

Literature Review: Outcomes and Indicators of Welcoming and Inclusive Communities and Workplaces Initiatives

**Prepared for Welcome BC
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Executive Summary

This literature review focuses on the social, cultural, political and economic outcomes of making communities more welcoming and inclusive, both across Canada and internationally. This review consists of three main sections:

- An introductory consisting, providing an overview of the work, its structure, the methods used to produce it and limitations in the findings
- A synthesis of the findings, organized by theme and sub-theme
- An annotated bibliography, similarly organized by theme and sub-theme

The literature review serves two purposes: to inform the evaluation of the Welcoming and Inclusive Communities and Workplaces Program (WICWP) and to support community organizations by providing a research base from which to draw for planning purposes, knowledge development and exchange, and public education. As such, it is based on the WICWP research framework, particularly the long-term outcomes. The synthesis component of this report identifies key outcomes and supporting indicators and activities for the sub-themes in each of the key thematic areas. These thematic areas were social inclusion, civic participation and economic integration. Finally, the annotated bibliography provides an overview of each source cited, identifying outcomes and/or indicators that are relevant to the WICWP initiative.

Introduction

This literature review focuses on the social, cultural, political and economic outcomes of making communities more welcoming and inclusive, both across Canada and internationally. This paper also provides examples of existing performance indicators and community activities that can, respectively, measure and work toward these outcomes. The literature review serves two purposes: to inform the evaluation of the Welcoming and Inclusive Communities and Workplaces Program (WICWP) and to support community organizations by providing a research base from which to draw for planning purposes, knowledge development and exchange, and public education.

The research framework for WICWP¹ provides an important starting point for long-term outcomes of the initiative. The objective of the initiative is to create inclusive, welcoming and vibrant communities in British Columbia where immigrants can realize their full potential, racism is eliminated, and cultural diversity is valued and celebrated. Five long-term outcomes are articulated through the logic model:

- **Outcome #1:** An enriched and strengthened cultural and social fabric of Canadian society where there is support for the equality of all Canadians in the economic, social, cultural and political life in Canada.
- **Outcome #2:** Communities and workplaces are vibrant and inclusive.
- **Outcome #3:** Immigrant newcomers view all BC communities as being welcoming destinations.
- **Outcome #4:** Community adopts integration as a two-way process, which involves commitment on the part of newcomers to adapt to life in Canada and on the part of Canadians to welcome and adapt new peoples and cultures.
- **Outcome #5:** Public institutions and workplaces reflect the diversity of the population.

These outcomes have necessarily informed the scope of this work, as the literature review has focused on the notions of cultural, economic, social and political inclusion, integration, diversity and community vibrancy articulated in them. Three key themes emerged from the literature review that address WICWP's long-term outcomes: social inclusion, civic participation and economic integration. Each of these themes has a number of sub-themes, for which a number of outcomes, indicators and activities have been identified and synthesized in the body of this text.

II. Structure

This paper is divided into two main sections (sections V and VI). The first section is a synthesis of the literature review findings, organized by key theme and sub-theme. Each sub-theme has a corresponding set of outcomes, indicators and activities that can achieve these outcomes. There are some important distinctions between how outcomes are expressed in many reports (often

¹ Wachtel, Andy. 2008. "Research Framework: Welcoming and Inclusive Communities and Workplaces Program." Prepared for Immigrant Integration Branch, Ministry of Advanced Education and Labour Market Development, Vancouver, BC.

thematically, such as around belonging and diversity) and WICWP long-term outcomes (broad statements of intent). Outcomes from the literature are therefore synthesized to avoid redundancy and cross-referenced with specific WICWP outcomes to demonstrate links between the literature and the WICWP research framework.

A list of indicators and activities for each sub-theme is also articulated. However, as many indicators and activities correspond to more than one identified outcome, these have not been cross-referenced in order to avoid redundancy. Instead, we leave it open to the reader to determine how best to link activities to outcomes, and measure them through the suggested indicators.

The second section of this report is an annotated bibliography, organized by the same themes and sub-themes as Section V. Each sub-theme has between two and five key papers with a list of topics, an overview of the article and a list of relevant indicators and/or outcomes.

III. Methods

A range of academic and professional sources contributed to this literature review. Key online resources, such as the Humanities and Social Sciences Index, the Metropolis Institute's database of research, and other non-government and public sector websites, provided the necessary materials for the literature review. An eight-year limit was imposed on all resources to ensure relevancy of resources. Once relevant resources were selected, key themes were identified, providing a framework for the annotated bibliography.

A subsequent synthesis of the literature developed key outcomes for each sub-theme, based on commonly expressed outcomes or outcomes that addressed similar ideas in the literature. Indicators and activities found in the literature were then selected to correspond to one or more key outcome. These outcomes, indicators and activities provide the basis for a measurement framework for each specific sub-theme.

IV. Limitations

Because the focus of this synthesis and literature review is largely on outcomes, the indicators and activities provide examples of measurements rather than comprehensive lists. A comprehensive indicator and activity framework is beyond the scope of this work, and a review of best practices is being conducted concurrently with this review. Data sources for specific indicators are also not discussed, as a further review of particular indicators and their relevancy to activities and outcomes is required to find reliable and appropriate data.

V. Themes and Sub-Themes

1. Social Inclusion

1.1. Social Capital and Social Inclusion

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
Equity: An inclusive community will recognize, value, and support all the contributions of its members to economic, social and cultural life. This will result in reduced economic, social and cultural inequities within the population and equal opportunities for each member to develop their capacity and participate in the community (Clutterbuck et al. 2003; Mostafa 2007).	1, 2, 3, 4
Diversity: An inclusive community will acknowledge and promote multiculturalism as a core social value. Different cultural values will be respected, particularly those of immigrants and indigenous communities. Inclusive communities will also engage all citizens and develop inclusive decision-making processes. This results in the promotion of shared values and principles while respecting and accommodating diversity and difference. Valuing diversity also results in greater interaction between people of different cultures and backgrounds (Government of New Zealand ; Mostafa 2007).	1, 2, 3, 4, 5
Support: An inclusive community is supportive. Community spaces will be interactive and accessible, while service supports will exist for the social, health and developmental needs of all members of the community. Supportive communities also have strong public and private investment in the social and economic well-being of the community (Clutterbuck et al. 2003).	1, 2, 3, 4
Belonging: Inclusive communities will promote values of understanding, peace and tolerance. This helps develop a sense of belonging in and connection to the wider community for its diverse members (Mostafa 2007).	1, 2, 3, 4

ii. Indicators

Indicators of Multicultural and Racial Awareness at Various Stages of an Inclusive Community (Potapchuk 2001)

- *Invisibility:* In this stage a community places no importance on issues of diversity, except sometimes in a legal context; communities in this stage build awareness of and support for cultural diversity.
 - Examples: increased awareness of diversity
 - Measures the Diversity outcome
- *Awareness:* In this stage communities experience awareness of cultural diversity; communities in this stage work to address systemic concerns around equity and racism.
 - Examples: increased number of people who do not tolerate racism, increased number of organizations that have programs addressing issues of race, more policy discussions around issues of race
 - Measures the Diversity and Belonging outcomes

- *Disequilibrium*: At this stage a community struggles with its own definition of inclusion, while seeking ways to address racial disparities.
 - Examples: more organizations assess policies and practices, infrastructure is in place to promote inclusion, a significant increase in opportunities to learn about other cultures and racial issues
 - Measures the Diversity, Belonging and Support outcomes
- *Restructuring*: In this stage a community understands the long-term nature of inclusion and works to address systemic and institutional barriers to inclusion.
 - Examples: increased accountability, growing number of young leaders and advocates, benchmarks are beginning to indicate change
 - Measures the Diversity, Belonging, Support and Equity outcomes

Indicators of Effective Community Networks and Services (VCI, 2006)

- *Community connectedness*: Measures individual perceptions of and roles in the community.
 - Examples: percentage of people who can get help from family, friends or neighbours, percentage of parents with school-aged children who are involved in activities at their children's school
 - Measures the Belonging outcome
- *Service availability*: Measures the prevalence and effectiveness of services available to community members.
 - Examples: access to services, extent to which residents feel they can access services when needed
 - Measures the Support outcome

The Quality of Social Capital (Social Relationship Index) (Wilson 2004)

- *Access to emotional support*: This type of support includes leisure activities and other forms of relaxation.
 - Examples: emotional support received, how often support is received
 - Measures the Support and Belonging outcomes
- *Access to rational support received*: This type of support includes advice, mentorship, and formal and informal counseling with regards to life decisions.
 - Examples: identity of supporting person (e.g. counselor, friend, mentor); relationship of donor to recipient of support (e.g. through work, shared community, family)
 - Measures the Support and Belonging outcomes
- *Access to material support*: Material support includes specific physical assistance, child minding, home care, help finding work
 - Examples: material support received, socio-economic status of donor of support
 - Measures the Support and Belonging Outcomes

iii. Activities

A range of activities can be used to help promote social inclusion and build social capital in communities. These range from the development of new collaborative efforts between different

levels of government, to local government initiatives and grassroots events and processes to support inclusion efforts. Some examples include:

