

Full Report



Inner North West
PRIMARY CARE PARTNERSHIP

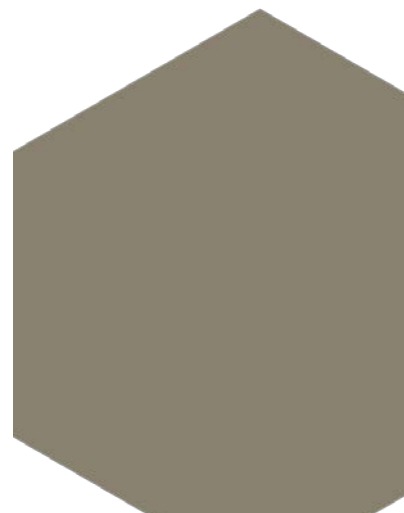
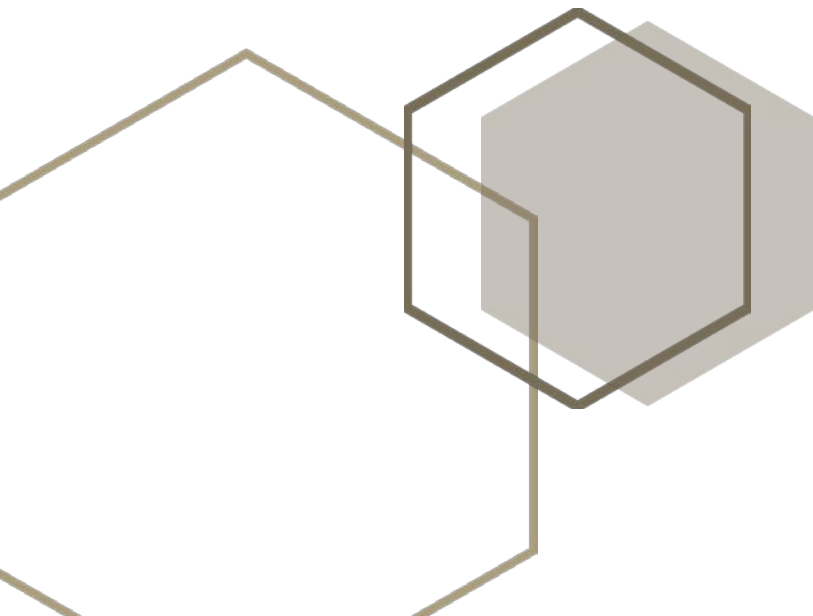
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Inner North West Primary Care Partnership Social Inclusion Measurement Project

Full Report

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Inner North West Primary Care Partnership Social Inclusion Measurement Project

Final Report

Project Background

Social inclusion is one of two prevention priorities for the Inner North West Primary Care Partnership (INW PCP). In 2018, the INW PCP, together with HealthWest Partnership undertook a series of planning activities to identify opportunities for partner agencies across the two catchments to collaborate on social inclusion work.

Partners identified monitoring and evaluation of social inclusion projects as a key priority, including the need to identify and implement shared indicators to monitor and evaluate social inclusion work across the two catchments.

Trezona Consulting Group was commissioned by the INW PCP to undertake the Social Inclusion Measurement Project between January and June 2019.

Project Aim

The aim of this project was to co-design a set of core indicators and measures for monitoring and evaluating social inclusion practice by INW PCP and HealthWest partner agencies.

Project objectives

The objectives of this project were to:

1. Identify the social inclusion indicators and measures currently being utilised by partner agencies.
2. Identify critical gaps in the social inclusion indicators and measures currently being utilised by partner agencies.
3. Based on available evidence, identify and agree on the social inclusion indicators to be collected by the INW PCP and HealthWest Partnership.

What is social inclusion?



Social inclusion means people have the resources, opportunities and capabilities they need to:

- **Learn** (participate in education and training)
- **Work** (participate in employment, unpaid or voluntary work including family and carer responsibilities)
- **Engage** (connect with people, use local services and participate in local, cultural, civic and recreational activities)
- **Have a voice** (influence decisions that affect them)

Source: DPC 2012

Purpose of this report

The purpose of this report is to: i) present a brief summary of the literature on key social inclusion concepts and definitions, as well as existing datasets and approaches to monitoring and evaluating social inclusion/exclusion; ii) describe the project methods, including the consultation, planning and decision-making processes undertaken to co-design the social inclusion framework and identify shared indicators; and iii) present the social inclusion framework, the priority indicators and tools to be used for collective data collection, and recommendations for implementing the framework and indicators across the Inner North West PCP and HealthWest Partnership catchments.

The report is divided into the following sections:

1. Social inclusion and related concepts
2. Measuring social inclusion and related concepts
3. Co-designing the social inclusion framework and indicators
4. The Social Inclusion Framework
5. The social inclusion indicators
6. Data collection tools
7. Recommendations

1. Social inclusion and related concepts

Social inclusion is a multidimensional concept that has been defined and applied in various ways, but broadly relates to equality, human rights, diversity, civic participation and social justice. The term is often used interchangeably with other concepts such as social capital, cultural capital, social cohesion, social integration and social connection (Cordier et al. 2017; Levitas et al. 2007; Popay et al. 2008). The multi-dimensional nature of social inclusion and its intersection with other concepts make it an appealing concept for policy makers, as it can be adapted to fit a range of policy agendas. The histories, cultures, institutions and political contexts in which social inclusion is applied inevitably influences not only the approaches that are adopted, but also the ways in which it is measured. This section presents key definitions of social inclusion and related concepts.

Social Inclusion

There is no universal definition of social inclusion, however most share the core elements of access to opportunities and resources, and participation across economic, social, cultural and political dimensions of society (Table 1.1). A definition commonly used in the Australian context is the one proposed in the former Australian Government's National Statement on Social Inclusion (DPC 2012). It states that social inclusion means people have the resources, opportunities and capabilities they need to:

- **Learn** (participate in education and training)
- **Work** (participate in employment, unpaid or voluntary work including family and carer responsibilities)
- **Engage** (connect with people, use local services and participate in local, cultural, civic and recreational activities)
- **Have a voice** (influence decisions that affect them)

The United Nations has adopted a similar definition as part of its Sustainable Development Goals (SDGs) agenda. However, they emphasise the need to ensure inclusion for those most vulnerable to marginalisation. They define social inclusion as “the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights” (United Nations 2016).

Table 1.1: Definitions of social inclusion

Source	Definition
Canadian Senate Standing Committee on Social Affairs, Science and Technology (2013)	"The situation in which individuals or communities (both physical and demographic) are fully involved in the society in which they reside, including the economic, social, cultural and political dimensions of that society"
European Union (2018)	"The process of individual's self-realisation within a society, acceptance and recognition of one's potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community"
Wilks and Wilson (2010)	"Having access to the social and economic resources that are necessary for personal growth, well-being, health and functionality"
Giambona & Vassallo (2014)	"A process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live"

Social exclusion

The concept of social exclusion relates to the structural and involuntary exclusion of individuals, groups and neighbourhoods from political, economic and societal processes, resulting in systemic deprivation and disadvantage (United Nations 2010). Social exclusion is largely the consequence of poverty and low incomes, but also involves factors such as low educational attainment, limited capabilities, depleted living environments and discrimination (United Nations 2016; Pierson cited in DEEWR 2009).

Social exclusion is a relational process in which participation, solidarity and access to resources, opportunities and justice decline (Silver and Miller, 2002). According to the World Health Organization (WHO), social exclusion results from "dynamic, multi-dimensional processes driven by unequal power relationships... which produce an inclusion/exclusion continuum characterised by unequal access to resources, capabilities and rights, ultimately leading to health inequalities (World Health Organization 2019).

The processes that lead to social exclusion involve complex interactions between economic, political, social and cultural factors (United Nations 2016, Clancy et al. 2016). Through these processes people are cut off from institutions and services, social networks and developmental opportunities that the majority of society enjoys (Pierson cited DEEWR 2009). Key dimensions of social exclusion include:



- *Exclusion from civil society* – marginalisation through legal sanctions, institutional mechanisms or systemic discrimination
- *Exclusion from social goods* - failure to provide for basic needs such as housing, language services and sanctions to deter discrimination
- *Exclusion from social production* - denial of opportunities to contribute to and actively participate in society
- *Economic exclusion* - lack of or unequal access to typical forms of employment or income

(Health Canada cited in DEEWR 2009)

A number of definitions of social exclusion have been developed, most of which focus on the denial of resources, opportunities and human rights (Table 1.2).

Table 1.2: Definitions of social exclusion

Source	Definition
European Union (2018)	“Social exclusion is a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competencies and life long learning opportunities, or as a result of discrimination”.
DEEWR (2009)	“Social exclusion is a process that deprives individuals and families, groups and neighbourhoods, of the resources required for a economic and political activity of society as a whole”.
Swedish Ministry of Health and Social Affairs (2006)	“Social exclusion occurs in part through people not gaining access to key parts of social life such as the labour market, culture, leisure activities, social relations, politics and housing; and in part through a process in which people are gradually attached, as a result of a social problem, to several other subsequent problems”.
Levitas et al. (2007)	“Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole”.

The terms social inclusion and social exclusion are commonly used interchangeably with concepts such as social capital, social cohesion, and social connectedness, including in the Australian context. A brief description of these concepts is provided below.

Social capital

While there are various definitions of social capital, they generally describe social relationships and the benefits derived from them. The Organization of Economic Co-operation and Development (OECD) describes social capital in terms of the “networks, norms, values, and understandings that facilitate co-operation within or among groups” (OECD 2001). Others define it in terms of the trustworthiness and reciprocity situated within social networks, which enables communities to collectively resolve the problems and achieve the goals they have in common (Magson et al. 2004). Chen et al. define social capital as the broad network of connections that an individual accumulates in life that possess four fundamental characteristics: durability, trustworthiness, resource-rich and reciprocity (Chen et al. 2014).

Social capital is generally described in terms of three forms of capital: i) bonding capital - the social ties and networks within homogeneous groups in a community; ii) bridging capital - connections and ties across diverse, heterogeneous social groups; and iii) linking capital – relations across power hierarchies that enable access to resources and opportunities from formal institutions beyond a person’s immediate social group (Magson et al. 2004; Chen et al. 2014).

