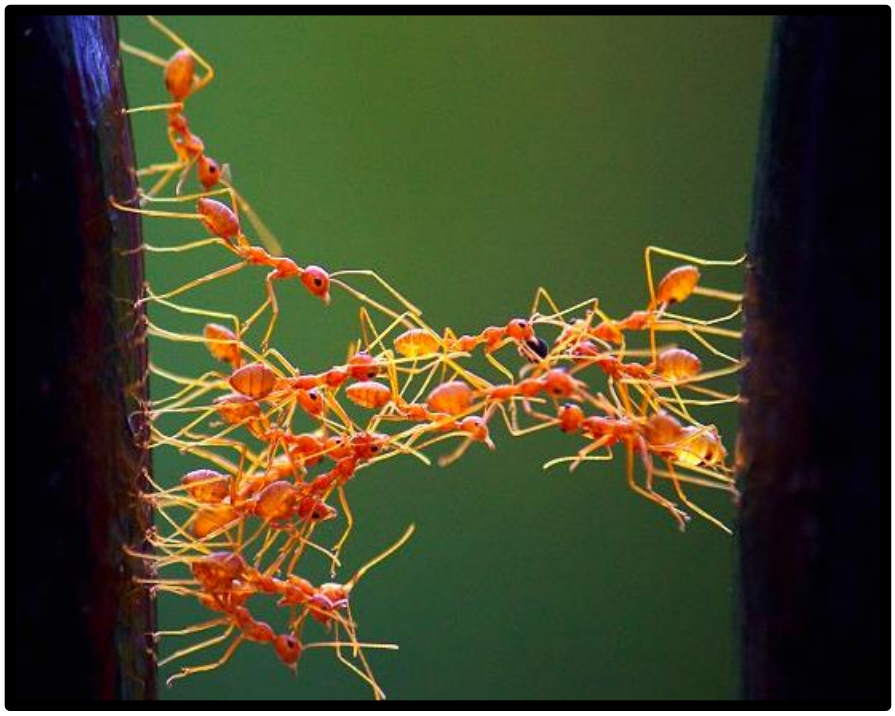
Collaborative Cohesion:
The Necessity for A Standardized Community/City Social Cohesion Model for Kresge's Climate Resilient Plan

The West Oakland Environmental Indicators Project



Summer Project

Zachary Raden
Brian Beveridge

07/29/2015

CONTENTS:

Foreword……3

1. Introduction:

1.1 Kresge and using Social Cohesion within a Climate Resilient Plan……..4

2. Review of Literature on Social Cohesion:

2.1 The Dimensions and Domains of Social Cohesion……7

2.2 Indicators and Measurements of Social Cohesion……...13

2.3 Communication Infrastructure Theory (CIT): The "Storytelling Network" and the "Communication Action Context".....21

3. Limitations in Measuring and Identifying Social Cohesion Indicators

3.1 Existing Data and Data Gathering……...26

4. The Importance of a Standardized Model for Social Cohesion

4.1 The New Focus: Increasing Social Cohesion……..29

4.2 Emphasizing Cross-Communication and Collaboration between City and Community Institutions. Community Policing and Participatory Research……..32

5. Conclusion

5.1 Gentrification as a Dismantling Force for Social Cohesion……34

References…….35

APPENDIX A……...37

FOREWORD

This report is an attempt to briefly and clearly summarize the existing information on social cohesion and its potential policy use in solving issues of gentrification to lay the foundation for the beginning work with the Kresge Foundation on their Climate Resilience and Urban Opportunity Initiative. Lists and Graphs will constitute the bulk of this report so an indepth and

knowledgeable jumping point can be established, as to lead to meaningful discussion, where it will hopefully generate an effective and refined model to be applied towards the City of Oakland.

1. Introduction

1.1 Kresge and using Social Cohesion within a Climate Resilient Plan

Social cohesion can be a powerful concept in understanding the potential resilience a particular community holds. During the 1980's, where neo-liberalism was at its height, social cohesion was almost all but ignored; and as a result, produced some serious social and political strains (Jenson, 1998, *v*). Visible costs included rising poverty and declining population health, while an

ideological shift took hold as there was an overall distrust in public institutions. However, increasingly more governmental, non-governmental, and intergovernmental institutions are realizing the importance of social cohesion with leaders such as the Canadian Policy Research Network (CPRN), Communities for a Better Environment (CBE), EPA's Plan EJ 2014, and even the United Nations Research Institute for Social Development. Fear of the high political, social, environmental, and economic costs of ignoring social cohesion has prompted a discussion and following policy action towards the responsibilities of major institutional complexes—the public, private and third sectors—of modern liberal democracies (Jenson, 1998). With such a variety of institutions aiming to strengthen community cohesion, social cohesion has gained legitimacy as a comprehensive solution to many local and global social ills.

One institution, the Kresge Foundation, has also participated in this discussion and policy action towards social cohesion. Under their Climate Resilience and Urban Opportunity Initiative, one of Kresge's objectives is on "improving the resilience of low-income, urban communities in the face of climate change… [while] strengthen the capacity of community-based nonprofit organizations to influence local and regional climate-resilience planning, policy development and implementation to better reflect the priorities and needs of low-income people in U.S. cities" (2014, 3). They further translate this climate resilience plan into three main goals that communities must achieve:

Kresge's Community Plan for Climate Resilience

- Anticipate and prepare for pressures and shocks that climate change will introduce or worsen (i.e., pursue climate-change adaptation);
- Lessen overall demand for energy and increase the proportion derived from renewable sources (i.e., pursue climate-change mitigation); and
- **Foster social cohesion,** recognizing the imperative of social inclusion as well as the

> critical role that networks among individuals and institutions play in conveying information and mutual support.
>
> The Kresge Environment Program, 2014, 3-4

This fostering of social cohesion is solidified by their commitment in practices that promote five objectives:

Kresge's Objectives

- Address the disproportionate impact of climate change on low-income communities
- Provide benefits, beyond climate-resilience gains, to low-income people and communities (for example, access to jobs and economic opportunities, improved health and safety conditions, new neighborhood amenities, and meaningful civic engagement)
- Influence public-sector-led efforts to address climate change so that outcomes of such efforts are equitable for low-income communities
- **Generate model approaches and methodologies for the climate-resilience field of practice**
- Enhance the effectiveness of climate-resilience efforts

The Kresge Environment Program, 2014, 3-4

Combining concepts from existing literature on social cohesion, a framework can be constructed that adequately fits into Kresge's Climate Resilience and Urban Opportunity Initiative. Identifying and quantifying social cohesion indicators can generate models and methodologies to increase social cohesion while simultaneously creating a more resilient community.