- Establishing effective working relationships among municipal, provincial and federal governments to help develop more sophisticated cross-sectoral coordination mechanisms to pursue shared social objectives (Clutterbuck et al. 2003)
- Adopting inclusive planning perspectives for different local and regional conditions (Clutterbuck et al. 2003)
- Ensuring democratic process and political accountability in policy development, planning and decision-making (Clutterbuck et al. 2003)
- Engaging in community visioning processes to help set community goals and determine desired outcomes (New Zealand ; VCI 2006)
- Host community events, dialogues and cultural celebrations to promote engagement and awareness of diversity (Mostafa 2007; Potapchuk 2001)

1.2. Strengthening Integration of Newcomers and Immigrants

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
<p>Equity: An inclusive community ensures equity for newcomers and immigrants. This particularly means equal opportunity with regard to income, labour market participation, education, health and housing. Inclusive communities have public institutions that protect the rights of all community members, regardless of culture or ethnicity. These public institutions will work to help newcomers overcome barriers with regards to equal opportunity. Inclusive communities work toward this equity by developing accessible infrastructure and social supports for immigrants (Spoonley et al. 2005).</p>	1, 2, 3, 4, 5
<p>Diversity: An inclusive community will respect and value diversity and difference among all groups in the community. Recognition of difference means that all members of a community are safe from discrimination and harassment, and that diverse opinions and values are accepted (Spoonley et al. 2005).</p>	1, 2, 3, 4, 5
<p>Belonging: Welcoming and inclusive communities should work to improve two important dimensions of belonging: subjective feelings of being a part of a community and functional incorporation into public domain activities. Inclusive communities will focus on increasing acceptance of and a sense of belonging for newcomers, while emphasizing respect for common laws as well as civil and human rights (Spoonley et al. 2005).</p>	1, 2, 3, 4
<p>Participation: Inclusive communities ensure that all members are able to participate in these various dimensions of public life. Inclusive communities therefore focus on involvement in community groups, social activities, and volunteer organizations, as well as political and civic life (Spoonley et al. 2005).</p>	1, 2, 3, 4, 5

ii. Indicators

Benchmarks of Immigrant Integration (Entzinger and Biezeveld 2003)

- *Socio-economic integration*: This indicator area measures the participation of migrants in the labour market as well as socio-economic barriers and opportunities, such as access to housing and support services.
 - Examples: employment, income level
 - Measures the Equity and Participation outcomes
- *Cultural integration*: These indicators measure the atmosphere of mutual understanding between host communities and newcomers.
 - Examples: attitude towards basic rules and norms of the host country, frequency of contacts with host country and country of origin, language skills
 - Measures the Belonging and Participation outcomes
- *Legal and political integration*: This indicator area measures the equitable granting of rights and responsibilities to all citizens and political and civil participation.
 - Examples: participation in politics, participation in civil society
 - Measures the Equity and Participation outcomes
- *Attitudes of recipient countries*: This indicator area measures the receptiveness of a host community or society toward newcomers and immigrants
 - Examples: reported cases of discrimination, perceptions of migrants by the host society, incidence and effects of diversity policies
 - Measures the Equity, Diversity and Belonging outcomes

Indicators of Social Cohesion (Spoonley et al. 2005)

- *Elements of socially cohesive behaviour*: These indicators measure a variety of areas that relate to personal perceptions, relationships and participation in civic and cultural life.
 - Examples: sense of belonging, frequency of intimate/family friend contact/networks, participation in arts and cultural activities, percentage of immigrants voting
 - Measures the Belonging and Participation outcomes
- *Conditions for a socially cohesive society*: This indicator area measures the necessary conditions for social cohesion: the removal of barriers and creation of opportunities for full participation in the community.
 - Examples: market income per person, paid employment rate, labour market participation, English literacy skills, use of a language other than English or French at home, perceptions of safety, access to immigrant/refugee services
 - Measures the Equity and Diversity outcomes

iii. Activities

Effective integration activities and programs are broad-ranging, encompassing service delivery, education of newcomers and the host community, and celebration of cultural diversity. Some successful activities include:

- Policy measures to ensure equal access to employment, housing, education and political decision-making (Entzinger and Biezeveld 2003)

- Service support that adequately addresses any barriers faced by immigrants with regards to core needs; these can occur through capacity building, information services or networking activities (Entzinger and Biezeveld 2003; Spoonley et al. 2005)
- Recruiting minority groups into government positions (Entzinger and Biezeveld 2003)

1.3. Strengthening Learning Outcomes through Inclusive Education

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
Diversity: An inclusive school will place strong emphasis on diversity, valuing all students and staff equally. Inclusive education programs will restructure the cultures, policies and practices in schools in light of diversity. Inclusive schools will therefore be culturally responsive and inclusive of students of all ability in the classroom (Booth and Ainscow 2002; Kozleski 2005).	1, 2, 3, 4, 5
Belonging: A sense of belonging is a key element for reducing barriers to learning and participation for students. Inclusive education programs will work to increase this sense in students through changes in the cultures, curricula and communities of their school. An inclusive school therefore recognizes the range of student needs and their right to an education in their locality (Booth and Ainscow 2002).	1, 2, 3, 4, 5
Community Connection: Inclusive education will emphasize the role of schools in contributing to the broader community. Inclusive schools will develop core social values of inclusion and diversity. Inclusive education programs foster relationships between schools and communities, improving post-school transitions for people with disabilities, integrating newcomers, and strengthening relationships with external partners (Booth and Ainscow 2002; Kozleski 2005).	1, 2, 4, 5

ii. Indicators

Indicators for Inclusion in the School (Booth and Ainscow 2002)

- *Building community:* This indicator area recognizes the importance of building inclusion into the community of the school and connecting with the broader community.
 - Examples: everyone is made to feel welcome, there is a partnership between staff and parents/guardians, all local communities are involved in the school
 - Measures the Diversity, Belonging and Community Connections outcomes
- *Establishing inclusive values:* This set of indicators measures the culture of inclusion in the school, both how it is viewed and how it is experienced by members of the school community.
 - Examples: staff, students and parents/guardians share a philosophy of inclusion, students are equally valued, the school strives to minimize all forms of discrimination
 - Measures the Diversity, Belonging and Community Connections outcomes
- *Developing the school for all:* These indicators measure the effectiveness of policies in developing an inclusive atmosphere.

- Examples: the school seeks to admit all students from its locality, the school makes its buildings physically accessible to all people
- Measures the Diversity, Belonging and Community Connections outcomes
- *Organizing support for diversity:* This indicator area focuses on implementing policies to ensure that diversity is respected and valued in the school.
 - Examples: ‘special educational needs’ policies are inclusion policies, support for those learning English as an additional language is co-ordinated with learning support
 - Measures the Diversity and Belonging outcomes
- *Orchestrating learning:* These indicators measure learning processes and outcomes.
 - Examples: teaching is planned with the learning of all students in mind, lessons encourage the participation of all students, lessons develop an understanding of difference
 - Measures the Diversity and Belonging outcomes
- *Mobilizing resources:* This indicator set recognizes the importance of all school and community members as potential resources and helps measure how well each school is implementing policies and programs.
 - Examples: student difference is used as a resource for teaching and learning, staff expertise is fully utilized, community resources are known and drawn upon
 - Measures the Diversity, Belonging and Community Connections outcomes

iii. Activities

The Index for Inclusion (Booth and Ainscow 2002) provides a number of activities for implementing inclusive education into schools. These are divided into the following phases:

- *Getting started:* This includes starting a coordinating group, exploring existing knowledge and preparing to work with other groups
- *Finding out about the school:* This involves exploring the knowledge of staff, students, governors and parents as well as determining priorities for assessment
- *Producing an inclusive school plan:* This phase involves putting the index and priorities into the school development plan
- *Implementing priorities:* This step puts priorities into practice, sustaining the process and recording progress
- *Reviewing the Index process:* This ongoing phase involves evaluating developments and reviewing work with the Index (Booth and Ainscow 2002)

1.4. Access for All: Welcoming Disability in the Community²

Creating a welcoming and inclusive community also means recognizing the entire range of diverse individuals who contribute to it. While policy and programming aimed at community accessibility falls beyond the scope of most immigrant inclusion initiatives, it is nonetheless important to remain aware of disability issues that may arise. Welcoming people with disabilities is an

² While there may be a common conceptual base, practical strategies for ensuring a welcoming and inclusive community for people with disabilities differ from those relating to immigrant and refugee newcomers. Targeted efforts to aid a community in moving forward to fostering more welcoming and inclusive environments for people with disabilities is beyond the mandate of WICWP.

important component of inclusion, as newcomers and their children who face accessibility barriers will have a harder time integrating into communities that do not recognize the importance of including people with physical and intellectual disabilities.