Social Cohesion

Social cohesion is closely related to the concept of social capital. The World Bank describes social cohesion as “the internal social and cultural coherence of society, the norms and values that govern interactions among people, and the institutions in which they are embedded” (Grootaert 1998). The Australian Human Rights Commission (AHRC) defines a socially cohesive society as one which “works towards the wellbeing of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust and offers its members the opportunity of upward mobility” (AHRC 2015). Promoting social cohesion relies on economic and social equity, peace, security, inclusion and access (CDJ 1997).

Social connectedness

The concept of social connectedness has elements in common with both social capital and cohesion. It refers to the relationships people have with others, including partners, family, friends, colleagues, neighbours and other peers (i.e. school). Within the concept of social connectedness, relationships are integral to people’s sense of belonging and identity, and also determine the social support people have available to them in times of need. Social connectedness also relates to the way people come together to achieve shared goals for the benefit of society as a whole (New Zealand Ministry of Social Development 2005).

It is important to note that while these concepts are often used interchangeably, they are in fact distinct concepts. For example, social cohesion, that being the degree of integration or coherence within a society will not necessarily result from reduced social exclusion, just as inclusion may not increase the extent to which people are able to live in harmony. Likewise, social inclusion is not the same as social integration and increasing social capital will not necessarily reduce exclusion (United Nations 2010). There are obvious synergies between these concepts, but rather than simply conflating the terms it is necessary to examine their respective meanings carefully. This is particularly important when developing measures of social inclusion/exclusion.

2. Measuring social inclusion/exclusion and related concepts

Measuring and monitoring social inclusion is a complex task, given the multidimensional and context-dependent nature of the concept. It is further complicated by the fact that exclusion can occur across social, economic, political, civic and geographic spheres, but not all forms of exclusion are experienced at all times and the relative importance of each domain varies according to the people impacted and the context in which they live (United Nations 2016). For this reason, effective measurement of social inclusion requires the use of indicators and measures that span a broad range of social inclusion/exclusion domains. These should include measures on participation, access to resources, access to opportunities, experience of discrimination, and inclusion in civic and political life (United Nations 2010; Levitas et al. 2007). Frameworks and datasets will generally be made up of various data sources (i.e. national surveys) and include measures that examine both outcomes and drivers of social inclusion/exclusion. This section presents a summary of the conceptual domains (frameworks) and datasets currently used to measure social inclusion/social exclusion at a national level in Australia, followed by some international examples.

Three key frameworks and datasets have been developed to measure social inclusion in Australia: i) The Social Inclusion Compendium, ii) The Social Cohesion Index, and iii) The Social Exclusion Monitor.

Compendium of Social Inclusion Indicators

The Compendium of Social Inclusion Indicators was developed by the Social Inclusion Board to guide monitoring and reporting against the former Australian Government's social inclusion agenda (DPC 2009a). The Compendium is an index of the available national datasets used to routinely collect population data in Australia. The domains and indicators of the Compendium are shown in Table 2.1.

Table 2.1: Domains and Indicators of the Compendium of Social Inclusion

Domain	Indicators
Poverty and low income	<ul style="list-style-type: none"> • The at-risk poverty rate • Degree of deficient income • Income distribution • Income inequality • Persistent risk of poverty • Income of people over 65 as ratio of income of people under 65 • Housing affordability
Lack of access to the job market	<ul style="list-style-type: none"> • Participation in the labour market • Employment rates • Employment of older workers • Long term unemployment • Persons living in jobless households • People with mild or moderate disability who are working • Regional disparity in employment rates
Limited social supports and networks	<ul style="list-style-type: none"> • Assistance given and received • Influencing decision makers
The effect of the local neighbourhood	<ul style="list-style-type: none"> • Fear and actual experience of violence • Neighbouring, community involvement and communal relations
Exclusion from services	<ul style="list-style-type: none"> • Early school leavers not in education or training • Adults with low educational attainment • Adult literacy • Academic progress of Year 3 and Year 7 students • Access to internet and information technology • Access to services • Teenage mothers

(Source: DPC 2009a)

The Social Cohesion Index

The Scanlon Foundation in Partnership with Monash University developed the Social Cohesion Index for use in the National Scanlon Mapping Social Cohesion Survey, which is conducted annually to measure social cohesion in Australia (Scanlon Foundation and Monash University 2018). The domains and indicators of the Index are shown in Table 2.2.

Table 2.2: Domains and Indicators of the Social Cohesion Index

Domain	Indicators
Sense of belonging	<ul style="list-style-type: none"> • Sense of belonging • Sense of pride in the Australian way of life • Importance of maintaining the Australian way of life and culture
Sense of worth	<ul style="list-style-type: none"> • Satisfaction with current financial situation • Happiness over the past 12 months
Participation (Political)	<ul style="list-style-type: none"> • Voted in an election • Signed a petition • Written or spoken to a member of parliament • Joined a boycott of a product or company • Attended a protest, march or demonstration
Social Justice and equity	<ul style="list-style-type: none"> • Australia is a land of economic opportunity • In Australia today, the gap between those with high incomes and those with low incomes is too large • People living on low incomes in Australia receive enough financial support from the government • Trust in government 'to do the right thing for the Australian people'
Acceptance and rejection legitimacy	<ul style="list-style-type: none"> • Reported experience of discrimination on the basis of 'skin colour, ethnic origin or religion' • Sense of pessimism about the future • Government assistance to maintain their customs and traditions • Accepting immigrants from many different countries makes Australia stronger

(Source: Scanlon Foundation and Monash University 2018)

Social Exclusion Monitor

The Social Exclusion Monitor was developed by Brotherhood of St Laurence in Partnership with the Melbourne Institute of Applied Economic and Social Research (University of Melbourne) to guide a multidimensional approach to measuring and monitoring the extent of poverty and social exclusion in Australia (Scutella et al. 2009). The domains and indicators of the Monitor are shown in Table 2.3.

Table 2.3: Domains and Indicators of the Social Exclusion Monitor

Domain	Indicators
Material resources	<ul style="list-style-type: none"> • Income less than 60% of median income • Household net worth less than 60% of median household net worth • Consumption expenditure less than 60% of median consumption expenditure • Three or more indicators of financial stress
Employment	<ul style="list-style-type: none"> • Long -term unemployed • Unemployed • Unemployed or marginally attached • Unemployed, marginally attached or underemployed • In a jobless household
Education and skills	<ul style="list-style-type: none"> • Low literacy • Low numeracy • Poor English proficiency • Low level of formal education • Little or no work experience
Health and disability	<ul style="list-style-type: none"> • Poor general health • Poor physical health • Poor mental health • Has a long term health condition or disability • Household has a disabled child
Social	<ul style="list-style-type: none"> • Little social support • Get together with friends/relatives less than once a month
Community	<ul style="list-style-type: none"> • Low neighbourhood quality • Reported satisfaction with 'the neighbourhood in which you live low • Reported satisfaction with 'feeling part of local community' low • Not currently a member of a sporting, hobby or community-based club or association • No voluntary activity in a typical week
Personal safety	<ul style="list-style-type: none"> • Victim of physical violence in the last 12 months • Victim of property crime in the last 12 months • Low level of satisfaction with 'how safe you feel'

(Source: Scutella et al. 2009)

Social inclusion/exclusion forms a key part of the social policy agenda of the European Union and the sustainable development agenda of the United Nations. This has driven the development of national level conceptual frameworks and measures of social inclusion/exclusion across many countries, which form the basis of global monitoring activities (United Nations 2010).

Given the similarities between the social, economic and political structures of Australia and the United Kingdom (UK), social inclusion frameworks and indicators developed in the UK are likely to have relevance and utility in the Australian context. As such, the domains and components the Social Capital Question Bank and the Bristol Social Exclusion Matrix (B-SEM) are presented here.

Social Capital Question Bank

The Social Capital Question Bank is a large inventory or database of the major government and non-government surveys used to measure social capital in UK (Ruston & Akinrodove 2002). It combines the questions from these surveys into one resource, according to the domains and indicators they correspond with. These are shown in Table 2.4.

Table 2.4: Domains and indicators of Social Capital Question Bank

Domain	Indicators
Participation, social engagement, commitment	<ul style="list-style-type: none"> • Participation or involvement in local groups • Perceived barriers to involvement in local groups • Level/intensity of involvement in local groups • Participation in voluntary schemes connected with work • Political activity or voting • Membership of clubs/groups e.g. RSPCA, WWF. • Taking positive action about a local issue • Participation in religious activity • Completed or received a practical favour • Provide regular service, help or care for others • Familiarity with neighbourhood
Control (agency), self-efficacy	<ul style="list-style-type: none"> • Perceived control over community affairs • Perceived control over own health • Satisfaction with amount of control over life • Perceived rights and responsibilities of citizens • Perceived influence over political decisions • Perceived satisfaction with life • Measures of psychological control or empowerment
Perception of community level structures or characteristics	<ul style="list-style-type: none"> • Satisfaction/enjoyment of living in local area • Degree to which societal-level variables are seen as relevant to health • Rating of local noise problems • Rating of cleanliness, graffiti, vandalism • Rating of area resources and services (leisure activities, rubbish collection) • Rating of health services • Rating of socio-economic inequality • Rating of education services • Perceptions of crime, safety, victimisation • Availability of good local transport • Feeling of safety in the neighbourhood • Rating of facilities for children

Social interaction, social networks, social support	<ul style="list-style-type: none"> • Proximity of friends/relatives • Contact with friends/family/neighbours: quality or frequency • Perceived barriers to contact with friends/ relatives • Has someone to rely upon outside of household • Received practical help/advice for bringing up children • Depth of socialisation networks • Depth of socialisation networks, specifically leisure • Perceived norms of social support • Social relations at work
Trust, reciprocity, social cohesion	<ul style="list-style-type: none"> • Satisfaction with level of information about local area issues • Length of residence in area/neighbourhood • Confidence in institutions and public services • Trust in other people • Perceived fairness of life, including discrimination • Confidence in political structures • Social trust • Perception of shared values, reliability

(Source: Ruston & Akinrodove 2002)

Bristol Social Exclusion Matrix (B-SEM)

The Bristol Social Exclusion Matrix is a multidimensional social exclusion framework developed by the University of Bristol. The matrix is a theory driven (as opposed to data driven) framework that incorporates all relevant domains and sub-domains identified through a review and analysis of the theoretical literature and policy based conceptual frameworks on social exclusion. The domains, sub-domains and 'topics' of the B-SEM are shown in Table 2.5. The topics represent the areas for which indicators should be developed to measure and monitor social exclusion.