Oakland has many obstacles to overcome in the coming years, but one that stands out amongst the rest is gentrification. Gentrification breaks up existing communities, leaving a city divided and antagonistic within itself. Since social cohesion is the bond within and among communities, they are mutually exclusive and thus a mutual deterrent to each other. Therefore, by implementing a joint city/community social cohesion model as one of Oakland's priorities, it can encourage both policies of increasing social cohesion and fighting gentrification. Increasing social cohesion also stimulates creative solutions to other community issues such as sharing resources, information, and social capital, and community advocacy and organizing. Increase in social cohesion can manifest into improvements in both the community's infrastructure and economy. In short, increase in social cohesion results in greater community resilience against gentrification as it not only fights against gentrification but also encourage local economic and infrastructure development.

2. Review of Literature on Social Cohesion

2.1 The Dimensions and Domains of Social Cohesion

The Canadian Policy Research Network (CPRN) has been a leading institution in the study of social cohesion. With the 25 publications in their Social Cohesion Nexus and their both direct and indirect influence in shaping other studies across the globe, CPRN has laid the groundwork for measuring, mapping, and identifying social cohesion. Today, it continues to be replicated and refined, many times with the help from the same CPRN researchers, as in the case with the UN's "Defining and Measuring Social Cohesion" report (Jenson, 2010). With their various surveys and institutions that address social concerns, Canada and CPRN have the existing data and funding to adequately frame social cohesion as a policy action plan. For this reason, this report will mainly draw from their research, as even other public/private institutional research on social cohesion has been mainly drawn from their work.

Despite this body of government-sponsored research, there still needs to be a discussion and definition of important terms before a specific Oakland plan can be created. Let us begin with social cohesion. Social cohesion is not simply an academic buzzword but a hybrid concept that CPRN Sociologist Bernard describes as a "quasi-concept" (1999, 2). The significance is in it's ability to be based both in concrete specific analysis of data, allowing it to hold legitimacy and authority through the scientific method, while also being flexible and amorphous enough to be applied to a variety of social issues and fit within a collection of possible indicators. (Bernard, 1999: 2). There are many studies that have specifically defined social cohesion, and although a definition is helpful, there is no 'one' definition. Instead, it is important to understand the common core concepts of social cohesion, using simplistic terms.

CPRN researcher and sociologist, Jane Jenson, took this approach when defining social cohesion. She laid out two definitions of social cohesion and concluded with three basic characteristics. The first definition was taken from the Government of Canada's Policy Research Sub-Committee on Social Cohesion:

> "Social cohesion is "the ongoing process of developing a community of shared values, shared challenges and equal opportunity within Canada, based on a sense of trust, hope and reciprocity among all Canadians."
>
> Jenson, 1998, 4

The second was taken from the working group of the Commissariat général du Plan of the French government:

> "social cohesion is a set of social process that help instill in individuals the sense of belonging to the same community the feeling that they are recognised as members of that community."
>
> Jenson, 1998, 4

Therefore, social cohesion is:

- a process
- a definition of who is in the community
- shared values

Jenson, 1998, 4

As both a continuous process and an identity, it is important to understand the shared values and factors that can lead to community inclusion and exclusion. Another framework to understand social cohesion is to see it as a two-dimensional product of social capital and social economy (Jenson, 1998)**.** Social capital is the "features of social organization, such as civic participation, norms of reciprocity, and trust in others, that facilitate cooperation for mutual benefit" (Kawachi, 1997, 1491). Similar to social capital, social economy has many definitions, but Jenson's clear representation of social economy demonstrates key concepts of this third sector among economies between private and public sectors:

The Social Economy

is made up of association-based economic initiatives founded on solidarity, autonomy and citizenship, as embodied in the following five principles:

1. a primary service to members or the community rather than accumulating profit;
2. autonomous management (as distinguished from public programs);
3. democratic decision-making process;
4. primacy of persons and work over capital and redistribution profits;
5. Operation based on the principle of participation, empowerment, and individual and collective accountability.

Jenson, 1998, 23

Much of the existing literature frames social cohesion in this two-dimensional relationship. Building off of the micro and macro perspectives of social cohesion—local community and society as a whole—a simplistic picture can be formed:

The Two Dimensions of Social Cohesion

1. MICRO: Local Community (Individuals) → Various Levels of Social Capital
2. MACRO: Society as a Whole (Structures and Institutions) → Strength of Social Economy

This micro and macro dichotomy could also be revised to a neighborhood and citywide relationship to make it more applicable to an Oakland context.

A two-dimensional framing, social capital (micro) and social economy (macro), highlights the interdependence between the local and societal levels. Local individuals need social capital to enter the social economy that can enact change at the societal level. Likewise, the social economy can encourage growth in social capital for local individuals. This feedback loop, a common theme in this report, is significant in its effectiveness. By looking at both levels, a blend of micro/macro and individual/institutional cohesion, dimensions of social cohesion can be formed. Social Cohesion can also be divided into dimensions, which Jenson originally separated into 5 types.

1 **Belonging / isolation**: social cohesion signifies sharing values, a sense of being part of the same community.

2 **Insertion / exclusion**: social cohesion supposes a largely shared market capacity, particularly with respect to the labour market.

3 **Participation / passivity**: social cohesion calls for involvement in the management of public affairs, in partnerships and in the third sector, as opposed to political disenchantment.

4 **Recognition / rejection**: social cohesion considers pluralism not just a fact, but a virtue, that is, the tolerance of differences.