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
<p>Autonomy: Disabled individuals in an inclusive community will be able to exercise autonomy over their lives. Individuals will have goals and aspirations, the support to make decisions to achieve these, and the ability to exercise their rights. Welcoming and inclusive communities will recognize the importance of autonomy for people with disabilities and work to support and include them in all aspects of the community (Health & Disability Auditing Australia 2009; Wilson et al. 2008).</p>	1, 2, 5
<p>Belonging/Participation: Widespread participation by people with disabilities in the community will be a key outcome of an inclusive community program. Communities will work to ensure that individuals with disabilities interact with other members of the community, form strong social bonds, realize personal goals and achieve a valued role in their community. Furthermore, these individuals will be able to exercise their rights as citizens, engaging politically with the community and informing the way supports are provided (Health & Disability Auditing Australia 2009; Wilson et al. 2008).</p>	1, 2, 5
<p>Support: Inclusive communities will therefore ensure the safety and wellness of all their members. An inclusive community will ensure that all its members have safeguards so that every individual is free from abuse and neglect, experiences security, and is connected to natural support networks (Wilson et al. 2008).</p>	1, 2, 5
<p>Community Awareness: Inclusion of people with disabilities requires community-wide education efforts. Inclusive communities will raise awareness that there are people in the community who have disabilities and educate community members about their needs, issues and experiences (Clement and Bigby 2008; Kleeman and Wilson 2007).</p>	1, 2, 5
<p>Community Engagement: Inclusive communities will also help foster relationships between broader communities and those living with disabilities within those communities. Inclusive communities will help build the skills necessary to strengthen these relationships and allow individuals or groups to take action on engaging and including individuals with disabilities into community life (Clement and Bigby 2008; Health & Disability Auditing Australia 2009; Kleem and Wilson 2007; Wilson et al. 2008).</p>	1, 2, 5

ii. Indicators

Outcome Indicators for Welcoming Disability in the Community (Health & Disability Auditing Australia 2009; Kleeman and Wilson 2007; Wilson et al. 2008)

- *Personal outcome indicators:* These indicators measure a disabled person’s ability to make independent choices about living conditions, such as work and housing, as well as

participation, both formal and informal, in the community. These indicators measure perceptions of safety, community connection and ability to choose.

- Examples: people with a disability participate in the life of the community, people with a disability experience individual choice and control over their life, people with a disability experience physical and emotional safety and are free from abuse, neglect and avoidable injury.
- Measures the Autonomy, Belonging/Participation and Support
- *Community Outcome Indicators:* These indicators measure a community’s awareness and inclusion of people with physical and intellectual disabilities into the community. They measure programs designed to raise awareness of disability and help integrate people with disabilities into the community.
 - Examples: supports to find and maintain community integrated employment, services are accessible and responsive to people with disabilities, communities provide support so that everyone can participate in community activities
 - Measures the Support, Community Awareness, Community Engagement

iii. Activities

Community support services play a key role in promoting inclusion for people with disabilities in the community. Communities can work with support services in implementing a range of activities, including:

- Implement a disability awareness program (Kleeman and Wilson 2007)
- Train support staff to facilitate relationships between people with disabilities (especially intellectual disabilities) and non-disabled people (Clement and Bigby 2008)
- Communities can create distinct social spaces, where individuals with disabilities are welcome and can interact with community members on a regular basis (Clement and Bigby 2008)

2. Civic Participation

2.1. Promoting Civic Engagement and Volunteerism

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
<p>Belonging/Participation: Inclusive communities will recognize the importance of volunteer activities and civic engagement. These activities are tools that can end personal isolation and encourage a sense of belonging in all community members. Volunteerism encourages participation in the community and helps individuals contribute to their communities. Furthermore, volunteerism strengthens relationships within the community (Davis-Smith et al. 2004).</p>	1, 2, 3, 4
<p>Diversity: Inclusive communities will focus on diverse representation of all community members in volunteer organizations and local politics. A focus will be placed on engaging immigrants and people with disabilities in local community events and political processes to ensure diverse and equitable representation (Davis-Smith et</p>	1, 2, 3, 4, 5

al. 2004; Victorian Community Indicators Project 2006; Wilson et al. 2008).	
Support: An inclusive community sees civic engagement and volunteerism as ways to support all members of the community. Inclusive communities therefore value the role of volunteer organizations in the community and recognize their ability to help support newcomers and other marginalized groups. Volunteering can help develop skills, provide employment experience and build language skills, contributing to the employability of many newcomers (Davis-Smith et al. 2004; Scott et al. 2006).	1, 2, 3, 4

ii. Indicators

Indicators of Civic Engagement and Volunteerism (Baer 2008; Scott et al. 2006)

- *Volunteering among immigrants:* This indicator area measures volunteer rates among immigrants and the factors that influence them.
 - Examples: percentage of immigrants who volunteer, types of organizations where immigrants volunteer, impact of education and economic characteristics on volunteering
 - Measures the Belonging/Participation and Diversity outcomes
- *Charitable and non-profit donations among immigrants:* This set of indicators measures the support that charitable and non-profit organizations receive from immigrants and the types of organizations that receive it.
 - Examples: percentage of immigrants who provide financial support, amount of financial support given by immigrants, barriers to donations among non-donors
 - Measures the Belonging/Participation and Support outcomes
- *Group membership:* These indicators show rates of membership in volunteer, charitable and non-profit organizations.
 - Examples: rates of immigrant membership in non-profit and voluntary organizations, patterns of group membership
 - Measures the Belonging/Participation, Diversity and Support outcomes
- *Civic engagement and active citizenship:* This indicator area measures voting patterns and awareness of current events, as well as the diversity of representation in political bodies.
 - Examples: voting rates, familiarity with news and current affairs, patterns of interest in current affairs
 - Measures the Belonging/Participation and Diversity outcome
- *Informal help and giving:* This area measures rates of casual assistance, such as informal assistance or donations of time or resources to informal groups.
 - Examples: rates of informal giving, types of informal donations, rates of informal help (e.g. unpaid care or assistance to others)
 - Measures the Belonging/Participation and Support outcomes

iii. Activities

Inclusive communities can use volunteering to address issues of social exclusion for a range of community members. Effective strategies to do so include:

- Local, regional and provincial governments can recognize volunteer organizations' role in working to promote civic engagement and tackle social inclusion (Davis-Smith et al. 2004)

- Governments can fund volunteer programs aimed at marginalized groups (Davis-Smith et al. 2004)
- Volunteer organizations can develop partnerships and strategies for overcoming barriers to volunteering and civic engagement (Davis-Smith et al. 2004)

2.2. Promoting Recreational and Artistic Vitality

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
Presence: An inclusive community will encourage a mix of non-profit, commercial, public and informal venues that provide an opportunity for artistic, cultural and recreational activities. This presence ensures that opportunities for recreational and artistic participation exist (Jackson et al. 2006; Yu 2009).	1, 2
Participation: An inclusive community encourages diverse forms of participation in artistic, cultural and recreational activities. Participation can include formal or informal education, membership in artistic or recreational organizations, and public discourse about arts, culture and recreation in the media. Inclusive initiatives recognize and seek to overcome barriers that groups may face to participation in recreational and cultural events (Baer 2008; Jackson et al. 2006; Yu 2009).	1, 2, 3, 4
Support: Inclusive communities value artistic and cultural activities and show direct and indirect support for them. These communities provide supportive policies, programs and other indirect measures (such as tax incentives) to help create vibrant communities (Jackson et al. 2006; Yu 2009).	1, 2

ii. Indicators

Indicators of Recreational and Artistic Participation (Baer 2008; Jackson et al. 2006; VCIP 2006)

- *Arts and culture:* This indicator area looks at opportunities to participate in arts and culture in the community, participation rates and barriers to participation.
 - Examples: opportunities to participate in arts and cultural activities, percentage of people who feel that they have opportunities to participate in affordable local arts and cultural activities
 - Measures the Presence and Participation outcomes
- *Recreational and leisure activities:* These indicators measure opportunities to participate in recreational and leisure activities in the community, participation rates and barriers to participation.
 - Examples: opportunities to participate in sporting and recreational activities, participation in sporting and recreational activities
 - Measures the Presence and Participation outcomes
- *Institutional commitments to recreation and arts:* This measures policies, programs and infrastructures implemented by any level of government to help support the presence of and participation in artistic and recreational activities.