Table 2.5: Domains, Sub-Domains and Topics of the Bristol Social Exclusion Matrix

Domain	Sub-Domain	Topics
1. Resources	1.1 Material/economic resources	<ul style="list-style-type: none"> • Income • Possession of necessities • Home ownership • Other assets and savings • Personal debt • Subjective poverty
	1.2 Access to public and private services	<ul style="list-style-type: none"> • Public services • Utilities • Transport • Private services • Financial services (including a bank account)
	1.3 Social resources	<ul style="list-style-type: none"> • Institutionalisation/separation from family • Social support • Frequency and quality of contact with family/friends/co-workers

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2. Participation	2.1 Economic participation	<ul style="list-style-type: none"> • Paid work • Providing unpaid care • Undertaking unpaid work • Nature of working life (i.e. occupation and status) • Quality of working life (i.e. working conditions)
	2.2 Social participation	<ul style="list-style-type: none"> • Participation in common social activities • Social roles
	2.3 Culture, education and skills	<ul style="list-style-type: none"> • Basic skills (literacy, numeracy, competence in English) • Educational attainment • Access to education (including life-long learning) • Cultural leisure activities • Internet access
	2.4 Political and civic participation	<ul style="list-style-type: none"> • Citizenship status • Enfranchisement (voted or registered/entitled to vote) • Political participation • Civic efficacy (influence decisions) • Civic participation, volunteer activity/membership
3. Quality of life	3.1 Health and wellbeing	<ul style="list-style-type: none"> • Physical health and exercise • Mental health • Disability • Life satisfaction • Personal development • Self-esteem/personal efficacy • Vulnerability to stigma • Self-harm and substance abuse
	3.2 Living environment	<ul style="list-style-type: none"> • Housing quality • Homelessness • Neighbourhood safety • Neighbourhood satisfaction • Access to open space
	3.3 Crime, harm and criminalisation	<ul style="list-style-type: none"> • Objective safety/victimisation (actual abuse/harm) • Subjective safety (fear) • Exposure to bullying and harassment • Discrimination • Criminal record • Imprisonment

(Source: Levitas et al. 2007)

This section has so far presented the domains and indicators to measure social inclusion at the population level, using used national surveys and datasets. However, several instruments and questionnaires have been developed to measure social inclusion/exclusion and related concepts at an individual level.

In a recent systematic review, Cordier et al. (2017) reviewed 25 instruments used to measure social inclusion and its related concepts globally (i.e. social capital, social cohesion and social connectedness). Based on the findings of the review, the authors encourage the development of indicators that cover a broad range of the domains and sub-domains shown in Table 2.6.

Table 2.6: Cordier et al. Domains and sub-domains of social inclusion

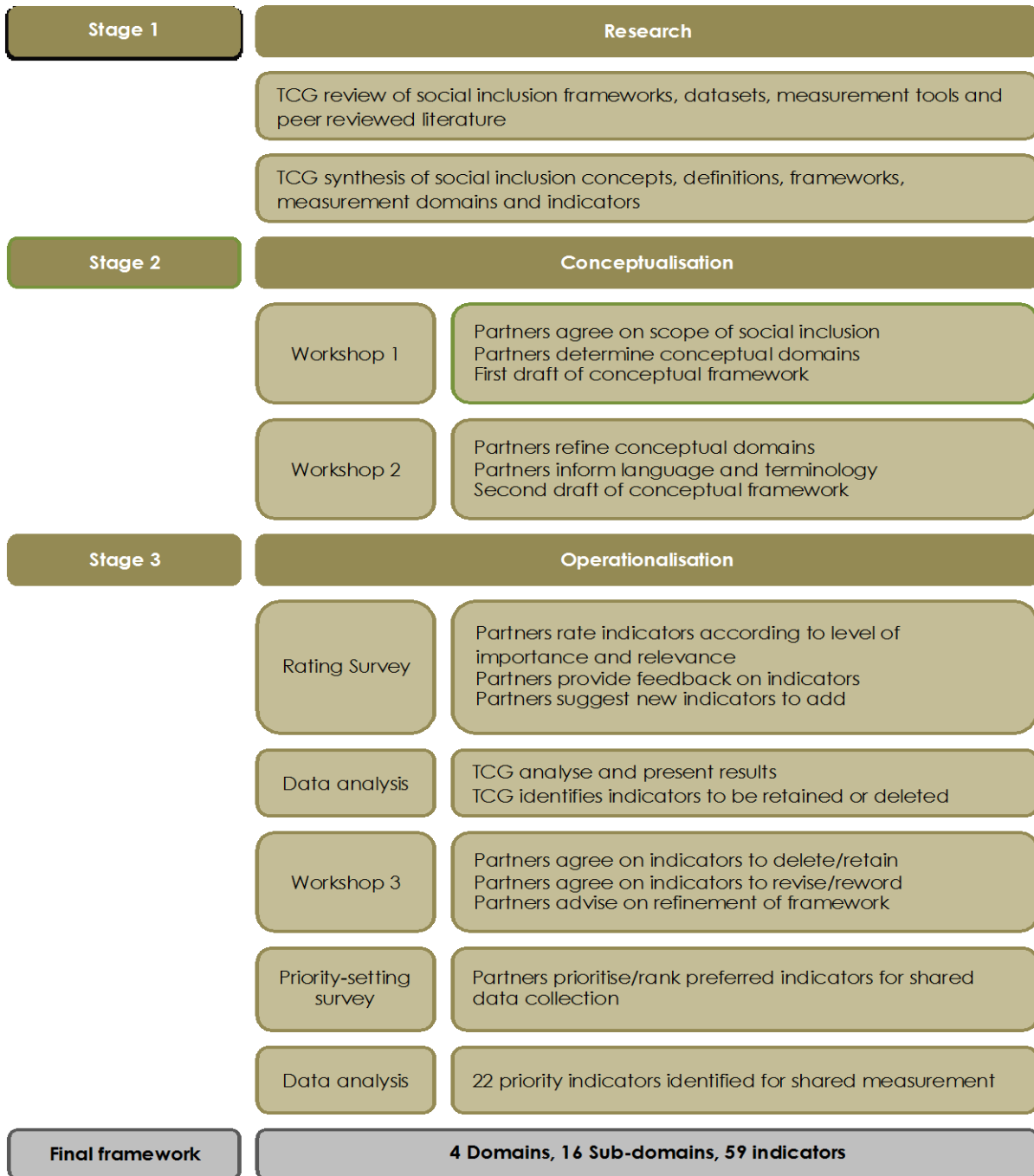
Domains	Sub-domains	Description
1. Participation	1.1 Social	<ul style="list-style-type: none"> Includes participation in formal organisations, informal community networks and activities, volunteer work, and care of family (including children and elderly)
	1.2 Economic	<ul style="list-style-type: none"> Includes work, employment, self-employment enterprise development, education and training.
	1.3 Spiritual	<ul style="list-style-type: none"> Relates to participation in groups and activities with others who have similar beliefs and a common way of worship.
2. Sense of belonging and connectedness	2.1 Family	<ul style="list-style-type: none"> This domain is distinct to participation, and relates to the interpersonal connection derived from diversity in social networks (e.g. family, friends, neighbours, community groups) that can provide care, companionship and moral support.
	2.2 Friends	
	2.3 Neighbours	
	2.4 Broader community	
3. Citizenship	3.1 Political	<ul style="list-style-type: none"> Relates to engaging in political action to exert and influence human rights and responsibilities.
	3.2 Altruism	<ul style="list-style-type: none"> Relates to helping others and showing kindness without expectation of a return.
	3.3 Community engagement	<ul style="list-style-type: none"> Relates to opportunities for active community engagement.
	3.4 Access to community services	<ul style="list-style-type: none"> Relates to access to services required for positive health and social wellbeing.

(Source: Cordier et al. 2017)

3. Co-designing the social inclusion framework and indicators

This section provides an overview of the methods and processes undertaken to co-design the social inclusion framework and shared indicators, which were implemented in three key stages: i) research on social inclusion concepts and approaches to its measurement; ii) conceptualisation of social inclusion relevant to the local context; and iii) operationalisation of concepts into indicators for measuring social inclusion. The methods and processes utilised during each stage are shown in Figure 3.1.

Figure 3.1: Methods and processes to develop framework and indicators



Stage 1: Research

The purpose of the research activity was to identify and synthesise evidence on social inclusion/exclusion definitions and concepts (and related concepts), conceptual frameworks and domains and approaches to social inclusion measurement, including existing datasets, indicators and measurement tools. The review examined both global and national evidence, with an emphasis on the datasets and tools currently used to measure social inclusion in Australia. The key findings of the review are presented in sections one and two, and were used to guide the co-design processes outlined below.

Stage 2: Conceptualisation

Two planning workshops were undertaken involving representatives from 18 organisations to inform the development of a draft conceptual framework for the region.

Workshop 1

The purpose of the first workshop was to explore social inclusion definitions and concepts and reach consensus on the conceptual scope appropriate for the local context. In the first activity of the workshop, partners were asked to share their perspectives on what social inclusion means and how it is applied within their work context. This activity revealed that partners view social inclusion as a broad, multidimensional concept, including elements of social exclusion, social capital, social cohesion and social connection.

In the second activity, partners worked in small groups to identify the conceptual domains of social inclusion that are most relevant and useful for their work, based on the domains contained within the Social Inclusion Compendium (SIC), Social Cohesion Index (SCI), Social Exclusion Monitor (SEM), Social Capital Question Bank and Cordier Framework. Based on feedback from partners, a draft social inclusion framework was developed, incorporating domains from a number of frameworks as well as new concepts. The proposed framework is presented at Table 3.1.

Workshop 2

The purpose of the second workshop was to i) refine and confirm the draft conceptual framework as the basis for developing indicators; ii) explore existing social inclusion indicators and their potential utility at the local level; and iii) agree on principles for developing social inclusion indicators for the region.

