

INNER NORTH WEST
PRIMARY CARE PARTNERSHIP

Social Inclusion Measurement Project

Summary Report



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Inner North West Primary Care Partnership

Social Inclusion Measurement Project

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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 (TCG) 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:

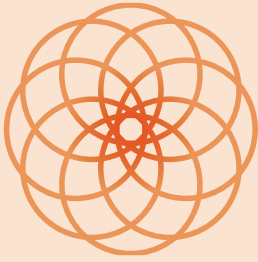
- 1 Identify the social inclusion indicators and measures currently being utilised by partner agencies.**
- 2 Identify critical gaps in the social inclusion indicators and measures currently being utilised by partner agencies.**
- 3 Based on available evidence, identify and agree on the social inclusion 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



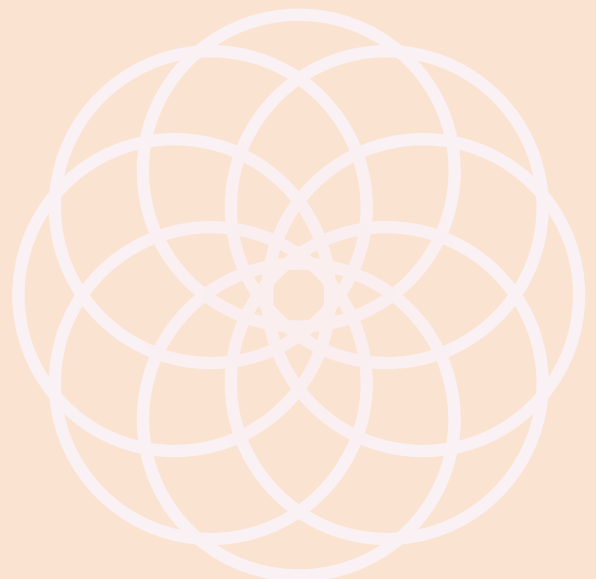
Purpose of this report

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. 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).

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).

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. It contains five domains: i) Poverty and low income, ii) Lack of access to the job market, iii) Limited social supports and networks, iv) The effect of the local neighbourhood, and v) Exclusion from services.

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). It contains five domains: i) Sense of belonging, ii) Sense of worth, iii) Participation (Political), iv) Social Justice and equity, and v) Acceptance and rejection legitimacy.

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). It contains seven domains: i) Material resources, ii) Employment, iii) Education and skills, iv) Health and disability, v) Social, vi) Community, and vii) Personal safety.

International examples

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. This includes the Social Capital Question Bank and the Bristol Social Exclusion Matrix.

In addition to the datasets and measurement frameworks described above, 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 2.1.



Table 2.1 Cordier et al. Domains and sub-domains of social inclusion

DOMAINS	SUB-DOMAINS	DESCRIPTION
1 Participation	1.1 Social	Includes participation in formal organisations, informal community networks and activities, volunteer work, and care of family (including children and elderly).
	1.2 Economic	Includes work, employment, self-employment, enterprise development, education and training.
	1.3 Spiritual	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	This domain is distinct from 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	Relates to engaging in political action to exert and influence human rights and responsibilities.
	3.2 Altruism	Relates to helping others and showing kindness without expectation of a return.
	3.3 Community engagement	Relates to opportunities for active community engagement.
	3.4 Access to community services	Relates to access to services required for positive health and social wellbeing.