- Examples: parks and libraries hosting cultural programs, public spaces suitable for cultural activities
- Measures the Presence, Participation and Support outcomes

iii. Activities

Non-profit, commercial, public and informal organizations can all contribute to enhanced artistic and recreational activities in an inclusive community:

- Government funding and resources can be provided to a range of cultural activities (Jackson et al. 2006)
- Local institutions (such as parks and libraries) can host cultural and ethnic-oriented programs (Jackson et al. 2006)
- Local governments can designate cultural districts (Jackson et al. 2006)
- Local organizations (such as churches and arts-related organizations) can host activities to support a wide range of cultural, recreational and artistic activities (Jackson et al. 2006)

3. Economic Integration

3.1. Strengthening Economic and Employment Opportunities

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
Suitability of Employment: Inclusive communities will ensure equitable access to employment opportunities for all members of the community. An inclusive community will institute programs and supports that build skills and capacity among all members of the community, including language skills and employment programs to support suitable employment. Inclusive communities will therefore see greater employment rates for newcomers, more long-term immigrants employed in their field of expertise and a diversity of community members involved in the labour market (Clutterbuck et al. 2003; Richardson and Lester 2004; Wilson et al. 2008).	1, 3, 4, 5
Labour Force Status: An inclusive community will ensure greater employment equity amongst various groups. Conditions that may be barriers to equitable labour force participation, such as age, gender or qualifications, will be addressed through effective programs and policies (Clutterbuck et al. 2003; Richardson and Lester 2004).	1, 3, 4
Equitable Incomes: Effective inclusion policies will help ensure equitable income rates. These include higher relative income of all persons born overseas as well as higher relative income of recent immigrants (Richardson and Lester 2004).	1, 3, 4

ii. Indicators

Labour Force Indicators (Richardson and Lester 2004; VCIP 2006)

- *Employment:* These indicators measure issues related to employment for newcomers and immigrants.

- Examples: unemployment rates and rates of employment of newly arrived immigrants in their broad occupational field
- Measures the Suitability of Employment and Labour Force Status outcomes
- *Income and wealth*: This indicator area measures income data for newcomers and long-term income trends for immigrants.
 - Examples: distribution of income, relative income of all persons born overseas, relative income of recent or newly arrived immigrants
 - Measures the Equitable Incomes outcome

iii. Activities

Supporting economic integration requires action on the part of the government. Some activities that can improve labour-market outcomes for newcomers and immigrants include:

- Creation or continuation of programs and services that address barriers to labour market participation, particularly language competency or lack of recognized qualifications (Richardson and Lester 2004)
- Increase access to these services (through increased or more effective funding) (Entzinger and Biezeveld 2003; Spoonley et al. 2005)

3.2. Diversity and Inclusion in the Workplace

i. Outcomes

Outcomes Identified	WICWP Outcomes Met
Awareness: Inclusive workplaces work to improve personal attitudes regarding equity and recognize the urgency of implementing equity in the workplace. These workplaces will also understand the importance of developing organizational policies and practices that help support the physically handicapped, ethnic minorities and women (Brock 2007).	1, 2, 3, 4
Engagement: An inclusive workplace will take a proactive role with regard to equity issues. They will demonstrate an increased awareness of incidents of discrimination and address these incidents. An inclusive workplace will also develop inclusive hiring practices, specifically recognizing foreign credentials and experience (Brock 2007).	1, 2, 3, 4, 5
Diversity: Inclusive workplaces are supportive of cultural and social diversity and immigrant integration. Inclusive workplaces will implement workplace language and communications skills, as well as employee training on diversity (Centre for Research and Education in Human Services 2005; Brock 2007).	1, 2, 3, 4, 5

ii. Indicators

Indicators of Diversity and Inclusion in the Workplace

- *Recognizable changes in individual perceptions:* This indicator area focuses on individual perceptions of diversity and inclusion, and develops measurements of them.

- Examples: personal changes in attitude regarding equity, recognition of the urgency of implementing equity in the workplace
- Measures the Awareness and Diversity outcomes
- *Commitment to taking a proactive role with regard to equity issues:* These indicators measure long-term commitment to addressing equity issues and promoting diversity in the workplace.
 - Examples: increased awareness of incidents of discrimination in participants' organization
 - Measures the Engagement and Diversity outcomes
- *Awareness of policy changes needed:* This indicator set focuses on measuring how effectively policies are promoting diversity and addressing discrimination in the workplace.
 - Examples: greater concern with organizational policies and practices regarding physically handicapped, ethnic minorities and women
 - Measures the Awareness and Diversity outcomes

iii. Activities

Governments at all levels and employers can do much to support diversity and inclusion in the workplace. Some activities include:

- Implement equal opportunity employment programs (Brock 2007)
- Provide employee multicultural and diversity awareness training (Brock 2007)
- Develop policies to address discrimination in the workplace (Brock 2007)
-

VI. Annotated Bibliography: Outcomes of Welcoming and Inclusive Communities Initiatives

1. Social Inclusion

1.1. Social Capital and Social Inclusion

Clutterbuck, Peter and Marvyn Novick. 2003. "Building Inclusive Communities: Cross-Canada Perspectives and Strategies." Prepared for the Federation of Canadian Municipalities and The Laidlaw Foundation.

Topics

- social inclusion; community-based research; municipal, provincial and federal policy; Canada

Overview

This report provides an overview of social inclusion policy in Canada. It provides an overview of the role of social inclusion frameworks in Canadian municipal policies, summarizes community research addressing four themes (characteristics of an inclusive community, social vulnerabilities, views on civic capacity and revenue for social inclusion policies), and provides policy recommendations for new institutional relationships between municipalities and the provincial and federal governments. The report posits that a social inclusion framework provides a meaningful

perspective on social well-being and economic prosperity, and that municipalities can play a lead role in implementing social inclusion policies and practices, though these policies need to be implemented in partnership with provincial and federal governments.

Outcomes

The article discusses these outcomes of social inclusion policies:

- Reduced economic, social and cultural inequities within the population
- Recognition, value and support for the contributions of all community members to the economic, social and cultural life of a society
- Shared values/principles and common commitments are promoted while respecting and accommodating diversity

The article also summarizes the characteristics of an inclusive community:

- Greater integration and cooperation between people and organizations in the community
- More interactive and accessible community spaces
- A rise in public and private investment in the social and economic well-being of the community
- Recognition of diverse cultures and peoples in community processes and structures
- Equal opportunities to develop one's capacity and participate in the community
- Greater accessible and sensitive supports for social, health and developmental needs of all members of the community
- Strong participatory culture, with active involvement of all members in planning and decision-making
- Safety and security at home and in the community

Government of New Zealand Community Outcomes website. Retrieved July 27, 2009 from <http://www.communityoutcomes.govt.nz/web/coutcomes.nsf/unid/CFIN-7FFUBR?openDocument>

Topics

- community well-being; policy outcomes; citizen engagement; visioning processes; local government policies; collaborative planning; New Zealand

Overview

New Zealand's Community Outcomes is a project intended to help communities across the country plan toward improving community well-being. Outcomes are organized to measure social, economic, environmental and cultural well-being, and are determined through a community-based process, whereby residents are able to describe a vision and direction for their community. This website, and all associated documents, provides a useful resource for consideration of community-based, particularly social and cultural outcomes that are identified by communities. Due to the large volume of participating regions, districts and cities, a significant amount of information does

not apply directly to policymaking designed to promote welcoming and inclusive communities. However, once useful outcomes are identified, links are provided to planning documents intended to work toward these outcomes as well as monitoring/evaluation reports. As such, activities and indicators directly linked with particular outcomes can be effectively synthesized from these documents.

Outcomes

- Communities have access to social support services
- Multiculturalism is acknowledged and promoted; different cultural values are respected
- Indigenous (Maori) people are recognized and respected; beneficial relationships are built

Mostafa, Iqbal M. 2007. "The Concept of Dynamic Inclusive Communities in Britain."
Centre for Study and Research. 1(2).

Topics

- inclusive communities; community engagement; outcomes; Britain

Overview

This paper aims to address two central questions: what does it mean to live in a dynamic inclusive community and what are the factors that bring about a process of change in relationships between communities? The author provides an overview of dynamic, inclusive community initiatives in Britain and discusses the outcomes of these programs. Mostafa argues that dynamic, inclusive communities are key to ensuring equality, creating mutual respect and trust, and promoting cooperation and cohesion of minority ethnicities into British and Scottish societies. Finally, Mostafa posits that host communities benefit from dynamic, inclusive initiatives as well-integrated immigrants provide more benefits to the community.

Outcomes

Mostafa discusses six common outcomes of dynamic, inclusive community initiatives:

- Harmony through dialogue
- Development of a strong sense of belonging to a wider community
- Greater equality and greater interaction between people of different cultures and backgrounds
- Positive learning about playing an active role in civic life and civic processes
- Finding better ways to work with individuals, various governmental organisations, and communities to identify and address needs and tackle inequalities
- Development of communities based on equality, understanding, acceptance, peace and tolerance

Potapchuk, Maggie. 2001. *Steps Toward an Inclusive Community*. Washington, DC: Network of Alliances Bridging Race and Ethnicity, Joint Center for Political and Economic Studies. Retrieved July 27, 2009 from <http://www.mpassociates.us/publications.htm>

Topics

- social inclusion; racism; education; interventions; steps toward inclusive communities; United States

Overview

This toolkit provides an overview of the impact of racial inequity at the community level and provides a series of incremental steps to help promote racial equity and inclusion. Although focused on American race relations, the toolkit nonetheless provides important lessons for the Canadian context. The toolkit identifies four stages that typically occur in moving toward an inclusive community: invisibility, awareness, disequilibrium and restructuring. The author describes specific activities that can be used to promote inclusion and discusses outcomes that result from these activities. She also finds that communities that move through these stages are able to build a common language and understanding of racism, which ultimately helps to establish a welcoming and inclusive atmosphere.