Table 3.1: Proposed Social Inclusion Framework

Domains	Sub-domains	Domain origin
1. Participation	1.1 Social*	Cordier
	1.2 Economic*	Cordier
	1.3 Spiritual	Cordier
	1.4 Health and wellbeing*	Social Exclusion Monitor
2. Sense of belonging and connectedness	2.1 Family	Cordier
	2.2 Friends	Cordier
	2.3 Neighbours	Cordier
	2.4 Broader community	Cordier
	2.5 Connection to culture	New
	2.6 Connection to place	New

3. Citizenship	3.1 Political*	Cordier
	3.2 Altruism	Cordier
	3.3 Community engagement*	Cordier
	3.4 Access to community services*	Cordier
	3.5 Self-determination, agency and control	Social Capital Question Bank
4. Safe and inclusive community	4.1 Effect of the local neighbourhood*	Social Inclusion Compendium
	4.2 Personal safety*	Social Exclusion Monitor
	4.3 Community structures*	Social Capital Bank & SEM
	4.4 Promotes diversity and respect	New, with elements of SCI
	4.5 Rejects discrimination	New, with elements of SCI

*Domains with an asterisk also align with social exclusion monitor

During the first activity of workshop two the proposed social inclusion framework (Table 3.1) was presented. Partners endorsed the framework as being suitable for informing the development of indicators in the next stage of the project, but suggested the following refinements.

- Add education and skills/learning as a sub-domain under the participation domain
- Remove altruism as a sub-domain under the sense of belonging domain
- Ensure volunteering is a prominent concept in the framework

The following issues were also discussed:

- The need to use terminology that has relevance and meaning for the partnership
- The need to develop for each domain and sub-domain would be written to clearly explain the key concepts contained with them and their meaning
- The term citizenship may not be appropriate given some people are not citizens or do not have legal status in Australia
- Potential overlap between 3.3 and 3.5 as these are both likely to relate in part to level of influence or sense of contribution
- Potential overlap between 4.1 and 4.2 as effect of neighbourhood often includes perceptions of safety
- Potential overlap between 4.1 and 4.3 as community structures (i.e. transport) shape the neighbourhood and perceptions of it
- Potential overlap between 2.4 and 4.4 and 4.5 as sense of belonging in the community will be influenced by experiences of racism and tolerance
- The sense of belonging component of Domain 2 will include indicators relating to trust, loneliness, sense of worth, feeling valued
- The connection component of Domain 2 will include indicators relating to social support.

In a second activity, partners were presented with a range of example indicators currently used to measure social inclusion at the population level (derived from existing datasets) as well as indicators suitable for evaluating the outcomes of social inclusion work. These informed a discussion about the types of indicators that are likely to be useful for monitoring and evaluation at the local level.

Partners agreed on the following principles to be considered in the development of indicators for the region:

- Need to be suitable for both monitoring and evaluation purposes
- Indicators for evaluation purposes need to be capable of measuring short and medium term outcomes of social inclusion work
- Include indicators that enable benchmarking against population data
- Avoid duplicating data collection that is already routinely undertaken at a population level
- Identify a small number of priority indicators for shared measurement across the region, and expand on these in future

Stage 3: Operationalisation

When developing indicators for monitoring and evaluation purposes, a range of approaches can be taken: i) data-driven: indicators are selected based on the datasets already available and routinely collected; ii) policy-driven: indicators are developed or selected to align with a political agenda, or policy imposed data collection requirements; and iii) theory-driven: indicators are developed based on a clear definition and agreement on the conceptual scope of the topic of interest (Bauer et al. 2003).

A combination of theory and data-driven approaches were utilised to develop a draft set of indicators for this project. In the first instance, a theory-driven approach was used to establish the conceptual scope and framework of social inclusion relevant for the local context. In order to enable benchmarking against national and local population data, most indicators were selected from existing national frameworks, datasets and measurement tools. To ensure coverage of all concepts in the social inclusion framework, additional indicators were then selected from international frameworks, datasets and tools. Lastly, in order to enable evaluation of social inclusion work across the region, new indicators were developed based on the social inclusion literature.

A total of 83 indicators were incorporated into a draft set of indicators. In order to determine which of these indicators were most relevant and appropriate for monitoring and evaluating social inclusion across the region, a three-part consensus building process was undertaken.

Part 1: Rating Survey

In part one of the consensus process participants completed an online survey in which they rated the 83 social inclusion indicators according to two criteria: i) how important (applicable) the indicators are for monitoring and evaluating social inclusion; and ii) how relevant the indicators are to their organisation's social inclusion work. Partners were also asked to provide comments on the indicators presented in the survey and suggest any new indicators that should be included. The results of the rating survey are provided at Appendix A.

Of the 83 indicators, 68 met the pre-determined threshold for consensus and were retained in the draft set of indicators. The remaining 18 indicators as well as the suggested new/revised indicators were presented during a workshop in part two of the consensus process.

Part 2: Workshop to confirm indicators

In part two of the consensus process, partners participated in a workshop to confirm the final set of social inclusion indicators. During the workshop, partners participated in an activity to determine which indicators would be deleted and which would be retained in the final set. The results of this activity are presented in Appendix B. Seven indicators were deleted; some indicators were combined and the wording of some indicators was revised for clarity. This resulted in a final set of 59 indicators, which are shown in Figure 4.2.

Part 3: Priority-setting survey

In part three of the consensus process, partners completed an online priority-setting survey in which they ranked the indicators in order of preference from 1-20. The results of this survey are provided at Appendix C.

Analysis of results

Basic quantitative analysis of the results was undertaken to identify the highest priority indicators across the partnership. This involved assessing the overall level of support for each indicator (number of times it was ranked in the top 20) as well as their ranking position.

In the first round of analysis, the indicators that were ranked in the top 12 by the majority of participants were selected. In the second round of analysis, the indicators that were ranked in the top 20 by most people, but also had a high number of top 12 ratings were selected. In the final round of analysis, the indicators that had 3-4 top 12 rankings were selected, followed by those indicators that had at least two top 12 and top 20 rankings.



In instances where there were multiple indicators that met the criteria in the final round of analysis, priority was given to those indicators ranked at number 1 or 2 by partners as well as to indicators that would coverage across all sub-domains of the framework. For example, the participation in social activities indicator was retained, but the participation in community events indicator was excluded so that an indicator on involvement in political processes could be retained.

This analysis resulted in the selection of 22 priority indicators for shared measurement across the region (see Section 5).

4. The Social Inclusion Framework

The framework was developed through an iterative process in which refinements were made at each stage of the co-design process, including to its structure, headings and descriptors. This was critical to ensuring the domains and sub-domains accurately reflected the content contained within them, the concepts they intended to measure, and the preferred language and terminology of partners.

The final framework contains four domains and sixteen sub-domains, which are described in Figure 4.1.

Figure 4.1: Social Inclusion Framework with Domain Descriptions

Domains	Sub-domains
<p>1. Participation</p> <p>This domain relates to people having access to, and the ability to participate in the social, cultural, employment and education opportunities. This increases access to social and material resources and in turn reduces the risk of social exclusion and inequalities.</p>	<p>1.1 Participation in social activities Includes participation in social activities and groups, community events, cultural and religious activities and online networks.</p>
	<p>1.2 Participation in work and employment opportunities Includes participation in paid and unpaid work and satisfaction with current employment.</p>
	<p>1.3 Participation in education, learning and training opportunities Includes participation in formal and informal education and training opportunities, and work experience activities.</p>
<p>2. Sense of belonging and connectedness</p> <p>This domain relates to people having a sense of belonging and self-worth, which is fostered through positive relationships, social connections and social support. These social connections in turn build social capital and promote inclusive and cohesive communities.</p>	<p>2.1 Relationships and connections with others Includes people’s social networks, relationships and connections with people</p>
	<p>2.2 Social support Includes social support received and provided</p>
	<p>2.3 Sense of belonging Includes people’s sense of belonging and connection to culture and language</p>
	<p>2.4 Sense of self-worth Includes people’s level of happiness, optimism about the future, and feeling valued.</p>
	<p>2.5 Trust in people and institutions Includes people’s trust in others, the government and institutions</p>
<p>3. Empowerment and community action</p> <p>This domain relates to people having the agency, power and voice to influence the political, participatory and decision-making processes that impact their lives. Engagement in these processes can in turn shape the attitudes, norms, institutions and policies that drive inclusion/exclusion.</p>	<p>3.1 Involvement in political processes and action Includes engagement in political processes (i.e. elections) and political activism</p>
	<p>3.2 Involvement in civic life and community action Includes membership of and volunteering groups, clubs or organisations and involvement in community action</p>
	<p>3.3 Sense of agency and influence Includes people’s experience of financial hardship and perceptions about their influence on local issues and life circumstances.</p>



<p>4. Quality of life, inclusion and diversity</p> <p>This domain relates to the barriers and enablers of social inclusion. Ensuring people have good health and wellbeing, live in a safe and welcoming environment, have access to services, and live free from prejudice and discrimination improves the terms of participation for all people in society.</p>	<p>4.1 Health and wellbeing</p> <p>Includes general health status, mental health status and living with a long-term health condition or disability.</p>
	<p>4.2 The local neighbourhood and environment</p> <p>Perceptions about the local neighbourhood, including the physical environment and interpersonal/group dynamics</p>
	<p>4.3 Personal safety</p> <p>Includes reported experiences of violence and perceptions of personal safety.</p>
	<p>4.4 Community infrastructure and access to services</p> <p>Includes access to a range of services and satisfaction with local facilities/infrastructure.</p>
	<p>4.5 Discrimination, diversity and inclusion</p> <p>Includes attitudes about discrimination and diversity, experiences of discrimination and perceptions of being accepted/included.</p>

5. The social inclusion indicators

A total of 59 social indicators were incorporated into the social inclusion framework, which were derived from a review of the literature, existing datasets and measurement tools, followed the co-design activities outlined in section three. The full set of indicators is outlined in Figure 5.1. The following 22 indicators were identified as priorities for shared measurement across the regions.