5 **Legitimacy / illegitimacy**: social cohesion supposes the maintenance of public and private institutions that act as mediators in conflicts.

Bernard, 1999, 19

Bernard, another CPRN researcher and sociologist, adapted her model to include a sixth dimension clustered into three domains of economic, political, and sociocultural:

Typology of the dimensions of social cohesion

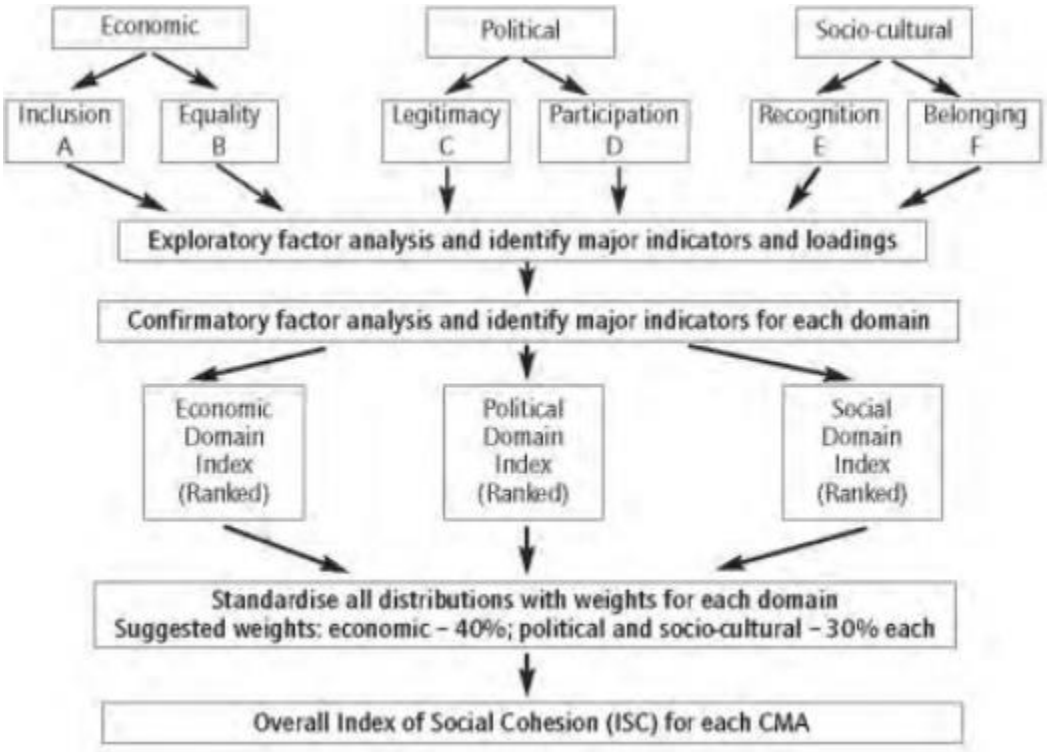
Character of the relation **Spheres of activity**	**Formal**	**Substantial**
Economic	(2) Insertion / Exclusion	(6) Equality / Inequality
Political	(5) Legitimacy/ Illegitimacy	(3) Participation / Passivity
Sociocultural	(4) Recognition / Rejection	(1) Belonging / Isolation

Bernard, 1999, 20

Again, a micro and macro analysis can be applied towards this model. For example, under the sociocultural domain within the dimension of belonging, it could be represented both at a micro level, by an individual's sense of belonging to a neighborhood community garden, or at a macro level, by the community's subgroups sense of belonging to a city-sponsored event at a civic center. Separating social cohesion into six dimensions and three domains is helpful as it allows for a more systematic and organized way to measure and identify social cohesion indicators. By also dividing these dimensions into three domains of economic, political, and sociocultural, there can be a better understanding of what institutions and policies can effectively improve which domain depending on their tools. For example, community organizations may be more effective in creating change in the sociocultural domain and less effective in the economic compared to government institutions.

The following visual is an excellent representation of how one might identify and measure social cohesion and the corresponding indicators within this typology. Note that the three domains are weighted differently with the corresponding weights: economic 40%, political 30%, and social 30%.

Weighted and Aggregated Index of Social Cohesion Indicators



Beaujot, Rajulton, & Ravanera, 2007, 464

2.2 Indicators and Measurements of Social Cohesion

With a broad overview of the various theories and structuring of social cohesion, a more indepth study of possible indicators can be analyzed. The United Nations report on social cohesion, co-written by Jenson and heavily influenced by the European Committee for Social Cohesion, established a flexible model for possible indicators that could be applicable towards any city/state. It separated indicators into the following components and factors of social cohesion:

Indicators

Gaps	Institutions	Belonging
• Income inequality	• Effectiveness of democracy	• Multiculturalism
• Poverty and indigence	• State institutions	• Trust
• Employment	• Market institutions	• Participation
• Education	• Family	• Expectations of mobility
• Health		• Social solidarity
• Housing		
• Pensions		
• Digital divide		

Jenson, 2010, 20

Since absolute social cohesion is more of an ideal state than a reachable outcome, measurements of social cohesion gaps are more commonly used as indicators. For this reason, the European Union listed possible data sets that could be used as indicators for social cohesion gaps.