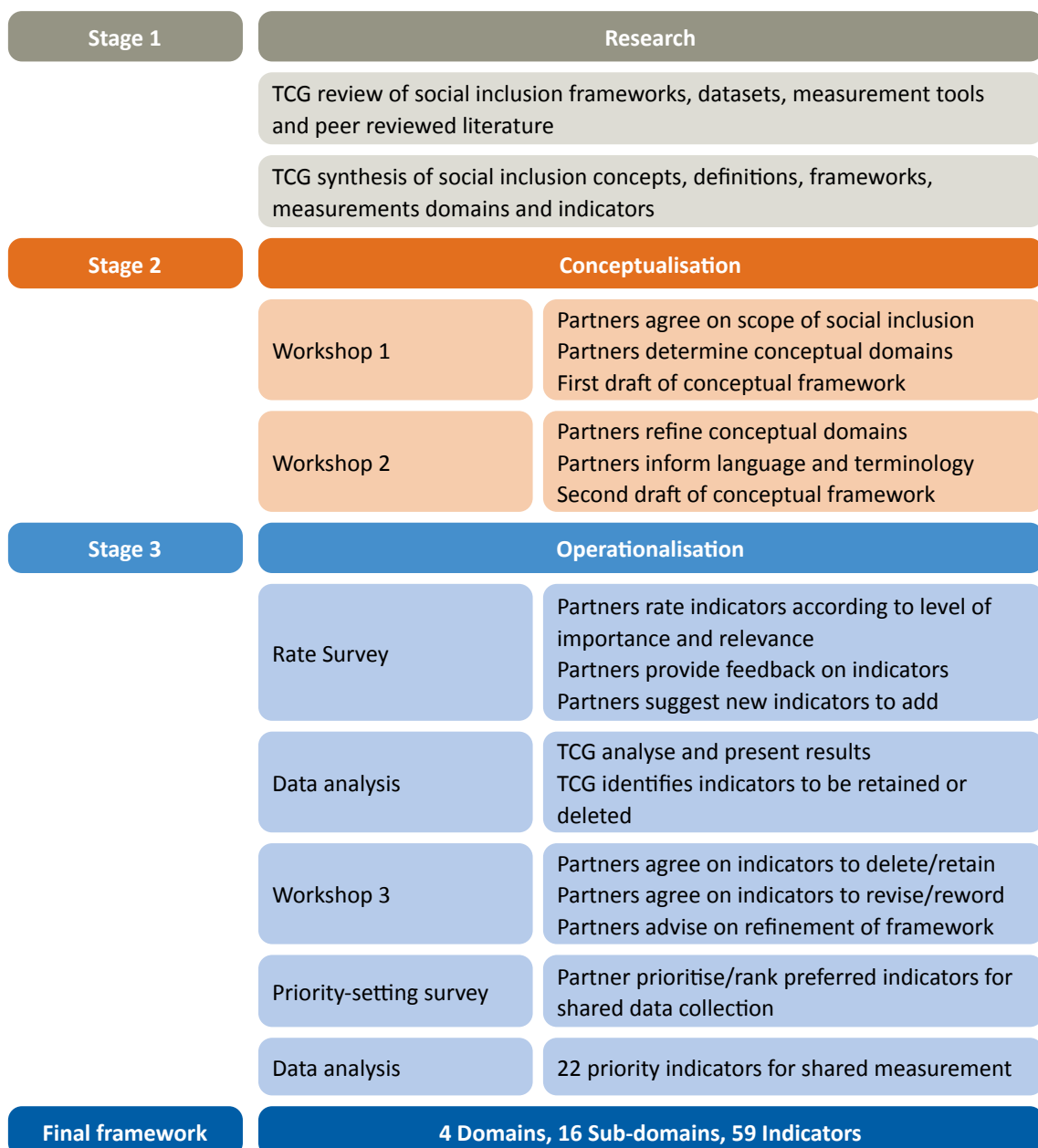
(Source: Cordier et al. 2017)



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.

The first activity revealed that partners view social inclusion as a broad, multidimensional concept, including elements of social exclusion, social capital, social cohesion and social connection.

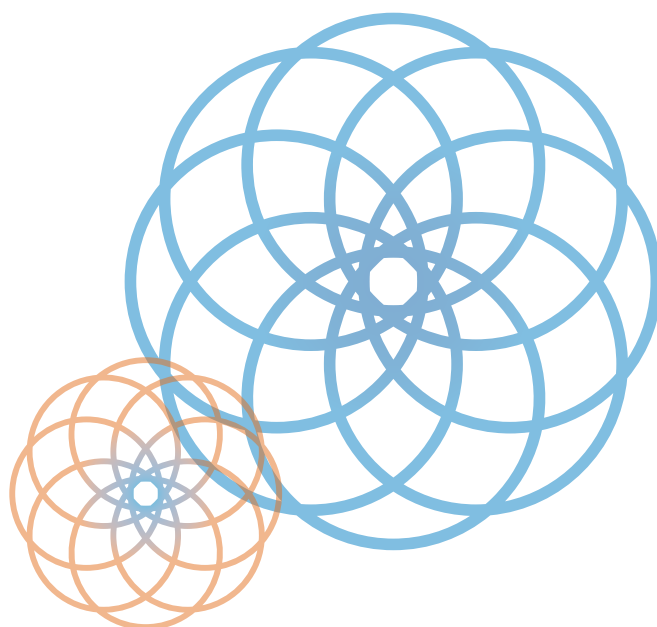


Table 3.1 Proposed Social Inclusion Framework

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 (SEM)

During the first activity 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 a descriptor for each domain and sub-domain that clearly explains the key concepts contained within them and their meaning

The second activity informed a discussion about the types of indicators that are likely to be useful for monitoring and evaluation at the local level.