Sub-domain		Indicators	
1.1	Participation in social activities	1	Participation in social activities
		10	Participation in cultural or religious activities
1.2	Participation in work and employment opportunities	13	Participation in paid work
		17	Barriers to participation in paid work
1.3	Participation in education, learning and training opportunities	18	Participation in education or training
2.1	Relationships and connections with others	26	People have broad social networks in their life
2.2	Social support	27	People have others they can rely on for social support (practical and emotional)
2.3	Sense of belonging	28	People have a sense of belonging
		29	People have a connection to their culture and languages
2.4	Sense of self-worth	30	Level of happiness/satisfaction with life
2.5	Trust in people and institutions	35	People have trust in public institutions
3.1	Involvement in political processes and action	36	People are engaged in the political process
3.2	Involvement in civic life and community action	38	People volunteer for a group, club or organisation
		39	People are involved in a form of community action
3.3	Sense of agency and influence	40	Experiences of financial hardship
		42	Perceptions of influence over own life circumstances
4.1	Health and wellbeing	43	Self-reported overall health status
4.2	The local neighbourhood and environment	46	Perceptions of the local neighbourhood
4.3	Personal safety	48	Perceptions of personal safety (fear)
4.4	Community infrastructure and access to services	49	People have access to transport
4.5	Discrimination, diversity and inclusion	58	Experiences of discrimination (all forms)
		59	Perceptions of being accepted and included

Figure 5.1: Social Inclusion Indicators

Domain	Sub-domain	#	Indicators
1. Participation	1.1 Participation in social activities Ranking	1	Participation in social activities (SEM)
		2	Capacity to participate in social activities
		3	Barriers to participation in social activities
		4	Participation in community events (SIC, B-SEM)
		5	Capacity to participate in community events
		6	Barriers to participation in community events
		7	Participation in online networks
		8	Capacity to participate in online networks
		9	Barriers to participation in online networks
		10	Participation in cultural or religious activities (UNID)
		11	Capacity to participate in cultural or religious activities
		12	Barriers to participation in cultural or religious activities
	1.2 Participation in work and employment opportunities	13	Participation in paid work (SEM, SIC, MPSE, B-SEM, UNID)
		14	Participation in unpaid work
		15	Satisfaction with current employment situation (MPSE, B-SEM, UNID)
		16	Capacity to participate in paid work
		17	Barriers to participation in paid work
	1.3 Participation in education, learning and training opportunities	18	Participation in education or training# (SEM, SIC, MPSE, B-SEM, UNID)
		19	Capacity to participate in education or training
		20	Participation in work experience activities (i.e. mentorships, internships)
		21	Capacity to participate in work experience activities
		22	Barriers to participation in education, training or work experience activities
2. Sense of belonging and connectedness	2.1 Relationships and connections with others	23	People spend time/have contact with family (SEM, NZSC, B-SEM)
		24	People spend time/have contact with friends (SEM, B-SEM)
		25	People spend time/have contact with their neighbours (SEM, NZSC)
		26	People have broad social networks in their life

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	2.2 Social support	27	People have others they can rely on for social support (practical and emotional)(SEM, SIC, B-SEM)
	2.3 Sense of belonging	28	People have a sense of belonging (SCI)
		29	People have a connection to their culture and languages
	2.4 Sense of self-worth	30	Level of happiness/satisfaction with life (SCI, B-SEM)
		31	Sense of pessimism/optimism about life in future (SCI)
32		People feel valued in the community	
2.5 Trust in people and institutions	33	People have trust in others (general) (SCI, NZSC)	
	34	People have trust in government (SCI, UNID)	
	35	People have trust in public institutions (UNID)	
3. Empowerment and community action	3.1 Involvement in political processes and action	36	People are engaged in the political process (SCI, UNID, SEM, B-SEM)
	3.2 Involvement in civic life and community action	37	People are members of a group, club or organisation (SEM, B-SEM, SC-IQ)
		38	People volunteer for a group, club or organisation (SEM, SIC, B-SEM, SC-IQ)
39		People are involved in a form of community action (SEM, SIC, B-SEM, SC-IQ)	
3.3 Sense of agency and influence	40	Experiences of financial hardship (SEM, SCI, MPSE, B-SEM)	
	41	Perceptions of influence on issues of community importance (SIC, B-SEM)	
	42	Perceptions of influence over own life circumstances (B-SEM, SC-IQ)	
4. Quality of life, inclusion and diversity	4.1 Health and wellbeing	43	Self-reported overall health status (SEM, SIC)
		44	Self-reported mental health status (SEM, SIC, MPSE)
		45	Living with a disability or long term health condition (SEM, MPSE, B-SEM)
	4.2 The local neighbourhood and environment	46	Perceptions of the local neighbourhood (SEM, SIC, MPSE)
	4.3 Personal safety	47	Reported experiences of assault or violence (SEM, SIC)
		48	Perceptions of personal safety (fear) (SEM, SIC)
	4.4 Community infrastructure and access to services	49	People have access to transport (personal or public) (SIC, B-SEM)
50		People have access to health services (SEM)	
51		People have access to other essential services (SEM, B-SEM, UNID)	
52		People have access to a telephone and the internet (SIC, NZSC, B-SEM)	
53		People have access to a computer or electronic device (SIC)	

		54	Satisfaction with local facilities/infrastructure (i.e. libraries, recreation, play, sport) SEM, B-SEM, SCQB)
	4.5 Discrimination, diversity and inclusion	55	Discriminatory attitudes* (all forms)(VH, SCI, UNID)
		56	Attitudes towards diversity (all forms)
		57	Attitudes about gender equity/equality
		58	Experiences of discrimination (all forms) (SCI, UNID)
		59	Perceptions of being accepted and included (SCI)

Key

- SEM Social Exclusion Monitor
- SCI Social Cohesion Index
- SIC Social Inclusion Compendium
- VH VicHealth Attitudes to Race and Cultural Diversity Survey

- B-SEM Bristol Social Exclusion Matrix (UK)
- MPSE Monitoring Poverty and Social Exclusion Indicators (UK)
- NZCS New Zealand Social Connectedness Measures
- SC-IQ Integrated Questionnaire for the Measurement of Social Capital (Global)
- SCQB Social Capital Question Bank (UK)
- UNID United Nations Inclusive Development Report (Global)

6. Data collection tools

In order to measure and monitor progress against the social inclusion indicators and observe trends across population groups, data collection questions that can be used in surveys, interviews and other tools are required. The number, range and wording of the questions for each indicator will vary according to the context in which they are used, the audiences they will be used with, and the specific variables of interest.

It is important to note that data collection questions should be developed using language that is suitable and accessible to the target audience. It is also important to consider the types of data collection tools and techniques that are likely to be required to ensure the experiences of those groups most vulnerable to social exclusion are captured.

It is outside the scope of this report to develop the data collection questions and tools for monitoring and evaluating social inclusion. However, for illustrative purposes, a set of example questions for each of the 22 priority indicators has been provided in Table 6.1, and suggested scales and response options for each question are provided in Table 6.2. Most of these questions have been derived from the datasets and surveys described in this report, to ensure consistency with current approaches to data collection for social inclusion and to allow for benchmarking against population data.

In addition, a set of participant characteristic/demographic questions has been developed to encourage consistency in the way demographic data is collected across the region. This will enable partners to appropriately disaggregate the results of monitoring and evaluation activities according to characteristics of particular importance for social inclusion/exclusion, including age, gender, race/ethnicity, sexuality, disability, and geographic location. These questions are provided in Table 6.3.

Table 6.1: Example questions for 22 priority indicators

Indicators	Example questions
1 Participation in social activities	<ul style="list-style-type: none"> • Have you participated in a social activity in the past 6 months? [yes/no] • Have you participated in any of the following activities in the past 6 months (insert relevant list i.e. sporting event, cinema, restaurant, music)? [yes/no]
10 Participation in cultural or religious activities	<ul style="list-style-type: none"> • Have you participated in a cultural activity in the past 6 months? [yes/no] • Have you participated in a religious activity in the past 6 months? [yes/no] • How often, if at all, do you attend religious services or meetings? [Frequency scale]
13 Participation in paid work	<ul style="list-style-type: none"> • Have you undertaken any paid work in the past 4 weeks? [yes/no] • Are you currently seeking paid work? [yes/no]
17 Barriers to participation in paid work	<ul style="list-style-type: none"> • Have you been unable to attend work in the past 4 weeks for any reason? [yes/no] • Have you experienced any barriers to attending work regularly in the past 4 weeks? [yes/no]
18 Participation in education or training	<ul style="list-style-type: none"> • Are you currently enrolled at school/university/training institution? [yes/no] • Is your child/children currently enrolled in an early childhood service? [yes/no] • Have you attended a short course, forum or other informal training in the past 4 weeks? [yes/no]
26 People have broad social networks in their life	<ul style="list-style-type: none"> • Do you have close relatives whom you speak to or see regularly? [yes/no] • Do you have close friends whom you speak to or see regularly? [yes/no] • How often do you talk to any of your neighbours? [Frequency scale] • How often do you spend time with friends/family? [Frequency scale]
27 People have others they can rely on for social support (practical and emotional)	<ul style="list-style-type: none"> • I often need help from other people but can't get it [Agreement scale] • There are people among my family or friends who I can rely on no matter what happens [Agreement scale]
28 People have a sense of belonging	<ul style="list-style-type: none"> • To what extent do you have a sense of belonging in Australia? [Extent scale] • I feel I belong in my neighbourhood [Agreement scale] • My [insert place, i.e. school] is a place where I feel I belong (or fit in) [Agreement scale]
29 People have a connection to their culture and languages	<ul style="list-style-type: none"> • I have opportunities to have everyday conversations in my first language? [Agreement scale] • To what extent do you feel able to express your cultural identity [Extent scale]? • To what extent do you feel able to maintain your customs and traditions [Extent scale]?