Outcomes

As communities move through the various stages, they are likely to see some corresponding outcomes:

- *Invisibility:* In this stage a community places no importance on issues of diversity, except sometimes in a legal context; communities in this stage build awareness of and support for cultural diversity.
 - increased awareness of diversity, a small group is formed with a common language and commitment to pursuing racial issues, advocates form among the privileged
- *Awareness:* In this stage communities experience awareness of cultural diversity; communities in this stage work to address systemic concerns around equity and racism.
 - significant dialogue on race, a collaboration council has an established role as advocate and mediator, increase in people who do not tolerate racism, increase in organizations that have programs address race, more policy discussions around race, increased awareness of diverse holidays and cultures
- *Disequilibrium:* At this stage a community struggles with its own definition of inclusion, while seeking ways to address racial disparities.
 - more organizations that assess policies and practices, more citizens have a higher level of awareness on racial issues, diverse group of advocates building momentum, infrastructure is in place to promote inclusion, a significant increase in opportunities to learn about other cultures and racial issues
- *Restructuring:* In this stage a community understands the long-term nature of inclusion and works to address systemic and institutional barriers to inclusion.
 - increased accountability, growing number of young leaders and advocates, benchmarks are beginning to indicate change

Victorian Community Indicators Project. 2006. Measuring Wellbeing, Engaging Communities: Developing a Community Indicators Framework for Victoria: The final report of the Victorian Community Indicators Project. Retrieved July 27, 2009 from: http://www.communityindicators.net.au/about_us

Topics

- community well-being; citizen engagement; indicators; collaborative planning; policy making; welcoming and inclusive communities; Australia

Overview

Victoria Community Indicators is an initiative that aims to measure community well-being in five areas, using social, economic, environmental, democratic and cultural indicators. The intended audience is local and state government, non-governmental organizations and the broader community. The report finds that a healthy, safe and inclusive community can be measured in a number of sub-domains: personal health and wellbeing, community connectedness, early childhood development, personal and community safety, lifelong learning and service availability. The indicators in each of these categories measure residents' sense of community well-being, their connectedness to others, and their access to services.

Indicators

The following indicators are from the healthy, safe and inclusive communities domain:

- *Community connectedness*: percentage of people who like living in their community; percentage of people who can get help from friends, family or neighbours when needed; percentage of people who could raise \$2000 in an emergency; volunteer rates; percentage of parents with school-aged children who are involved in activities at their children's school
- *Service availability*: access to services, extent to which residents feel that they can access services when needed

Wilson, Lou. 2004. "Developing a model for the measurement of social inclusion and social capital in regional Australia." *Social Indicators Research*. 75: 335–360.

Topics

- social inclusion; social capital; measures; indicators; qualitative data; Geographic Information System technologies; Australia

Overview

This paper discusses the development of a framework for measuring perceptions of social inclusion and social capital in Australia, with the intention of contributing to the development of

indices. The paper consists largely of a literature review comparing theories of social capital and social inclusion. The findings of this review emphasize the importance of mechanical solidarity, a source of social cohesion based largely on shared activities and routines. Furthermore, the review suggests that seven key concepts of social inclusion and social capital comprise mechanical solidarity: organic solidarity, bounded solidarity, emotional solidarity, bonding social capital, bridging social capital and aggregate social capital. Three indices are discussed and recommended as useful in measuring areas of social capital and social inclusion: the social relationship index, the solidarity index and the inclusion index.

Indicators

The Social Relationship Index, which also measures the amount and quality of social capital received, addresses three key areas, each consisting of the same five sub-issues:

- *Access to emotional support*
 - The emotional support received
 - How often the emotional support is received
 - Identity of the person donating emotional support (e.g. counselor, friend, mentor)
 - Relationship of donor to recipient of emotional support
 - Socio-economic status of the donor of emotional support.
- *Access to rational support*³
 - The rational support received
 - How often the rational support is received
 - Identity of the person donating rational support (e.g. counselor, friend, mentor)
 - Relationship to recipient of donor of rational support
 - Socio-economic status of the donor of rational support.
- *Access to material support*
 - The material support received
 - How often the material support is received
 - Identity of the person donating material support (e.g. counselor, friend, mentor)
 - Relationship to recipient of material support
 - Socio-economic status of the donor of material support.

1.2. Strengthening Integration of Newcomers and Immigrants

Entzinger, H. and R. Biezeveld. 2003. *Benchmarking in Immigrant Integration*. Rotterdam: ERCOMER. Study carried out for the European Commission, DG Justice and Home Affairs, August 2003.

Topics

- immigrant integration; integration policy; indicators; Europe

Overview

This report consists of five major sections: an overview of integration, in academia and in practice;

³ Here rational support includes advice, mentorship and formal and informal counseling with regards to life decisions.

a discussion of integration policies in Europe; various fields of integration; indicators designed for each field of integration; and the uses, ambiguities and limitations of particular indicators. The report distinguishes between four fields of integration: socio-economic, cultural, legal and political integration, and attitudes of recipient countries. The authors note the importance of the interrelationship between immigration and integration policies, and argue that any successful immigration policy should help facilitate integration of newcomers. They also note the importance of monitoring integration trends over the long term and select the indicators in this report to monitor integration trends both in countries with a long history of immigration and those where immigration is more recent.

Indicators

The report recommends the following indicators:

- *Socio-economic integration*: employment, income level, social security, level of education
- *Cultural integration*: attitude towards basic rules and norms of the host country, frequency of contacts with host country and country of origin, language skills
- *Legal and political integration*: participation in politics, participation in civil society
- *Attitudes of recipient countries*: reported cases of discrimination, perceptions of migrants by the host society, incidence and effects of diversity policies

Spoonley, Paul, Robin Peace, Andrew Butcher and Damian O’Neill. 2005. “Social Cohesion: A Policy and Indicator Framework for Assessing Immigrant and Host Outcomes.” *Social Policy Journal of New Zealand*. 24: 85-110.

Topics

- social cohesion; policy making; indicators; settlement outcomes; immigration; New Zealand

Overview

This article discusses social cohesion with regards to immigrant integration and host societies. The authors define social cohesive communities as those where all groups have a sense of belonging, participation, inclusion, recognition and legitimacy. They discuss social cohesion in an international context, determine barriers to social cohesion and develop an indicator framework for monitoring social cohesion and settlement policies. The authors argue that social cohesion provides an important element in conceptualizing and measuring the outcomes of immigration, for newcomers and host societies. Social cohesion is presented as an important policy focus and one that can help develop an indicator framework for settlement.

Outcomes

The authors propose a single high-level outcome, two intermediate outcomes and a range of indicators that measure social cohesion:

- *High-level outcome*: New Zealand becomes an increasingly socially cohesive society with

a climate of collaboration because all groups have a sense of belonging, participation, inclusion, recognition and legitimacy.

- *Intermediate outcomes:* Individuals and groups exhibit elements of socially cohesive behaviour: belonging and participation. Conditions for a socially cohesive society are demonstrated through inclusion, recognition and legitimacy.

Indicators

- *Elements of socially cohesive behaviour:* sense of belonging; frequency of intimate/family friend contact/networks; social involvement index; membership in volunteer and other groups; telephone and internet access; unpaid work outside the home; participation in tertiary and adult education; participation in preschool education; participation in arts and cultural activities; involvement in sports teams and leisure; percentage of immigrants voting; civic engagement
- *Conditions for a socially cohesive society:* market income per person; paid employment rate; labour market participation; English literacy skills; unemployment rates; welfare receipt; occupational distribution; home ownership; racism and discrimination; use of media in non-official language; use of non-official language in the home; confidence in key societal institutions; perceptions of safety; access to immigrant/refugee services; health levels and access to health services; appropriate representation in the mass media

1.3. Strengthening Learning Outcomes through Inclusive Education

Booth, Tony and Mel Ainscow. 2002. Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education. Retrieved July 13, 2009 from http://www.eenet.org.uk/index_inclusion/index_inclusion.shtml

Topics

- inclusive education; outcomes; indicators; community-based research; United Kingdom

Overview

The Index for Inclusion was developed for UK schools as a set of tools to help reduce barriers in participation for students and help schools develop more open, welcoming and inclusive approaches to their respective student bodies. The Index is a practical guide allowing educators to evaluate inclusion in their schools; the index uses indicators that qualitatively measure the dimensions of inclusive cultures, policies and practices of an inclusive school. The inclusive cultures dimension emphasizes an accepting, collaborative school community that represents the diverse values of its members. The inclusive policies dimension reflects the extent to which a school has integrated inclusion into its planning. The inclusive practices dimension helps develop practices (such as lessons) that are responsive to all students. These indicators help measure changes in how schools create an inclusive environment.