- › 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.

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. This resulted in a final set of 59 indicators, which are shown in table 5.1.

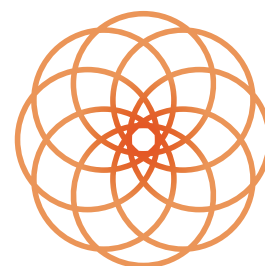
Part 3: Priority-setting survey

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.

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.

This analysis resulted in the selection of 22 priority indicators for shared measurement across the region (see table 5.2).



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 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 Perceptions about the local neighbourhood, including the physical environment and interpersonal/group dynamics</p> <p>4.3 Personal safety Includes reported experiences of violence and perceptions of personal safety</p> <p>4.4 Community infrastructure and access to services Includes access to a range of services and satisfaction with local facilities/ infrastructure</p> <p>4.5 Discrimination, diversity and inclusion 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 (Table 5.2) 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 22 indicators identified as priorities for shared measurement across the regions are shown in Table 5.1.

Table 5.1 Priority Indicators for shared measurement

SUB-DOMAINS		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

Table 5.2 Social Inclusion Indicators

DOMAINS	SUB-DOMAINS	#	INDICATORS
1 Participation	1.1 Participation in social activities	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
	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)

DOMAINS	SUB-DOMAINS	#	INDICATORS
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.

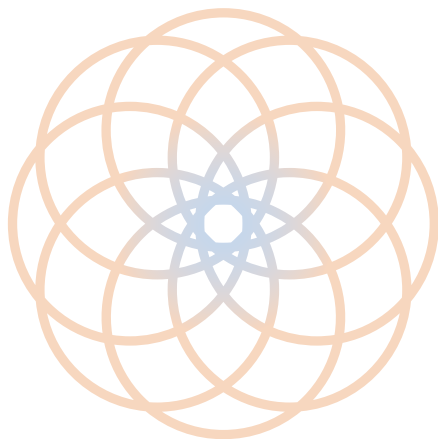


Table 6.1 Example questions for 22 priority indicators

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]?

INDICATORS	EXAMPLE QUESTIONS
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 to 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]
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]

INDICATORS	EXAMPLE QUESTIONS
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 response options provided in Table 6.2.

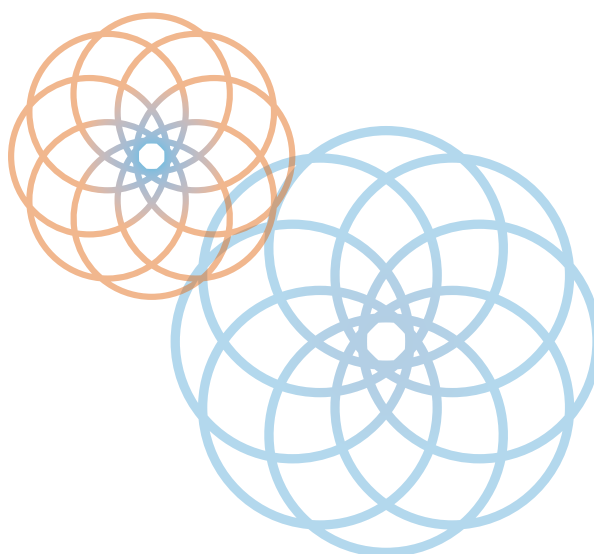


Table 6.2 Scale types and response options

SCALE TYPE	RESPONSE OPTIONS
Frequency scale	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	1. Strongly disagree
	2. Disagree
	3. Neither agree nor disagree
	4. Agree
	5. Strongly agree
	6. Don't know
Extent scale	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	1. Very unhappy
	2. Unhappy
	3. Neither happy nor unhappy
	4. Happy
	5. Very happy
	6. Don't know
Satisfaction scale	1. Very dissatisfied
	2. Dissatisfied
	3. Neither satisfied nor dissatisfied
	4. Satisfied
	5. Very satisfied
	6. Don't know
Health scale	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
	<ul style="list-style-type: none"> • Non-binary • Other • Prefer not to say
Sexuality	What is your sexuality/sexual identity?
	<ul style="list-style-type: none"> • Lesbian • Gay • Heterosexual • Bisexual
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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?



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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