LAEKEN INDICATORS OF SOCIAL COHESION IN THE EUROPEAN UNION

Thematic area/indicator	Breakdowns by: Age	Sex
Primary indicators		
Income		
1. Low income rate after transfers threshold set at 60% of median national equivalised income	Yes	Yes
1a. Low income rate after transfers with breakdowns by household type	By household type	By household type
1b. Low income rate after transfers by work intensity of household members	No	No
1c. Low income rate after transfers with breakdowns by most frequent activity states	Yes	Yes
1d. Low income rate after transfers with breakdowns by housing tenure status	Yes	Yes
2. Low income threshold (illustrative values)	No	No
3. Distribution of income (quintile 5/quintile 1)	No	No
4. Persistence of low income (based on threshold of 60% of median national equivalised income)	Yes	Yes
5. Relative median low-income gap (difference between the median income of persons below the low-income threshold and the threshold of 60% of median national equivalised income)	Yes	Yes
Employment		
6. Regional cohesion (dispersion of regional employment rates)	No	Yes
7. Long-term unemployment rate (percentage of EAP that has been unemployed for at least 12 months)	Yes	Yes
8a. Children (aged 0–17) living in jobless households	No	No
8b. Adults (aged 18–59) living in jobless households	No	Yes
Education		
9. Early school leavers not in education or training	No	Yes
10. Fifteen-year-old students with low reading literacy scores	No	Yes
Health		
11. Life expectancy at birth	No	Yes
Employment		
12. Immigrant employment gap	Desirable	Yes

Secondary indicators		
Income		
13. Dispersion around the low-income threshold	Yes	Yes
14. Low-income rate anchored at a moment in time	Yes	Yes
15. Low-income rate before transfers, by sex	Yes	Yes
16. Gini coefficient	No	No
17. Persistence of low income (below 50% of median income)	Yes	Yes
18. Women at risk of poverty	Yes	Yes
Employment		
19. Long-term unemployment share	Yes	Yes
20. Very long-term unemployment rate (at least 24 months, as a percentage of the working population)	Yes	Yes
Education		
21. Persons with low educational attainment	Yes	Yes

Jenson, 2010, 27-28

Both the broad set of indicators and possible data sets created the foundation for Jenson's proposed 8 indicators for the United Nations. Separated into 3 categories, the first 5 deals with social disparities, the 6th on cultural and ethnic homogeneity, and the last 7th and 8th deal with participation and belonging. These 8 are limited in their simplicity so they can be broadly applicable to other city/states. Similar to the previous models, majority of the indicators, 1-5, measure gaps in social cohesion:

1. ***Social cohesion as social inclusion – indicated by access to financial resources, measured in three ways:***

   - The *Gini coefficient*, which is a measure of inequality of income distribution or inequality of wealth distribution.
   - Measures of income shares, including
     - the share of middle 60 per cent of the population
     - income share held by highest 10 per cent
     - income share held by highest 20 per cent
     - income share held by lowest 10 per cent
     - income share held by lowest 20 per cent.
   - Measures of poverty:
     - percentage of population meeting the poverty headcount ratio at $1 a day
     - percentage of population meeting the poverty headcount ratio at $2 a day
     - percentage of population at national poverty line.

   These poverty measures should be provided for minorities and immigrant groups, as appropriate to each small state.

2. ***Social cohesion as social inclusion – indicated by access to economic activity***

   - Unemployment rate (percentage of total labour force)
     - youth unemployment (percentage of total labour force aged 15–24)
     - female unemployment (percentage of total female labour force)
     - minority (minorities) unemployment rate. This measure may not be appropriate to all small states. It should also, if possible, be analysed by sex and for youth
     - immigrant unemployment rate. This measure may not be appropriate to all small states. It should also, if possible, be analysed by sex and for youth.
   - Employment in the informal economy, as a percentage of total employment – the ratio between the number of persons employed in the informal economy and the total number of employed persons.

3. ***Social cohesion as social inclusion – indicated by access to education and human capital***

   - Literacy rate, adult total (percentage of people aged 15 and above)
     - adult female (percentage of females aged 15 and above)
     - adult male (percentage of males aged 15 and above).
   - Percentage of population over 15 who have not completed primary education.
     - male and female as well as total rates.

- Percentage of population over 20 who have not completed secondary education.
  - male and female as well as total rates.
- Percentage of children of secondary school age enrolled in secondary education.
- Percentage of population aged 18–24 in tertiary education.

The measures should be provided for minorities and immigrant groups, as appropriate to each small state.

4. ***Social cohesion as social inclusion – indicated by access to health***

- Life expectancy at birth, in years
  - total
  - for males and females
  - for minorities.
- Mortality rate, infant (per 1,000 live births)
  - total
  - for minorities.
- Mortality rate, under fives (per 1,000)
  - total
  - for minorities.
- Births attended by skilled health staff (percentage of total)
  - total
  - for minorities.

5. ***Social cohesion as social inclusion – indicated by access to technology***

- Percentage of households with access to broadband internet.

Jenson, 2010, 22-23

The second category aims to measure cultural and ethnic homogeneity. Jenson saw more diversity as an indicator of less social cohesion (2010, 23). Although this is generally the case, it is important to note that it is not the diversity of individuals themselves but the lack of understanding/acceptance of differing languages and cultural practices that cause a decrease in social cohesion.

6. ***Social cohesion as cultural and ethnic homogeneity***

- Percentage of foreign born in the population.
- Ethnic fractionalisation – an index measuring the probability that two randomly selected people will not belong to the same ethno-linguistic group.
- Country is officially bi- or multilingual (0 or 1).

Jenson, 2010, 23

The final set of indicators, 7 and 8, focuses on participation and belonging through surveys, electoral participation data, etc.

7. ***Social cohesion as trust***

- Questions about trust from public opinion surveys. The usual source is the World Values Survey, which provides comparable questions and data management. No small states are included. See http://www.worldvaluessurvey.org/

8. ***Social cohesion as participation and solidarity***

- Electoral participation – percentage of eligible voters participating in national elections.
- Rate of participation in voluntary associations – percentage of people who are members of a voluntary association. For comparative analysis these data are usually found in the World Values Survey (and therefore once again do not include small states).
- Charitable giving – percentage of population making a charitable gift.

Jenson, 2010, 24

To stress again, this is a simplistic model of indicators of social cohesion. To create a thorough and model of indicators, creation of new indicators is essential for a more localized assessment. For example, Australia incorporated questionnaires, focus groups, and indepth interviews in local cities; they found that sense of ownership and community safety were also high concerns for their population and thus made the necessary modifications (Hartman & Holdsworth, 2009, 78). Crime rate was one identifying gap in social cohesion not found in the United Nations list, but nevertheless, an indicator they deemed essential. This practice of modifying existing indicators is

important because West Oakland, like any region, is different from other community/city/state with it's own sociopolitical and economic issues.