Outcomes

Characteristics and outcomes of inclusion in education:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students in order to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for the benefit staff as well as for students.
- Emphasizing the role of schools in building community and developing values as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

Indicators

Indicator category A measures inclusive cultures, indicator category B measures inclusive policies and indicator category C measures inclusive practices:

- *A1—Building community:* everyone is made to feel welcome; students help one another; staff collaborate with one another; staff and students treat one another with respect; there is a partnership between staff and parents/guardians; staff and governors work well together; all local communities are involved in the school
- *A2—Establishing inclusive values:* there are high expectations for all students; staff governors, students and parents/carers share a philosophy of inclusion; students are equally valued; staff and students treat one another as human beings as well as occupants of a 'role'; staff seek to remove barriers to learning and participation in all aspects of the school; the school strives to minimize all forms of discrimination
- *B1—Developing the school for all:* staff appointments and promotions are fair; all new staff are helped to settle into the school; the school seeks to admit all students from its locality; the school makes its buildings physically accessible to all people; all new students are helped to settle into the school; the school arranges teaching groups so that all students are valued
- *B2—Organizing support for diversity:* all forms of support are coordinated; staff development activities help staff to respond to student diversity; 'special educational needs' policies are inclusion policies; support for those learning English as an additional language is coordinated with learning support; pastoral and behaviour support policies are linked to curriculum development and learning support policies; pressures for disciplinary exclusion are decreased; barriers to attendance are reduced; bullying is minimized

- *C1—Orchestrating learning*: teaching is planned with the learning of all students in mind; lessons encourage the participation of all students; lessons develop an understanding of difference; students are actively involved in their own learning; students learn collaboratively; assessment contributes to the achievements of all students; classroom discipline is based on mutual respect; teachers plan, teach and review in partnership; teaching assistants support the learning and participation of all students; homework contributes to the learning of all; all students take part in activities outside the classroom
- *C2—Mobilizing resources*: student difference is used as a resource for teaching and learning; staff expertise is fully utilized; staff develop resources to support learning and participation; community resources are known and drawn upon; school resources are distributed fairly so that they support inclusion

Kozleski, Elizabeth. 2005. *Logic Model for Whole School Special Education Reform.* Tempe, Arizona: National Urban Institute for Urban School Improvement. Retrieved September 9, 2009 from: <http://www.urbanschools.org/professional/tools.html>

Topics

- inclusive education; logic model; capacity building; outcomes; United States

Overview

This tool provides an overview of inclusive school planning processes for professional teachers, schools and school districts and is designed to help build capacity and engage the school community in implementing inclusive practices. The tool is largely aimed at describing leadership roles and tasks for the various community members, from elected officials to teachers, students and families that contribute to a school community. As a capacity building tool, there is little in the way of substantial arguments; instead it focuses on specific tasks and approaches that should be used by various stakeholders to reach desired outcomes.

Outcomes

The institutional outcomes of the inclusive school planning processes described in the toolkit include:

- Improve school success and post-school transitions to adulthood for students with disabilities
- Increase the number of culturally responsive, inclusive schools, based on student placement and performance data
- Increase the number of students with disabilities who successfully learn within the standards-based curriculum, based on student performance data
- Increase the number of general education teachers who skillfully use universal designs for learning to include students with disabilities in their classrooms, based on teacher self-report and classroom observations
- Increase the quality and depth of partnerships with local universities to improve teacher preparation for inclusive practices
- Increase the number of districts who build professional development strategies based on

whole school improvement in general and special education instructional practices and services

- Increase the number of districts with coherent strategies for involvement of external partners for whole school improvement

1.4. Access for All: Welcoming Disability in the Community

Clement, Tim and Christine Bigby. 2008. “Making life good in the community: Building inclusive communities: Facilitating community participation for people with severe intellectual disabilities.” Melbourne: Department of Human Services, Victorian Government.

Topics

- accessibility; community inclusion; intellectual disability; community-based research; Australia

Overview

This report summarizes a two-and-a-half-year community-based research project implementing and assessing inclusive community principles. The focus of the research was a home for five men with severe intellectual disabilities and the research goal was to understand how staff in the home could help expand the men’s social networks and help them actively participate in the community. The findings of the project are wide-ranging, including the importance of building community presence as a prerequisite for community participation, properly framing the goal of building inclusive communities to non-disabled people, and the importance of enhancing community participation by building lasting relationships through recurring activities over an extended period of time, where social interaction is high.

Outcomes

This report focuses on quality of life, as measured by the following personal outcomes of effective inclusive community initiatives:

- Community presence
- Choice
- Community participation
- Respect
- Competence

Health & Disability Auditing Australia. 2009. Outcomes Standards for Disability Services – evidence indicators. Retrieved September 9, 2009 from:

www.hdaau.com.au/includes/files_cms/file/OutcomesStandards_Indicators_Apr30_09.pdf

Topics

- accessibility; outcomes; indicators; inclusion; Australia

Overview

This document outlines outcomes and indicators for service providers to people with a disability and their family members in Victoria, Australia. The five outcomes and sixteen indicators that measure the outcomes are used to measure compliance with the Outcome Standards for Disability Services.

Outcomes

- *Individuality*: Each individual has goals, wants, aspirations and support needs and makes decisions and choices about their life.
- *Participation*: Each individual is able to access and participate in their community.
- *Capacity*: Each individual has the ability and potential to achieve a valued role in the community.
- *Citizenship*: Each individual has rights and responsibilities as a member of the community.
- *Leadership*: Each individual informs the way that supports are provided.

Indicators

- *Always learning*: People with a disability experience lifelong learning and education.
- *Being part of a community*: People with a disability participate in the life of the community.
- *Being independent*: People with a disability experience individual choice and control over their life.
- *Being safe*: People with a disability experience physical and emotional safety and are free from abuse, neglect and avoidable injury.
- *Building relationships*: People with a disability experience healthy, constructive and respectful relationships.
- *Choosing supports*: People with a disability choose their own supports and contribute to determining the manner in which supports are provided.
- *Communicating*: People with a disability seek, receive and impart information, ideas, opinions and feelings through their preferred communication style.
- *Doing valued work*: People with a disability experience meaningful and rewarding employment with just and reasonable conditions.
- *Exercising rights and responsibilities*: People with a disability exercise human rights.
- *Expressing culture*: People with a disability experience a sense of cultural identity and belonging.
- *Having fun*: People with a disability experience a sense of social well-being through enjoyment of life and time for leisure and recreation.
- *How to live*: People with a disability experience an adequate standard of living through exercising control over their living circumstances.
- *Looking after self*: People with a disability experience the best possible physical, mental, emotional and social health.
- *Moving around*: People with a disability move freely in their environments and in the community.

- *Paying for things*: People with a disability experience an adequate standard of living through exercising control over finances.
- *Where to live*: People with a disability experience an adequate standard of living through access

Kleeman, J. and E. Wilson. 2007. *Seeing is believing: changing attitudes to disability. A review of disability awareness programs in Victoria and ways to progress outcome measurement for attitude change.* Melbourne: Scope (Vic).

Topics

- accessibility; disability awareness; outcomes; Australia

Overview

This report, initiated by Australian disability service provider Scope, is designed to assess the evidence on attitude change toward people with a disability. As such, it reviews formal disability awareness programs in Victoria, determining the aim of each program, the type of evaluations implemented and patterns of success. The goal of the study was to develop a tool to measure attitude change resulting from disability awareness and community education programs. The authors identify outcomes of successful disability awareness programs, and recommend several indicators that can help measure these outcomes. The authors note that while most of the surveyed disability awareness programs include an evaluation component and may be successful in achieving key program outcomes, they would all benefit from support in developing stronger research and evaluation approaches using the recommended outcomes and indicators discussed in this report.

Outcomes

- *General awareness*: Raising general awareness that there are people in the community who have disabilities. Raising disability from an invisible individual issue to a visible community issue.
- *Understanding issues*: Learning what the needs, issues and experiences are that people with a disability may have.
- *Attaining specific knowledge and skills*: Fostering the skills to address the needs of people with a disability. Gaining the knowledge and skills to identify strategies and actions, such as developing communication skills or understanding of communication aids.
- *Taking action*: Individual or group action concerning disability issues, shown through observed behaviour change.

Indicators

- Participants' most relevant beliefs about the advantages and disadvantages of the desired behaviour
- Participants' perceptions about the level of control they have over the desired behaviour
- The relative impact of various aspects of program design and delivery including: pursuing a mutual goal; participants having equal status; the opportunity to get to know each other;

information which disconfirms the stereotypes (i.e. disability information provided as part of the program); active cooperation; positive experience.