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30	Level of happiness/satisfaction with life	<ul style="list-style-type: none"> • How would you rate your level of happiness over the last year? [Happiness Scale] • How would you rate your overall satisfaction with life [Satisfaction scale]
35	People have trust in public institutions	<ul style="list-style-type: none"> • How satisfied are you with the way democracy is working in our country? [Satisfaction scale] • To what extent do you trust the police? [Extent scale] • To what extent do you trust the courts? [Extent scale] • To what extent do you trust the media? [Extent scale] • Police in the area where you live do a good job [Agreement scale]
36	People are engaged in the political process	<ul style="list-style-type: none"> • Which, if any, of the following have you done over the last three years or so? <ul style="list-style-type: none"> – Voted in an election – Signed a petition – Written or spoken to an MP – Attended a protest, march or demonstration
38	People volunteer for a group, club or organisation	<ul style="list-style-type: none"> • Have you done any volunteer or charity work for a local group/club/organisation in the past 6 months? [yes/no] • How often do you participate in volunteer or charity work for a local group/club/organisation? [Frequency scale]
39	People are involved in a form of community action	<ul style="list-style-type: none"> • In the past 6 months, have you worked with others in your neighborhood to do something for the benefit of the community? [yes/no] • In the past 6 months, how often have you gotten involved with other people in your area to tackle local issues or solve local problems (e.g. improving the local environment, campaigning on local issues, organising a local event, etc)? [Frequency scale] • What types of community action have you been involved in over the past 6 months?
40	Experiences of financial hardship	<ul style="list-style-type: none"> • I generally have enough money to pay for the everyday things I need [Agreement scale] • How often would you say you have been worried about money during the past 6 months? [Frequency scale] • Have there been times in the past 6 months when you've felt isolated and cut off from society because of lack of money? [yes/no]
42	Perceptions of influence over own life circumstances	<ul style="list-style-type: none"> • To what extent do you feel that you have the power to make important decisions that change the course of your life? [Extent scale] • How satisfied are you with the amount of control you have over decisions that affect your life [Satisfaction scale]

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43	Self-reported overall health status	<ul style="list-style-type: none"> • How would you rate your overall health? [Health scale] • During the past 4 weeks, to what extent has your physical health interfered with your usual activities? [Extent scale]
46	Perceptions of the local neighbourhood	<ul style="list-style-type: none"> • How satisfied are you with your local neighbourhood [Satisfaction scale] • I have a strong attachment to my local neighbourhood? [Agreement scale] • The people in my neighbourhood get along [Agreement scale]
48	Perceptions of personal safety (fear)	<ul style="list-style-type: none"> • I generally feel safe walking alone in my local area at night [Agreement scale] • To what extent are you worried about becoming a victim of crime in your local area? [Extent scale] • I have felt scared or intimidated in a public place in the past 6 months [Agreement scale]
49	People have access to transport	<ul style="list-style-type: none"> • I am not able to, or find it difficult to access transport [Agreement scale] • I can rely on public transport to get to and from work from home? [Agreement scale] • Would you say this neighbourhood has good local transport? [yes/no]
58	Experiences of discrimination (all forms)	<ul style="list-style-type: none"> • Have you experienced discrimination in the past 6 months because of your skin colour, ethnic origin or religion? [yes/no] • Have you experience discrimination in the past 6 months because of your gender/gender identity? [yes/no] • Have you experience discrimination in the past 6 months because of your sexuality [yes/no] • Have you experienced discrimination in the past 6 months because of your disability? [yes/no] • Have you been discriminated against in the past 6 months? [Frequency scale]
59	Perceptions of being accepted and included	<ul style="list-style-type: none"> • I feel that I am an equal part of my local community [Agreement scale] • I feel that people in my community accept me for who I am [Agreement scale] • To what extent are you able to be yourself [Extent scale]?

Note: Scale types and suggested response options provided in Table 6.2.

Table 6.2: Scale types and suggested response options

Scale type	Response options
Frequency scale	<ol style="list-style-type: none"> 1. Every day 2. A few times a week 3. A few times a month 4. Less than monthly 5. Less than six-monthly 6. Never
Agreement scale	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Don't know
Extent scale	<ol style="list-style-type: none"> 1. Not at all 2. Very little 3. To some extent 4. To a great extent 5. To the full extent 6. Don't know
Happiness scale	<ol style="list-style-type: none"> 1. Very unhappy 2. Unhappy 3. Neither happy nor unhappy 4. Happy 5. Very happy 6. Don't know
Satisfaction scale	<ol style="list-style-type: none"> 1. Very dissatisfied 2. Dissatisfied 3. Neither satisfied nor dissatisfied 4. Satisfied 5. Very satisfied 6. Don't know
Health scale	<ol style="list-style-type: none"> 1. Poor 2. Fair 3. Good 4. Very good 5. Excellent 6. Don't know

Table 6.3: Participant Characteristics and Demographics

Characteristic	Question
Location	What suburb do you live in? OR What is your postcode?
Age	What is your age? [5-11], [12-17], [18-24], [25- 34], [35-44], [45-54], [55-64], [65- 74], [75+]
Aboriginal and Torres Strait Islander identity	Do you identify as Aboriginal or Torres Strait Islander? Aboriginal [yes/no] Torres Strait Islander [yes/no] Both Aboriginal and Torres Strait Islander [yes/no]
Ethnicity/cultural background	In what country were you born? What languages do you speak at home?
Gender identity	What is your gender identity? <ul style="list-style-type: none"> • Woman • Man • Transgender • Non-binary • Other • Prefer not to say
Sexuality	What is your sexuality/sexual identity? <ul style="list-style-type: none"> • Lesbian • Gay • Heterosexual • Bisexual • Queer • Other • Prefer not to say
Education	What is your highest level of education? <ul style="list-style-type: none"> • Postgraduate degree • Graduate Diploma or Graduate Certificate • Bachelor Degree • Diploma, Advanced Diploma • Certificate III or IV • Year 12 • Year 11 or below (includes Certificate I and II) Thinking about the needs of your daily life, how would you rate your reading skills?
Employment status	What is your current employment status? <ul style="list-style-type: none"> • Full time employed • Part time employed • Casually employed • Retired • Student • Unemployed • Unable to work • Other
Disability	Do you have a long-term health condition, impairment or disability that restricts your everyday activities?

Caring responsibilities	Do you have dependent children (under 18 years) living at home? Do you provide unpaid care to someone in your family?
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7. Recommendations

Dissemination and engagement

1. Disseminate the report to partners and other relevant stakeholders across the region
2. Deliver a workshop or forum for partners and other relevant stakeholders to promote the framework and facilitate discussions about initiating its implementation

Pilot testing of the social inclusion framework

3. Identify partner agencies with the readiness and capacity to participate in a pilot of the social inclusion indicators/framework. Ideally these partners will have recently commenced or ready to implement a social inclusion project and have capacity to collect data on these projects.
4. As part of the pilot process, work with participating partner agencies to adapt the example questions provided in this report or develop new questions suitable for the project target groups (i.e. young people, CALD groups).
5. As part of the pilot process, document the experiences of partners in implementing the indicators/framework, including key challenges, successes and lessons learned.
6. Identify the professional development and support needs of partners for undertaking evaluation as part of the pilot process.
7. Develop an inventory/database of the evaluation questions and data collection tools developed as part of the pilot for future use by the partnership.

Capacity building

8. Undertake a needs assessment to identify the professional development and support needs of partners and other relevant stakeholders across the region in relation to evaluation and shared measurement.
9. Combine the findings of the needs assessment with the findings of the pilot testing process to identify training and development priorities for building evaluation and shared measurement capacity across the region.

Implementation of the social inclusion framework

10. In collaboration with partner agencies, develop a monitoring and evaluation plan to support implementation of the framework and shared measurement across the region.

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Appendix A – Indicators Rating Survey

Background

This section presents the results of the social inclusion indicators survey, which was undertaken between 23 May and 4 June 2019 as part of the Social Inclusion Measurement Project. The survey was the first stage of a multi-stage consensus building process to determine the most appropriate and relevant social inclusion indicators for monitoring and evaluating social inclusion practice and projects across the Inner North West PCP and HealthWest Partnership regions.

The indicators presented in the survey were identified through a literature search and review of existing frameworks, datasets and measurement tools, and then organised according to the Social Inclusion Framework co-designed by project partners.

The Framework contains four domains and 16 sub-domains. The domains are:

1. Participation and opportunities
2. Sense of belonging and connectedness
3. Engagement and empowerment
4. Safe, welcoming and inclusive society

Participants

A total of ten participants completed the survey, representing nine organisations including local government, community health, women's health and non-government organisations. Eight of the ten participants had attended a social inclusion project workshop, and all ten participants indicated their organisations are currently implementing social inclusion work.

Interpreting the results

The results in this report have been prepared and presented in a way that supports the next stage of the consensus building/decision making process. The results of the rating activity are presented in Part 1. Participants were asked to rate the social inclusion indicators according to two criteria. Firstly, according to how important the indicators are for monitoring and evaluating social inclusion. Secondly, according to how relevant they are to their organisation's social inclusion work. In both sections, the response options were:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

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The ratings for both the importance and relevance criteria have been combined to show the percentage of overall agreement (i.e. agree and strongly agree) or disagreement with each indicator (i.e. disagree and strongly disagree combined).

A colour coding system has been applied to support the next stage of the decision making process. Firstly, the indicators coded in red are those for which less than 75% of participants agreed that they are important for monitoring and evaluating social inclusion. These indicators are therefore candidates for deletion from the final indicator set.

The indicators coded in green are those for which less than 75% of participants agreed that they are important for monitoring and evaluating social inclusion, but no participants disagreed. These indicators require further discussion.

The indicators coded in gold are those for which there was either 100% agreement overall (strongly agree and agree combined), or more than 50% of participants strongly agreed that they are important for monitoring and evaluating social inclusion. These indicators will be prioritised in determining the final indicator set.

Participants were also provided with an opportunity to suggest additional indicators and provide comments on the indicators presented in the survey. The responses to these questions are presented in Part 2 and will form the basis of discussions in the next stage of the consensus building/decision making process.