It is also important to understand the difference between the United Nations report in the types of social cohesion indicators and the CPRN study of the dimensions/domains of social cohesion. Indicators are possible methods in measuring social cohesion while the dimensions/domains are different methods in classifying social cohesion. Both are useful in understanding the different layers of social cohesion and the corresponding indicator to measure such cohesion. The types of indicators and the dimensions/domains of social cohesion can be used in combination with each other to create a more effective social cohesion model. A multi-layered assessment can be made that not only identifies what dimensions and domains of social cohesion are being addressed, but it also assigns a quantifiable value to that indicator determining its level of social cohesion. Below is an example of such a multi-layered indicator assessment:

Variables	Description	Domain-Dimension
Voted – Fed	Proportion of people voting in the last federal election	Political-Legitimacy
Voted – Pro	Proportion of people voting in the last provincial election	
Voted – Mun	Proportion of people voting in the last municipal election	
Volunteer	Proportion volunteering	Political- Participation
Civic Part	Proportion participating in organizations	
Full-time	Proportion in full-time job	Economic – Inclusion
Tenured	Proportion with job tenure	
Pincgt20T	Proportion with personal income greater than $20,000	Economic – Equality
Wkly–Fam	Proportion socializing weekly with family and relatives	Social – Belonging
Wkly–Fri	Proportion socializing weekly with friends	
Wkly–Spt	Proportion joining weekly in sports and recreation with friends	
Ethnic Het	Heterogeneity measure of major ethnic groups	Social – Recognition

Beaujot, Rajulton, & Ravanera, 2007, 468

As shown, these indicators fall into a specific dimension and domain, which can be measured. It is important to note that the variables are not open-ended questions representing varying

opinions such as, “How often do you socialize with family and relatives?” Rather, they can be quantified: “Proportion socializing weekly with family and relatives.”

Creating a multi-layered model such as this, with quantifiable indicators and groupings of the dimensions/domains of social cohesion, can not only create an accurate measurement of social cohesion, but also shed light to the specific institutions and policies that can effectively increase social cohesion. With funding to create an Oakland specific social cohesion survey to be implemented annually, in addition to the great deal of existing work on social cohesion based on years of existing research backed by government and intergovernmental research/policy, and its increasing presence as a legitimate answer to many societal ills, it could mark the start of a new paradigm of policy making in impoverished cities.

2.3 Communication Infrastructure Theory (CIT): The Storytelling Network and the Communication Action Context

With a background in social cohesion and various examples of possible ways to classify and measure indicators, there still lacks a simplistic and comprehensive framing that could be

generally applied to encourage social cohesion. By drawing from communication infrastructure theory (CIT), it can polish and improve social cohesion theory with an approach that CPRN and other researchers frankly missed: cross-communication.

Cross-communication is key. For a community to be cohesive, it must demonstrate the 6 dimensions of social cohesion across the 3 domains. Key players in the political, economic, and sociocultural, domain must be interconnected to understand each other needs and available resources they can offer. Whether it be between governmental and non-governmental institutions, public and private sectors, community and city officials, or any other combination, social cohesion is only as good as it's communication within and across the domains on all dimensions. No matter how many institutions are established to encourage social cohesion, if there is no communication between them, it will be of little use. Therefore, in order to analyze and ensure social cohesion, there must be an explanation of communication infrastructure theory (CIT).

CIT identifies two basic components of communication infrastructure. The first is the "neighborhood storytelling network" which consists of three key storytellers:

The Three Key Storytellers:

1. Residents in their family, friend, and neighbor networks

2. Community and nonprofit organizations that are located in the neighborhood and serve its residents; and

3. Geo-ethnic media that are targeted to a particular ethnic group and/or geographic area.

Kim, 2006, 179

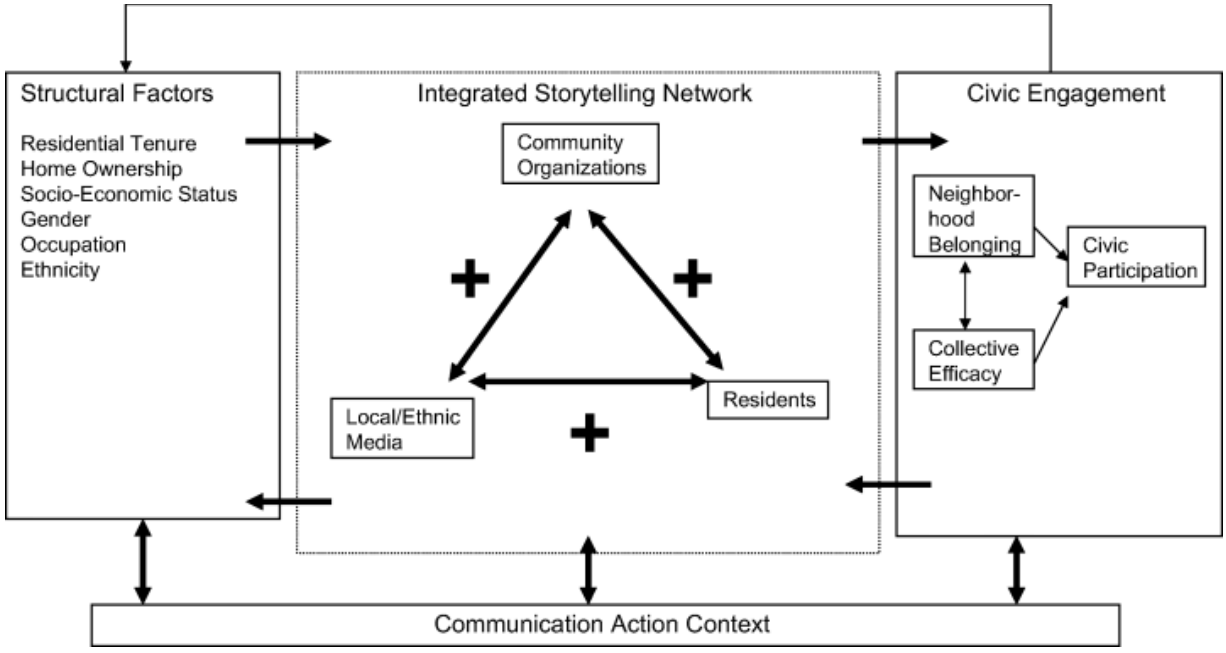
These storytellers create a conversation about the neighborhood, from its problems to potential, and create sense of belonging and purpose to the people within the community. These

discussions notify community members about events and current issues that surround their community, building a geographic focal point that drives folks together: “individuals talking about the neighborhood with their neighbors is the most potent storytelling force in constructing neighborhood belonging” (Kim, 2006, 180).

