for 2S/LGBTQ+ Nova Scotians living with food insecurity. The research team from Mount Saint Vincent University (MSVU), led by Assistant Professor in Applied Human Nutrition, Dr. Philip Joy, in partnership with Feed Nova Scotia sought to understand in greater depth, these barriers to access, as well as how to create safe, accessible, and structurally competent resources for polymarginalised populations.



KEY BARRIERS

Key factors participants reported as barriers to successful access of food support services included:

- inflation**
- housing costs**
- prescription medications costs**
- fear of discrimination by food bank staff and volunteers**
- accessibility of food support services**
- quality of foods offered by food support services**
- lack of appropriate space in which to store and prepare food**

RECOMMENDATIONS From Community

1

Ensure consistent training on 2S/LGBTQ+, minority, and polymarginalised communities is provided to and completed by all frontline volunteers and employees, and services are consistently delivered in a way that fosters the comfort, dignity, and security of everyone.

2

Implement consistent, policy supported monitoring procedures for the collection of service users' demographic information.

3

Ensure that there is transparency for service users regarding who has access to their demographic information and for what purposes it is collected, accessed, and used.

4

Engage collaboratively with 2S/LGBTQ+ communities to develop explicitly queer-friendly food support services and locations.

5

Strive to expand food bank hours and to make locations as accessible, welcoming, and secular as possible.

6

Publicly and explicitly advocate for increased government action to control the costs of housing, prescription medication, and accessible transportation and to support Nova Scotians to access those services.