Part 1: Rating results

Domain 1: Participation and opportunities

#	Indicator	Importance		Relevance	
		A/SA	D/SD	A/SA	D/SD
1.1. Participation in social activities					
1	Participation in social activities (SEM)	100%	0%	100%	0%
2	Perceptions about opportunities to participate in social activities	90%	0%	90%	0%
3	Confidence to participate in social activities	90%	0%	90%	0%
4	Barriers to participation in social activities	100%	0%	100%	0%
5	Participation in community events (SIC)	90%	0%	100%	0%
6	Perceptions about opportunities to participate in community events	90%	0%	90%	0%
7	Confidence to participate in community events	90%	0%	90%	0%
8	Barriers to participation in community events	100%	0%	100%	0%
9	Participation in online networks	80%	20%	80%	0%
10	Confidence to participate in online networks	70%	20%	80%	0%
11	Barriers to participation in online networks	80%	10%	80%	0%
12	Participation in cultural activities	100%	0%	90%	10%

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13	Perceptions about opportunities to participate in cultural activities	80%	10%	80%	10%
14	Confidence to participate in cultural activities	80%	10%	80%	10%
15	Barriers to participation in cultural activities	90%	10%	90%	10%
16	Participation in religious activities	60%	20%	60%	10%
17	Perceptions about opportunities to participate in religious activities	70%	10%	60%	10%
18	Confidence to participate in religious activities	50%	10%	60%	10%
19	Barriers to participation in religious activities	70%	10%	70%	10%
1.2. Participation in work and employment opportunities					
1	Participation in paid work (SEM)	90%	0%	70%	10%
2	Participation in unpaid work	90%	10%	70%	20%
3	Currently seeking paid work	90%	0%	70%	10%
4	Satisfaction with level/type of employment	60%	20%	60%	10%
5	Capacity and confidence to participate in paid work	80%	0%	80%	0%
6	Barriers to participation in paid work	100%	0%	100%	0%
1.3. Participation in education, learning and skill development opportunities					
		A/SA	D/SD	A/SA	D/SD
1	Self-reported literacy skills (SEM, SIC)	70%	0%	80%	10%
2	English proficiency (languages spoken) (SEM)	70%	0%	70%	20%

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3	Participation in formal education or training (SEM)	90%	0%	80%	10%
4	Perceptions about opportunities to participate in formal education or training	90%	0%	70%	10%
5	Confidence to participate in formal education and training opportunities	90%	10%	80%	0%
6	Participation in informal education or training (i.e. short courses/forums)	80%	10%	80%	0%
7	Perceptions about opportunities to participate in informal education or training	80%	10%	90%	10%
8	Confidence to participate in informal education and training opportunities	80%	10%	90%	10%
9	Participation in work experience activities/job related skills training (i.e. volunteering, mentorships, internships)	100%	0%	100%	0%
10	Perceptions about opportunities to participate in work experience opportunities	90%	0%	90%	0%
11	Confidence to participate in work experience opportunities	90%	0%	90%	0%
12	Barriers to participation in education or training	100%	0%	100%	0%

Domain 2: Sense of belonging and connectedness

#	Indicator	Importance		Relevance	
		A/SA	D/SD	A/SA	D/SD
2.1. Relationships and connections with others					
1	People spend time/have contact with family (SEM, NZSC)	90%	10%	70%	10%
2	People spend time/have contact with friends (SEM)	100%	0%	70%	10%
3	People spend time/have contact with their neighbours (SEM, NZSC)	80%	0%	70%	10%
4	People have a number of supportive relationships	100%	0%	100%	0%
5	People have a broad social network in their life	80%	10%	90%	10%
6	Connections with people with shared experiences/backgrounds	80%	10%	80%	10%
7	Connections with people with different experiences/backgrounds	90%	0%	80%	10%
2.2. Availability of social support					
1	People have others they can depend on for social support (SEM, SIC)	100%	0%	100%	0%
2	People provide social support to others	100%	0%	100%	0%
2.3. Sense of belonging					
1	People have a sense of belonging in Australia (SCI)	80%	0%	Missing data	Missing data
2	People have a sense of belonging in their local community	90%	0%	Missing data	Missing data
3	People have a connection to culture and language	100%	0%	Missing data	Missing data

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2.4. Sense of self-worth					
1	Level of happiness with life (SCI)	80%	0%	80%	10%
2	Feelings of pessimism/optimism about life in future (SCI)	70%	10%	80%	10%
3	People feel valued in the community	100%	0%	90%	0%
2.5. Trust in people and institutions					
1	People have trust in others (general) (SCI, NZSC)	100%	0%	100%	0%
2	People have a close friend or family member they can trust	100%	0%	100%	0%
3	People have trust in government (SCI, UNID)	60%	20%	50%	20%
4	People have trust in the justice system (including the police and courts (UNID)	70%	0%	60%	0%

Domain 3: Engagement and empowerment

#	Indicator	Importance		Relevance	
		A/SA	D/SD	A/SA	D/SD
3.1. Engagement in the political process					
1	People are engaged in the political process (i.e. election)(SCI, UNID, SEM)	60%	20%	60%	10%
2	People are involved in a form of political activism (SCI, UNID, SEM)	20%	40%	50%	30%
3.2. Engagement in community life					
1	People are involved in/volunteer for a local group/club/organisation (SEM, SCI, SIC)	90%	0%	100%	0%
2	People are involved in a form of community action (SEM, SCI, SIC)	70%	10%	80%	20%
3.3. Sense of agency, control and influence on decisions					
1	Experiences of financial hardship (SEM, SCI)	90%	0%	90%	0%
2	Perceptions of influence on government	70%	10%	50%	20%
3	Perceptions of influence on issues of community importance (SIC)	90%	0%	90%	0%
4	Perceptions of influence over own life circumstances	90%	0%	90%	0%



Domain 4: Safe, welcoming and inclusive society

#	Indicator	Importance		Relevance	
		A/SA	D/SD	A/SA	D/SD
4.1. Health and wellbeing					
1	Self-reported overall health status (SEM, SIC)	80%	0%	80%	0%
2	Self-reported mental health status (SEM, SIC)	90%	0%	90%	0%
3	Living with a disability or long term health condition (SEM)	90%	0%	80%	0%
4.2. Local neighbourhood and environment					
1	Perceptions of the local neighbourhood (where people live) (SEM, SIC)	100%	0%	90%	0%
2	Attachment to local neighbourhood	100%	0%	80%	0%
4.3. Experiences and perceptions of personal safety					
1	Reported experiences of breaches to personal safety (violence) (SEM, SIC)	100%	0%	90%	10%
2	Perceptions of personal safety (SEM, SIC)	100%	0%	90%	10%
4.4. Community infrastructure and access to services					
1	People are able to access transport (personal or public) (SIC)	100%	0%	100%	0%
2	People are able to access health services (SEM)	100%	0%	100%	0%
3	People are able to access other essential services (SEM)	100%	0%	100%	0%

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4	People have access to a telephone and the internet (SIC, NZSC)	90%	0%	90%	0%
5	People have access to a computer or electronic device (SIC)	90%	0%	90%	0%
6	People are satisfied with local facilities/infrastructure (i.e. libraries, recreation, play, sport)	90%	0%	90%	0%
4.5. Promotion of diversity and inclusion, and rejection of discrimination					
1	Attitudes towards cultural diversity (race-based discrimination)(VH, SCI, UNID)	100%	0%	100%	0%
2	Attitudes towards LGBTIQ+ people (UNID)	100%	0%	100%	0%
3	Attitudes towards people with a disability (UNID)	100%	0%	100%	0%
4	Attitudes about gender equity/equality (UNID)	100%	0%	100%	0%
5	Reported experiences of discrimination (SCI, UNID)	100%	0%	90%	0%
6	Perceptions of being accepted and included (SCI)	90%	0%	90%	0%

Legend

A/SA	Agree/Strongly Agree - Percentages reflect combined ratings for A/SA
D/SD	Disagree/Strongly Disagree - Percentages reflect combined ratings for D/SD
	Less than 75% agreement with importance – Indicator will be deleted
	Less than 75% agreement but no disagreement – Indicator for discussion
	More than 50% strongly agree or 100% agree for importance - Prioritise (53/82)

Part 2: Feedback and suggestions on indicators

Domain 1: Participation and opportunities	
Suggested changes to indicators	<ul style="list-style-type: none"> • Add volunteering • Add perceptions about opportunities to participate in online networks • Separate capacity and confidence to participate in paid work into two indicators
Comments on indicators	<ul style="list-style-type: none"> • Perceptions: value-add to participating in formal and informal education/ or work experience for social inclusion in community and employment? • As a local government we prioritised according to our understanding of programs we deliver and indicators we currently measure • Sub-domain 1.3 Child friendly language? Learning and skills in early years/primary school AEDC measures capacity to participate in education • Measuring perceptions and confidence and barriers may give us more information about how to increase participation rates, of rather than the rates themselves.
Domain 2: Sense of belonging and connectedness	
Suggested changes to indicators	<ul style="list-style-type: none"> • Nil
Comments on indicators	<ul style="list-style-type: none"> • I did not like indicators that only focused on friends or families separately. I think they need to come together as one indicator ie if you have friends or family you can trust etc. If you keep them separated we are saying newly arrived migrants and individuals escaping family do not feel socially included despite having friends that provide social connections etc • We have added data that pertains and is relevant for Local Government. Please consider the topic around culture and language is inclusive of Aboriginal culture. And in local community we have considered their "chosen" community. • Is the indicator 'People have a number of supportive relationships' similar/the same as 'People have a broad social network in their life' (Hierarchies / social capital / bridging ties) • When looking at indicators we need to think about what information is useful for us to measure for our work; some indicators for my work are interesting and valid, but may not be able to be impacted upon by my sphere of influence

Domain 3: Engagement and empowerment	
Suggested changes to indicators	<ul style="list-style-type: none"> • Add participation in civic life
Comments on indicators	<ul style="list-style-type: none"> • Experiences of financial hardship - Does this sit best in this sub-domain? • Perceptions of influence on issues of community importance - maybe sit better with engagement in community life
Domain 4: Safe, welcoming and inclusive society	
Suggested changes to indicators	<ul style="list-style-type: none"> • Add agree that it's a good thing for society to be made up of different cultures • Add people feel that the relationship between ATSI people and other Australians is important
Comments on indicators	<ul style="list-style-type: none"> • Self-reported overall health status - For this and mental health status indicator, is this a single question, or a few questions from a validated tool • Self-reported mental health status - Confidence to engage in self-care / help seeking strategies • Perceptions of personal safety - Is this about broader community safety, or can it be used within an organisational context? • Sub-domain 4.4 - Depends on the questions – access needs to include questions around whether organisations are safe, welcoming and inclusive (eg. whole-of-org approaches) • Domain 4: Safe, welcoming and inclusive society - No knowledge questions – is knowledge about other cultures a social inclusion indicator? • Sub-domain 4.5 - Bystander action? Take from Vic FV framework – confidence to take action, perception of whether you would be supported if you took action • Attitudes towards cultural diversity (race-based discrimination) - Should we have a separate question for Aboriginal and Torres Strait Islander people? • Perceptions of being accepted and included - Is this about self, or about perceptions in the broader community/ community culture / visibility of acceptance