The second component of CIT is the “communication action context”, or the communication environment where storytelling takes place. The “communication action context” can either foster or constrain the “storytelling network”, where it consist of many elements including “the cultural diversity of the community, work conditions, the schools, libraries, parks, and other public spaces, the services available in a community—health, retail, recreational, etc.—the transportation system, and technological resources, such as Internet access” (Kim, 2006, 176). An example of how this communication environment can facilitate or restrict storytelling is by examining perceptions of public space safety. When public spaces and streets in a community perceive to be unsafe or unwelcoming, local residents are less likely to use such spaces where they would normally meet, greet, and engage in conversations with their neighbors. Conversely, those who do feel safe in public spaces use such spaces for meaningful conversations about their community, and thus become a vital conduit of storytelling. Fostering the “community action context” further encourages the “storytelling network”, enhancing social cohesion. Further research suggests that addressing both elements is not only a tactic of cohesion enhancement but can also directly increase civic engagement and participation (Kim, 2006, 173).

Kim, 2007, 176

How the "neighborhood storytelling network" and the "communication action context" interconnect is vital for effective communication. Fostering each individually would yield little success if there are still stark divisions between the two. Creating a stronger "communication action context' or platforms for community discussion without the storytelling network focusing on issues within that context, and instead being concerned with global news, proper civic engagement would not take place. Likewise, the opposite is true if there is no "communication action context" to engage with the "storytelling network", then there will be little civic engagement. It is also important to understand the dangers if misdirected, as they may both be connected but fosters a more prejudice and inequitable narrative. Other conditions may constrain an individual's civic engagement such as working too many hours, too many jobs, and/or spending too much time commuting. Below is an illustration of CIT applied towards civic engagement.



Kim, 2006, 187

With CIT, it can make predictions of civic engagement through both the "communication action context" and the "storytelling network" existing within structural factors. Working in combination with social cohesion, we can create a stronger bridge of communication between these two components of CIT. There is also emphasis in structural factors constraining/facilitating CIT, a vital component that must be addressed if to improve cross-communication. By creating a stronger communication action context while simultaneously allowing space for residents and community organizations into important local political and media conversations, it will increase transparency and cross-communication. At the same time, there needs to be a stronger focus on news media covering such local issues, giving air time to community leaders and have local media resources more easily and readily available to the community. All of this need to be done with an emphasis on social equity and environmental justice if a successful resilient plan is to be taken place within Oakland.

Therefore, the real challenge for conversations about social cohesion is to identify the mechanisms and institutions needed to create communication while maintaining a balance between social justice and social cohesion. Such mechanisms and institutions are ones that

continue to value and promote equality of opportunity and fairness across all dimensions of diversity, while fostering the capacity to act and communicate together. In order to foster social cohesion, the focus must be on preserving and improving CIT elements—structural factors, "communication action context", "storytelling networks", and civic engagement—that reinforces and strengthens this feedback system of social cohesion and cross-communication.

3. Limitations in Measuring and Identifying Social Cohesion Indicators

3.1 Existing Data and Data Gathering

With such an extensive history of social cohesion studies, it would seem effective if the existing questionnaires/surveys that have been used in the past were utilized towards Oakland. Unfortunately, however convenient it may be, Oakland, and the U.S. at large, exists in very

different environments in comparison to cities within Canada, Australia, and the countries among the European Union. The U.S., with its individualistic ideology and skepticism of the government solving societal ills, leaves little chance for such government sponsored research and policy-making in regards to social cohesion. There have been international studies of social cohesion assessments where the U.S. has been involved, such as Bertelsmann Stiftung Foundation's Social Cohesion Radar. However, it assesses the U.S. as a country, and with the U.S.'s high levels of inequality, a more localized study is needed to be a comprehensive study for Oakland. The foundation also only uses existing data, like the World Values Survey. Nevertheless, International data sets like the World Values Survey can be helpful in understanding a U.S. average in comparison to the City of Oakland. The following are other international data sets that could help provide a U.S. social cohesion average to be compared to Oakland:

1. World Values Survey (WVS or WEVS)

2. Gallup World Poll (GWP)

3. International Social Survey Program (ISSP)

4. International Social Justice Project (ISJP)

5. International Crime Victims Survey (ICVS)

6. International Country Risk Guide (ICRG)

7. Shadow Economies in Highly Developed OECD Countries (Schneider & Buehn 2012, abbreviated S&B)

8. Measures of Democracy 1810–2010 (Vanhanen 2011, abbreviated VAN)

Unlike the U.S., European countries and Canadian cities can create comprehensive localized studies on social cohesion since they have national surveys and questionnaires that gather information on topics related to social cohesion. For example, one study used the Canadian National Survey of Giving, Volunteering, and Participating, a nation wide survey on contributory behavior. The U.S. pays little policy attention in regards to social networks and interactions, and

thus lacks the existing data on social behavior at a national scale. The U.S.'s national survey, the U.S. Census, does not deal with citizen's ideals, beliefs, or social behavior enough to shape social cohesion indicators around. Since Canada and others have high regard and funding towards research on social behavior, they have the existing data and surveys around which to mold their social cohesion indicators around. For this reason, it is important to study national public surveys for possible social cohesion indicators like the Canadian National Survey of Giving, Volunteering, and Participating.