Wilson, Erin, Nick Hagiliassis, Kelli Nicola-Richmond, Anne Mackay and Robert Campain. 2008. "Defining and measuring outcomes of inclusive communities." Presentation for National Disability Services, Australia. Retrieved July 13, 2009 from: <http://www.nds.org.au/wa/Archive/2008/LW08-Wilson1.pdf>

Topics

- accessibility; inclusive communities; outcomes; indicators; community-based research; Australia

Overview

This presentation provides an overview of research into outcomes and indicators of inclusion programming for people with disabilities. The authors summarize three measurement methods currently used by Scope, an Australian accessibility non-governmental advocacy group. They also note that it is important to distinguish between various types of outcomes, including personal outcomes, family/job-related outcomes, outcomes for service providers, outcomes for the service sector and community-wide outcomes. This range of outcomes is linked to quality of life concerns for people with disabilities, as well as community-wide, regional and nation-wide trends. The presentation identifies a number of personal outcome measures and National Core Indicators that help assess the effectiveness of inclusion programs.

Outcomes

Personal Outcome Measures include:

- *Identity*: people choose goals, where and with whom to live, and where to work; people have intimate relationships; people are satisfied with services; people are satisfied with personal life situations
- *Autonomy*: people choose their daily routine; people have time, space and opportunity for privacy; people decide when to share personal information; people use their environments
- *Rights*: people exercise rights; people are treated fairly
- *Affiliation*: people live in integrated environments; people participate in the life of the community; people interact with members of the community; people perform different social roles; people have friends; people are respected
- *Attainment*: people choose services; people realise personal goals;
- *Safeguards*: people are connected to natural support networks; people are safe
- *Health and Wellness*: people have the best possible health; people are free from abuse and neglect; people experience continuity and security

Indicators

National Core Indicators include:

- *Work*: people have support to find and maintain community-integrated employment
- *Community inclusion*: people have support to participate in everyday community activities
- *Choice and decision making*: people make choices about their lives and are actively engaged in planning their services and supports
- *Self determination*: people have authority and are supported to direct and manage their own services
- *Relationships*: people have friends and relationships
- *Satisfaction*: people are satisfied with the services and supports they receive
- *Service Coordination*: service co-ordinators are accessible, responsive and support the person's participation in planning
- *Family and individual participation*: families and individuals are involved in provider-level decision making

2. Civic Participation

2.1. Promoting Civic Engagement and Volunteerism

Baer, Douglas. 2008. "Community Context and Civic Participation in Immigrant Communities: A Multi-Level Study of 137 Canadian Communities." Metropolis Institute. Retrieved July 13, 2009 from <http://riim.metropolis.net/research/working/2008.html>

Topics

- civic participation; immigrant communities; integration; Canada

Overview

This article reviews a wide number of Canadian communities, surveying Canadian-born and immigrant populations to determine factors that contribute to civic, recreational and voluntary participation. The author finds that language plays an important role in influencing civic engagement, as survey respondents who did not adopt English as a home language tended to be significantly less engaged. He also finds that controlling for language, immigrant groups overall tend to have lower rates of civic engagement.

Indicators

The above findings indicate the importance of civic participation as an indicator of successful integration. This article uses the following indicators to measure civic participation:

- voluntary association engagement rates
- recreational participation rates

Davis-Smith, J., A. Ellis, S. Howlett and J. O'Brien. 2004. *Volunteering for all? Exploring the link between volunteering and social exclusion.* Institute for Volunteering Research.

Topics

- volunteering; social inclusion; outcomes; community-based research; Australia

Overview

This report explores links between social exclusion and volunteering in Australia. The report summarizes a range of research undertaken looking at how volunteering can contribute to social inclusion, the barriers to making volunteering inclusive and how some organizations are overcoming these barriers. The research found that a range of psychological and physical barriers limit volunteer participation. However, a number of organizations have developed methods for overcoming these barriers, including (but not limited to) targeted volunteer recruitment, relationship-building initiatives with community groups representing minority groups, and providing inclusive environments through disability and cultural awareness training.

Outcomes

The authors found that volunteerism contributes to social inclusion in the following five ways:

- *Ending personal isolation:* Volunteering was found to encourage participation and give people a position in the community.
- *Empowering the individual:* Volunteering increased self-confidence and self-esteem in research participants, helping them understand that they can contribute to their community.
- *Helping other people:* A majority of participants found that others benefitted from their efforts, in turn contributing to a sense of achievement in participants.
- *Developing skills:* Interpersonal and practical skills were a central reason respondents chose to volunteer and were found to contribute to language skills for those whose first language was not English.
- *Improving employability:* Volunteering provided an effective route to employment for some participants, thereby helping integration and inclusion in the community.

Scott, Katherine, Kevin Selbee and Paul Reed. 2006. *Making Connections: Social and Civic Engagement among Canadian Immigrants.* Canadian Council on Social Development. Retrieved July 13, 2009 from <http://www.ccsd.ca/pubs/2006/makingconnections/>

Topics

- immigrant integration; civic engagement; indicators; Canada

Overview

This report discusses social and civic participation among Canadian immigrants in five areas: volunteering, formal giving and charitable support, group membership, civic engagement, and informal giving and helping. Participation rates for new, established and second-generation immigrants are discussed and trends over time are analyzed. This report provides an in-depth view of national trends on immigrant engagement and participation in Canada, showing that immigrants are important donors to non-profits and charities and that they are more likely to extend direct, informal assistance than join voluntary organizations. The report also shows that recent

immigrants tend to have lower voting rates as well as lower participation rates in all areas than established immigrants. However, immigrants in British Columbia and the Prairies have higher rates of volunteerism than immigrants in other regions.

Indicators

- *Volunteering among immigrants*: percentage of immigrants who volunteer; how often they volunteer; types of organizations where immigrants volunteer; regional variations; personal variations; impact of education and economic characteristics on volunteering; reasons for volunteering; barriers to volunteering
- *Charitable and non-profit donations among immigrants*: percentage of immigrants who provide financial support; amount of financial support given by immigrants; types of recipients of donations; reasons for donating; barriers to donations among non-donors
- *Group membership*: rates of immigrant membership in non-profit and voluntary organizations; types of organizations joined; networks created through membership; patterns of group membership
- *Civic engagement*: voting rates; patterns of voting; familiarity with news and current affairs; patterns of interest in current affairs
- *Informal help and giving*: rates of informal giving; types of informal donations; rates of informal help (e.g. unpaid care or assistance to others)

Victorian Community Indicators Project. 2006. Measuring Wellbeing, Engaging Communities: Developing a Community Indicators Framework for Victoria: The final report of the Victorian Community Indicators Project. Retrieved July 27, 2009 from: http://www.communityindicators.net.au/about_us

Topics

- community well-being; citizen engagement; indicators; collaborative planning; democratic and active citizenship; policy making; Australia

Overview

See section 1.1 for overview

Indicators

The following indicators are from the democratic and active citizenship domain:

- *Democratic and active citizenship*: percentage of people who think that they have an opportunity to have a real say on issues important to them; percentage of people who are members of a local community organization or decision-making body; percentage of women elected as councilors; percentage of people who feel that they have an opportunity to vote for a political candidate they trust

2.2. Promoting Recreational and Artistic Vitality

Jackson, Maria Rosario, Florence Kabwase-Green and Joaquin Herranz. 2006. *Cultural Vitality in Communities: Interpretation and Indicators*. Washington, D.C.: The Urban Institute.

Topics

- cultural diversity; cultural participation; arts and culture; indicators; United States

Overview

This extensive work on cultural indicators provides an important overview of cultural vitality and the indicators necessary to measure arts and culture in the United States. The work proposes that community cultural vitality consists of three major elements: presence, participation and support. While much of the work focuses broadly on arts and culture in American communities, the authors note the importance of cultural participation and engagement from diverse ethnic and minority populations. Their research suggests that a mix of formal and sustained venues, such as museums and theatres, with informal or temporary events, such as markets, festivals and parades, provides an important part of a community's cultural vitality. Moreover, they note the importance that ethnic-specific associations play in creating this vitality.