Appendix B – Workshop Activity to Confirm Indicators

Proposed indicators for deletion

Sub-domain	Indicators	Discussion	Decision (Y/N)
1.1. Participation in social activities	Confidence to participate in online networks	May not be suitable for refugee and asylum seekers and people experiencing FV Can be useful for people with disability to connect online Will include this under capacity to participate	Delete
	Participation in religious activities	Include with participation in cultural activities Yes there are agencies that would be aiming to promote/enable connection to religion	Retain with culture
	Perceptions about opportunities to participate in religious activities	Will include this under capacity to participate Agreement that all sub-domains under participation will include an indicator on capacity to participate, with questions on the following: <ul style="list-style-type: none"> - Knowledge to participate - Perceptions about opportunities to participate - Confidence to participate 	Delete
	Confidence to participate in religious activities	Will include this under capacity to participate Agreement that all sub-domains under participation will include an indicator on capacity to participate, with questions on the following: <ul style="list-style-type: none"> - Knowledge to participate - Perceptions about opportunities to participate - Confidence to participate - 	Delete

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Sub-domain	Indicators	Discussion	Decision (Y/N)
	Barriers to participation in religious activities	<p>Fear is a likely barrier for people participating in religious activity for people</p> <p>Barriers will impact on the settlement process for people who's strongest connection is to their faith.</p> <p>Strong agreement with indicator for barriers across other sub-domains of participation so will retain this also.</p>	Retain – consistent with other sub-domains
1.2. Participation in work and employment opportunities	Satisfaction with level/type of employment	<p>Good measure of under employment (which is particularly important for young people). Questions could include whether people are working in the field they are trained in</p>	Retain
2.4. Sense of self-worth	Feelings of pessimism/optimism about life in future	<p>Building optimism is a practice in itself</p> <p>This indicator comes from the Scanlon Index and is a marker/measure of hope</p> <p>'Outcome star'</p>	Retain
2.5. Trust in people and institutions	People have trust in government	<p>Trust in government can relate to any level of government</p> <p>This indicator relates to trust in in the political/policy making process</p>	Retain
3.1. Engagement in the political process	People are engaged in the political process (i.e. election)(SCI, UNID, SEM)	<p>Need to change the language or define what is meant by political process</p> <p>This will also include political activism from indicator below</p>	Retain
	People are involved in a form of political activism (SCI, UNID, SEM)	Collapse this into political processes above	Delete

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Sub-domain	Indicators	Discussion	Decision (Y/N)
3.2. Engagement in community life	People are involved in a form of community action	Need to fix the headings for all subdomains in this domain. The word engagement has different meaning for different people (i.e. participation).	Retain
3.3. Sense of agency, control and influence on decisions	Perceptions of influence on government	Delete and make a question under the indicator on perceptions of influence on issues of community importance	Delete

Indicators for further discussion

Sub-domain	Indicators	Discussion	Decision
1.3. Participation in education, learning and skill development opportunities	Self-reported literacy skills	Could be captured under confidence or barriers to participation Agree that this is important but will include as a demographic/ participant characteristics question	Delete
	English proficiency (languages spoken)	Can capture this as a demographic question Question about how language is valued	Delete
2.5. Trust in people and institutions	People have trust in the justice system (including the police and courts)		Retain



Suggested new indicators for consideration

Domain	Suggested indicator/change	Discussion	Decision
1. Participation and opportunities	Volunteering	Captured under Sub-domain 1.3 and 3.2	Additional indicator not required
	Perceptions about opportunities to participate in online networks	Agreement that all sub-domains under participation will include an indicator on capacity to participate, with questions on the following: <ul style="list-style-type: none"> - Knowledge to participate - Perceptions about opportunities to participate - Confidence to participate 	Change indicator to capacity
	Separate indicator 5 under 1.2 'capacity and confidence to participate in paid work' into two indicators	Agreement that all sub-domains under participation will include an indicator on capacity to participate, with questions on the following: <ul style="list-style-type: none"> - Knowledge to participate - Perceptions about opportunities to participate - Confidence to participate 	Change indicator to capacity
2. Sense of belonging and connectedness	Combine indicator 1 and 2 under 2.1 into one indicator on family and friends	Keep as separate indicators	Retain both
3. Engagement and empowerment	Participation in civic life	Language issues with the engagement and empowerment sub-domains. Need to change language to reflect citizenship/civic life and involvement in political/democratic processes	Additional indicator not required
	Move indicator on financial hardship to another domain	Not discussed Facilitator decision to keep this indicator here	Retain

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	Move perceptions of influence on issues of community importance to engagement in community life	These are distinct concepts. The engagement in community life is more action based and relates to involvement in decision-making. Community life will be changed to reflect the action intent of the sub-domain	Retain both they are
4. Safe, welcoming and inclusive society	Add organisations are safe, welcoming and inclusive	Not discussed Already captured under attitudes, but can apply to settings when developing questions to address the indicators	Suggest adding question not indicator
	Add confidence to engage in self-care/ help-seeking strategies	Not discussed	Suggest adding question not indicator

Appendix C – Priority-Setting Survey Results

		MH	CoM*	CoY	NRCH	HWPCP	BCC	ARC	MCC	Final
1.1 Participation in social activities										
1	Participation in social activities (SEM)	10		8	1	8	13			
2	Capacity to participate in social activities								1	
3	Barriers to participation in social activities								2	
4	Participation in community events (SIC, B-SEM)	12			4		14			
5	Capacity to participate in community events									
6	Barriers to participation in community events							8		
7	Participation in online networks	13			18		15			
8	Capacity to participate in online networks									
9	Barriers to participation in online networks									
10	Participation in cultural or religious activities (UNID)	11		6	9		16			
11	Capacity to participate in cultural or religious activities									
12	Barriers to participation in cultural or religious activities									
1.2 Participation in work and employment opportunities										
13	Participation in paid work (SEM, SIC, MPSE, B-SEM, UNID)	9	x	1		4	11		3	

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		MH	CoM*	CoY	NRCH	HWPCP	BCC	ARC	MCC	Final
14	Participation in unpaid work	14	x				12			
15	Satisfaction with current employment situation (MPSE, B-SEM, UNID)			15		15				
16	Capacity to participate in paid work									
17	Barriers to participation in paid work						18	7	4	
1.3 Participation in education, learning and training opportunities										
18	Participation in education or training (SEM, SIC, MPSE, B-SEM, UNID)	8	x	2	16	6	10			
19	Capacity to participate in education or training								5	
20	Participation in work experience activities (i.e. mentorships, internships)		x							
21	Capacity to participate in work experience activities									
22	Barriers to participation in education, training or work experience activities						17	5		
2.1 Relationships and connections with others										
23	People spend time/have contact with family (SEM, NZSC, B-SEM)		x		14					
24	People spend time/have contact with friends (SEM, B-SEM)		x		15					

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		MH	CoM*	CoY	NRCH	HWPCP	BCC	ARC	MCC	Final
25	People spend time/have contact with their neighbours (SEM, NZSC)		x							
26	People have broad social networks in their life	1				13		17	6	
2.2 Social support										
27	People have others they can rely on for social support (practical and emotional)(SEM, SIC, B-SEM)	7	x	10	7	7	9	12	7	
2.3 Sense of belonging										
28	People have a sense of belonging (SCI)		x		5	5	19	13	8	
29	People have a connection to their culture and languages	4	x					10		
2.4 Sense of self-worth										
30	Level of happiness/satisfaction with life (SCI, B-SEM)		x	9	2		7			
31	Sense of pessimism/optimism about life in future (SCI)							14		
32	People feel valued in the community		x		19			16		
2.5 Trust in people and institutions										
33	People have trust in others (general) (SCI, NZSC)	17	x		13			15		
34	People have trust in government (SCI, UNID)							4		
35	People have trust in public institutions (UNID)		x			11	8	6	9	

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		MH	CoM*	CoY	NRCH	HWPCP	BCC	ARC	MCC	Final
3.1 Involvement in political processes and action										
x	People are engaged in the political process (SCI, UNID, SEM, B-SEM)			11			5			
3.2 Involvement in civic life and community action										
37	People are members of a group, club or organisation (SEM, SCI, SIC, B-SEM, SC-IQ)						6		10	
38	People volunteer for a group, club or organisation (SEM, SCI, SIC, B-SEM, SC-IQ)				12	14		1	11	
39	People are involved in a form of community action (SEM, SCI, SIC, B-SEM, SC-IQ)	18		7		9			12	
3.3 Sense of agency and influence										
40	Experiences of financial hardship (SEM, SCI, MPSE, B-SEM)		x	3			4	9		
41	Perceptions of influence on issues of community importance (SIC, B-SEM)		x			10				
42	Perceptions of influence over own life circumstances (B-SEM, SC-IQ)	16	x	4						
4.1 Health and wellbeing										
43	Self-reported overall health status (SEM, SIC)	5		12			1			
44	Self-reported mental health status (SEM, SIC, MPSE)	6		13					13	

Full Report



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45	Living with a disability or long term health condition (SEM, MPSE, B-SEM)			17				19		
4.2 The local neighbourhood and environment										
46	Perceptions of the local neighbourhood (SEM, SIC, MPSE)			16	3	12	20		14	
4.3 Personal safety										
47	Reported experiences of assault or violence (SEM, SIC)		x				2			
48	Perceptions of personal safety (fear) (SEM, SIC)	3	x	14	6		3	11	15	
4.4 Community infrastructure and access to services										
49	People have access to transport (personal or public) (SIC, B-SEM)	19		18	11			3		
50	People have access to health services (SEM)	20								
51	People have access to other essential services (SEM, B-SEM, UNID)									
52	People have access to a telephone and the internet (SIC, NZSC, B-SEM)			19				2		
53	People have access to a computer or electronic device (SIC)									
54	Satisfaction with local facilities/infrastructure (i.e. libraries, recreation, play, sport) SEM, B-SEM, SCQB)	21		5					16	

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4.5 Discrimination, diversity and inclusion										
55	Discriminatory attitudes* (all forms)(VH, SCI, UNID)	15			17	3			17	
56	Attitudes towards diversity (all forms)		x		20				18	
57	Attitudes about gender equity/equality		x		10				19	
58	Experiences of discrimination (all forms) (SCI, UNID)	2	x	20		1		20	20	
59	Perceptions of being accepted and included (SCI)		x		8	2		18	21	

*CoM results divided into rankings under 15 and rankings 16+

- Ranked in top 12
- Ranked 13-15
- Ranked 16+
- Selected for shared measurement