One such study by social scientists Rajulton, Ravanera, and Beaujot did just that. Using the existing data on the Canadian National Survey of Giving, Volunteering, and Participating, they classified, measured, and weighed social cohesion indicators within the dimension/domain framework (2007). Although Oakland lacks any survey comparable in breadth to the Canadian survey, studying the questions can help create an excellent foundation for an Oakland specific survey. In Appendix A, there is the questionnaire to the Canadian National Survey of Giving, Volunteering, and Participating in its entirety. There are many other surveys, but seeing that Canada is already a leader in studying social cohesion and this specific study has already been used for social cohesion indicators, it seemed as the most appropriate survey to use as an outline.

Since social cohesion is more of a guiding concept than something quantifiable, measuring it would be difficult without a relational study. The U.S. average could be used as this relational study, but the methods and questions used for these international studies would differ drastically to an Oakland specific study. However, if such a survey were to be implemented annually, a meaningful comparison could be made on the increase or decrease of social cohesion within Oakland. By involving community groups and residents to partake in distributing and collecting survey data, not only will it create a greater sense of community but be an efficient use of resources, keeping resources within Oakland.

Finally, it would be limiting using existing models with no modification when there is a need to reshape the framework to fit within a climate resilient narrative. By addressing communication failures--pulling from CIT--and issues of gentrification within a social cohesion survey, a more accurate and effective model can be formulated. It would be a missed opportunity not to include

concepts from CIT—while addressing Oakland specific concerns such as gentrification—in a social cohesion report within a climate resilient framework.

4. The Importance of a Standardized Model for Social Cohesion

4.1 The New Focus: Increasing Social Cohesion

To make social cohesion metrics a reality, there must be standards. Investing in social capital holds promising potential in policy-making, but only if there is a metric to study success. The Kresge Foundation has expressed a need to foster social cohesion and generate models for the climate-resilience field of practice. As such, a measurable social cohesion model should be one of their top priorities. In a society that values measurable data, building a model for social cohesion can create the groundwork for future social cohesion projects within the U.S.

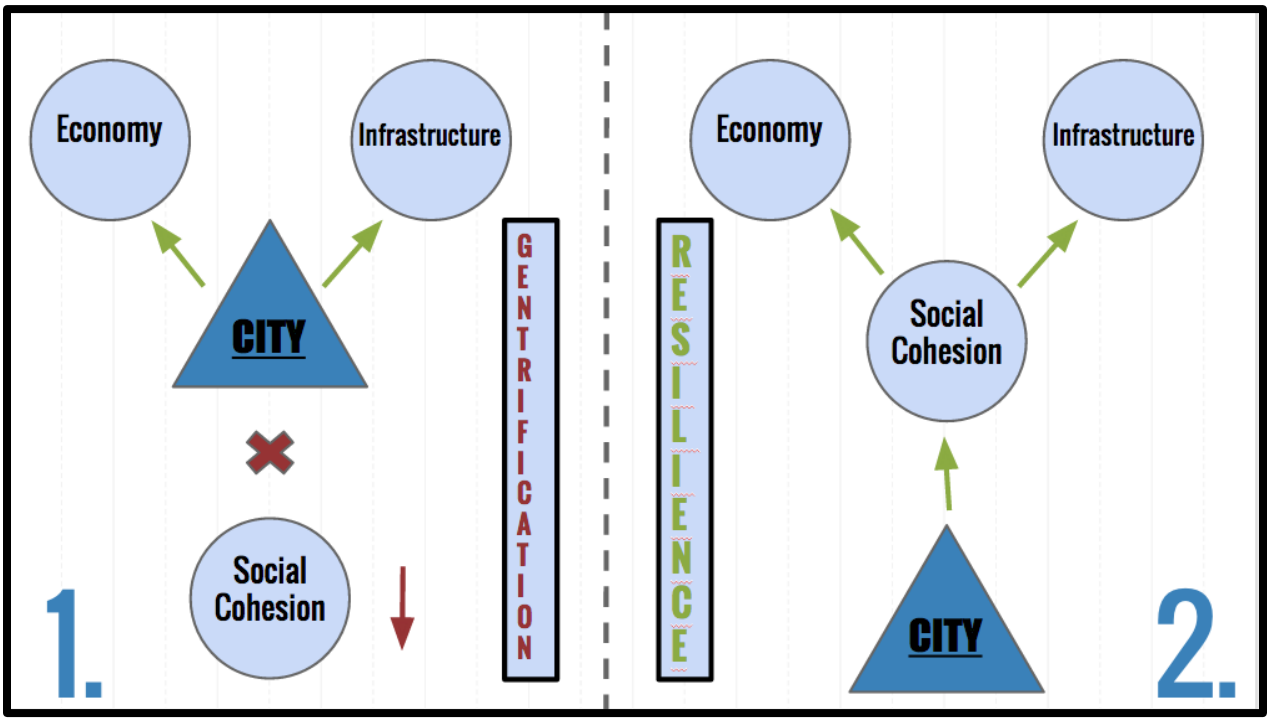
In most cases, a city's responsibilities can be clustered into two main goals, developing infrastructure and boosting the local economy. Since city policies and projects focus solely on

encouraging either one or both of these goals, there is little or no regard to other resulting consequences. By renovating selected portions of infrastructure to encourage economic development, cities ultimately tear down existing communities, destroying the social fabric of neighborhoods. This invariably results in gentrification and lowers individual's social capital. With no more tangible assets than before and now even less social capital, sitting populations have little hope to enter into the newly constructed economy. However, the new infrastructure requires workers, has positions to be filled. If there is little emphasis on social capital and training within the newly renovated community, these positions are filled by individuals outside the community, gentrifying and deteriorating social cohesion even further.

What many institutions don't consider however, are the widespread benefits for the city at large of having cohesive neighborhoods. The community more efficiently monitors crime and environmental injustices, political participation is stronger, and there is a network of shared personal resources and tacit local knowledge, developing individuals' social capital (Kim, 2006; Macey, 2003). In times of disasters where municipal operations and response organizations are overwhelmed by the high volume of calls, a cohesive community can show far greater resilience than a fractured community. Superstorm Sandy is one example of where high levels of social cohesion had prepared communities to be resilient in times of disaster. Utilizing their existing relationships, residents coordinated relief efforts, distributed supplies, and assisted others in need due to their network of knowledge and connections within their community (Tompson, 2013, 5). With social cohesion as the focus, social capital and training increases. Fostering social cohesion also improves the four CIT elements—structural factors, the storytelling network, the communication action context, and civic engagement—that combined can develop both the economy and infrastructure in a more efficient and effective way (Kim, 2006).