Indicators

The authors argue that evidence documenting the existence of programs, infrastructure, expenditures and individual activities that support cultural participation should take place in the following three areas:

- *Presence of opportunities for cultural participation:* establishments or venues where a wide range of cultural participation occurs; explicit arts-related organizations; short-term and episodic cultural venues and events; parks and libraries hosting cultural programs; churches hosting cultural programs; ethnic associations or ethnic-specific businesses hosting cultural programs; public spaces suitable for cultural activities; formal and informal cultural districts; web-based opportunities for cultural engagement
- *Participation in arts and cultural activity:* enrollment in art schools or university-based arts programs; membership in professional arts associations or unions; activity related to recreational arts practice such as enrollment in arts training programs in a range of venues; participation in arts activities in places such as dance clubs and exercise studios as well as in night clubs (e.g. open mike); membership in arts clubs or leagues; purchase of artistic materials (to make art); collective art-making practice vis-à-vis participation in festivals or other cultural community events; child involvement in arts education in K–12 and afterschool arts programs; audience participation in different kinds of venues; public discourse about arts and cultural practices in newspapers and electronic media (television, radio, web)
- *Support for arts and cultural activities:* public expenditures in support of arts and cultural activities in both nonprofit and commercial sectors and what they support (e.g. presenting venues, public art, artists, amateur practice, cultural districts); philanthropic expenditures in support of arts and culture and what they support; indirect support of arts from sources not

primarily concerned with the arts, such as education, parks and recreation, and economic development agencies; volunteering and personal support of arts and cultural activity; strong advocates and networks of advocates for arts and culture within the cultural sector (e.g. presence of a strong, vocal, and persuasive arts council or activist artists); strong advocates and networks of advocates for arts and culture outside the cultural sector (e.g. in education, economic development); explicit public policies about arts and culture; integration of arts and culture into other policy areas (e.g. quality of life measurement systems or the general plan for the community or city); working artists

Victorian Community Indicators Project. 2006. Measuring Wellbeing, Engaging Communities: Developing a Community Indicators Framework for Victoria: The final report of the Victorian Community Indicators Project. Retrieved July 27, 2009 from: http://www.communityindicators.net.au/about_us

Topics

- community well-being; citizen engagement; indicators; collaborative planning; cultural vitality; policy making; Australia

Overview

See section 1.1 for overview

Indicators

The following indicators are from the culturally rich and vibrant communities domain:

- *Arts and cultural activities:* opportunities to participate in arts and cultural activities; participation in arts and cultural activities; percentage of people who feel they have opportunities to participate in affordable local arts and cultural activities
- *Recreational and leisure activities:* opportunities to participate in sporting and recreational activities; participation in sporting and recreational activities; percentage of people who feel they have opportunities to participate in local sporting and recreational activities
- *Cultural diversity:* percentage of people who believe their community is an accepting place for people from diverse cultures and backgrounds; percentage of people who believe multiculturalism strengthens their community

Yu, Victor. 2009. "Framework For A Community Participation Initiative: The Singapore Perspective." *European Journal of Social Sciences.* 7(4): 107-114

Topic

- community participation; arts and culture; indicators; Singapore

Overview

This article argues for the importance of considering artistic and cultural programs in quality of life measurements in Singapore. The author provides background on government support for arts and culture and argues that these programs should be integrated into Singapore Community Participation Initiative, a government well-being measurement program. Based on an analysis of national statistics as well as primary surveys and interviews, the author devises a basic framework for measuring four areas of artistic and cultural vitality. While this paper only presents a basic framework for measurement, it nonetheless highlights key areas in which cultural measurements are used.

Indicator Areas

- *Creativity Presence and Sustainability*: recognition of artists, art institutions, and their role in the community
- *Community participation*: engagement; expression; dialogue
- *Social impact*: sense of belonging; respect between residents, arts community, business and government
- *Government support*: financial/cultural infrastructure; human resources; education

3. Economic Integration

3.1. Strengthening Economic and Employment Opportunities

Li, Peter S. 2004. "Social Capital and Economic Outcomes for Immigrants and Ethnic Minorities." *Journal of International Migration and Integration*. 5(2): 171-190.

Topics

- social capital; economic outcomes; Canada

Overview

This article aims to evaluate the notion of social capital to determine how ethnic attachment affects the well-being of immigrants and minorities. Li reviews the concept of social capital, finding its definition ambiguous and argues for the importance of reformulating the concept based on three key elements: that it represents a resource individuals can mobilize, that its role as a resource is dependent on the intensity and extent of social ties and networks, and that production and acquisition of social capital requires an individual to invest in and maintain social relations. Li then discusses theories of ethnically-based attachments, finding that theories of ethnic attachment and ethnic mobility entrapment focus on the drawbacks of using social ties as a form of social capital. Theories of ethnic enclaves and ethnic transnationalism, on the other hand, emphasize the economic benefits of using social relations as a form of social capital. The key finding of this article is that bridging social capital is fundamental to the success of low-resource ethnic communities.

Richardson, Sue and Laurence Lester. 2004. "A Comparison of Australian and Canadian Immigration Policies and Labour Market Outcomes." Prepared by the National Institute of Labour Studies, Finders University for the Department of Immigration and Multicultural and Indigenous Affairs. Retrieved July 23, 2009 from http://www.immi.gov.au/media/publications/pdf/comparison_immigration_policies.pdf

Topics

- immigration policy; integration policy; labour market outcomes; Canada; Australia

Overview

This report provides a comprehensive analysis of employment outcomes for immigrants in Australia and Canada, addressing economic conditions, immigration policies, and characteristics of migrants to each country, as well as the consequent labour market and income outcomes. The report argues that Australian immigrants have stronger labour market outcomes due to a more streamlined policy environment, a skill-recognition program that begins before the migration process and a higher proportion of English-speaking newcomers. The authors conclude that these factors contribute to overall stronger labour market performance for newcomers to Australia. The labour market outcomes discussed in this report address a higher level of policy development and implementation than is currently dealt with by welcoming and inclusive policies in British Columbia. In particular, the authors note that immigrant employment qualifications is a key factor in changing labour-market outcomes; however, this is an area of federal policy.

Outcomes

Labour market and income outcomes:

- *Migrant income level and growth:* relative income of all persons born overseas; relative income of recent or newly arrived immigrants
- *Labour force status:* cross-tabulation of age, gender and qualifications of newly arrived immigrants and all persons born overseas
- *Suitability of employment:* rates of employment of newly arrived and long-term immigrants in their broad occupational field prior to migration

Victorian Community Indicators Project. 2006. Measuring Wellbeing, Engaging Communities: Developing a Community Indicators Framework for Victoria: The final report of the Victorian Community Indicators Project. Retrieved July 27, 2009 from: http://www.communityindicators.net.au/about_us

Topics

- community well-being; citizen engagement; indicators; collaborative planning; economic vitality; policy making; Australia

Overview

See section 1.1 for overview

Indicators

The following indicators are from the dynamic, resilient and fair economies domain:

- *Employment*: employment rate, unemployment rate, local employment (ratio of local jobs to the working resident population)
- *Income and wealth*: per capita income, distribution of income, per capita wealth, distribution of wealth, educational qualifications
- *Work-life balance*: percentage of population who rate their work-life balance as adequate or better

3.2. Diversity and Inclusion in the Workplace

Brock, Samara. 2007. *Changing the Mind of the City: The Role of the Hastings Institute/EEO in Building Multicultural Readiness in Vancouver's Host Society*. Metropolis Institute. Retrieved September 8, 2009 from <http://riim.metropolis.net/research/working/2007.html>

Topics

- multiculturalism; diversity training; federal, provincial and municipal policy; Vancouver, BC

Overview

This article highlights the growing importance of diversity and multiculturalism in Canada's urban centres, focusing particularly on the importance of training opportunities in preparing Canada's cities for increases in migration in the coming century. Brock's research reviews fifteen years of diversity training offered by the City of Vancouver to a range of participants through the Hastings Institute. While recent changes to the Institute have led to a declining profile, past participants of the program emphasized the many positive impacts of the training. The impacts of these training initiatives reflect potential outcomes of other workplace diversity and inclusion initiatives; however, the report also recommends that training be situated within longer-term initiatives, such as follow-up training.

Outcomes and Indicators

- *Recognizable changes in individual perceptions*: personal changes in attitude regarding equity; recognition of the urgency of implementing equity in the workplace
- *Commitment to taking a proactive role with regard to equity issues*: increased awareness of incidents of discrimination in participants' organization
- *Awareness of policy changes needed*: greater concern with organizational policies and practices regarding physically handicapped, ethnic minorities and women

Centre for Research and Education in Human Services. 2005. "Employer Initiatives: A discussion paper of the Employer Initiatives Pre-Summit Task Group." Retrieved July 27, 2009 from <http://www.communitybasedresearch.ca/resources/crehs.on.ca/downloads/Employer%20Initiatives%20Discussion%20Paper.pdf>

Topics

- immigrant employment; integration policy; inclusive hiring; inclusive communities; Waterloo, Ontario

Overview

This discussion paper provides an overview of key employer initiatives for integrating immigrants and building capacity in the workplace for the Immigrant Skills Summit for the Waterloo Region in 2005. A brief analysis of the national and provincial context for immigrants and newcomers is followed by an action plan for the region. The action plan consists of five actions, with specific activities associated. These actions can be easily translated into outcomes of inclusive and welcoming policies; as such, the activities listed therein can provide concrete measurable examples of how to achieve specific outcomes. The article focuses more on the visioning component of inclusion than the measurable side; nonetheless it provides a useful set of employer-driven activities to promote immigrant inclusion in the workplace.

Outcomes

- Enhanced workplace language and communications skills of immigrants
- Workplace cultures are supportive of immigrant integration
- Inclusive hiring practices recognize foreign credentials and experience
- Immigrants are provided Canadian work experience
- Immigrants are integrated into the broader community