Below is an illustration of these two approaches: the current model (1) and the new recommended model (2). With model 1, developing the economy and infrastructure via large external capital improvement investments are the focus, which destroys social cohesion and leads to gentrification. With model 2, developing social cohesion is the focus, which identifies the priority needs of existing populations, including appropriate infrastructure improvements and targets external and internal investment to build economic opportunity and enhance community

resilience.



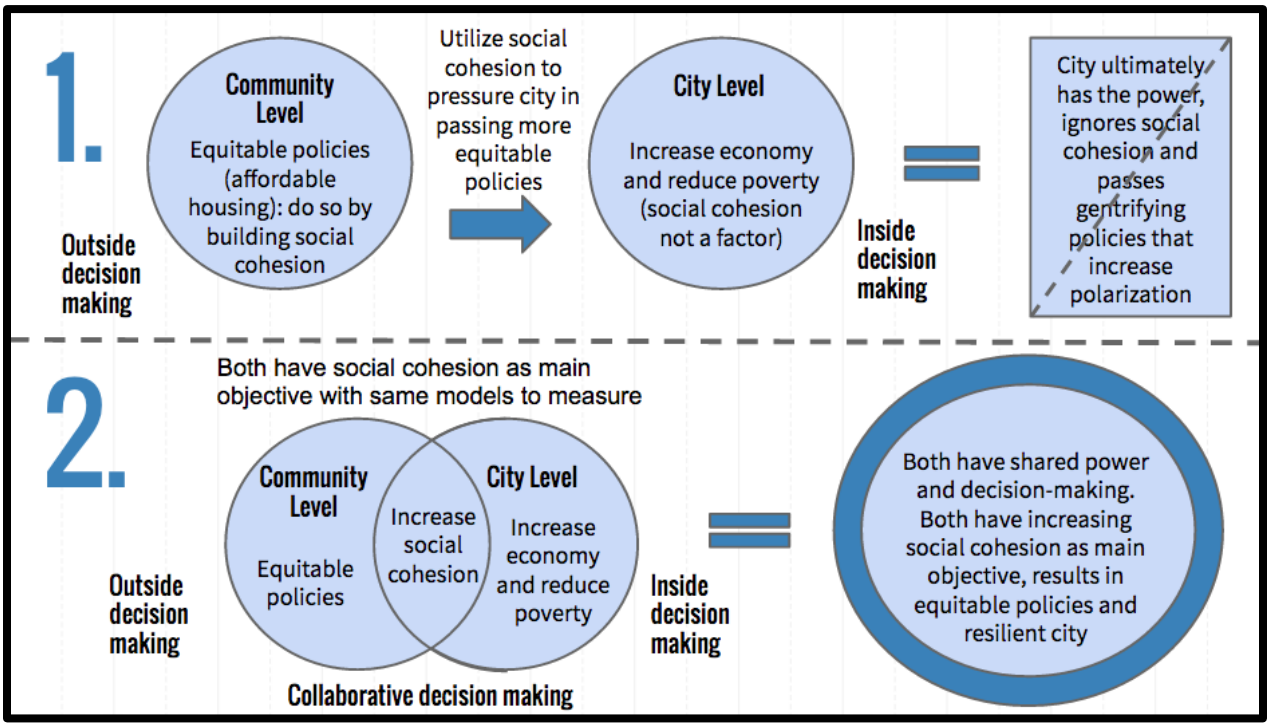
However, social cohesion cannot be a sideline issue. Building a model and measuring social cohesion is only the first step in the larger goal in identifying how to increase social cohesion through policy-making. With annual surveys to measure the increase or decrease of social cohesion, an accurate assessment can be made to the effects of such policy changes. This report recommends much more than measuring social cohesion, we encourage a multi-year plan to measure and identify social cohesion with the goal of improving both the economy and infrastructure, while avoiding gentrification, through investments in social capital. For this to be successful, protecting and enhancing social cohesion must be the highest priority.

4.2 Emphasizing Cross-Communication and Collaboration between City and Community Institutions

Placing social cohesion as the priority still has potential problems when there is no effective communication and collaboration between the city and community. To be successful, a single standardized model of measuring and encouraging social cohesion must be created, accepted, and utilized by both the city and community. If this is not the case, division between the city and community will result in both communication and implementation failures. Communication and collaboration is key: for communities to be internally cohesive, the city and community must be cohesive.

In order to ensure there is effective communication and collaboration between the city and community, there must be equal power and representation when it comes to measuring and implementing social cohesion strategies. As shown in the illustration below, the current model (1) builds power at the community level and attempts to utilize that outside decision making to pressure the city in adopting more equitable policies such as affordable housing. The city however, is focused on building infrastructure and the economy and ultimately holds the final inside decision-making authority. As a result, the city disregards social cohesion and passes policies that gentrify and polarize communities.

In the new proposed model (2), both the city and community have social cohesion as their main objective, with the same models to measure. Both parties have equal power and collaborative decision-making on policies/projects attempting to measure and increase social cohesion. The resulting peer-based sharing of power and responsibilities ensures collaboration and communication, passing equitable policies that build a more resilient and cohesive city.



The community and city will always have their separate objectives and responsibilities, but sharing equal power on social cohesion is a realistic goal, especially when there is an opportunity for a joint creation of a standardized model. If both recommended models are utilized—a new focus on increasing social cohesion and ensuring communication and collaboration—Oakland can be a leader for cities across the U.S. on social investment policy as a tool to build more climate resilient neighborhoods.

5. Conclusion

5.1 Gentrification as a Dismantling Force for Social Cohesion

With more cities expanding faster than ever before, gentrification has become a growing problem. Since there is a persistent need for renovation and expansion for many cities, displacement of existing communities usually follow suit. San Francisco is one city trying to tackle its large levels of displacement and gentrification, but with little success. Cities and communities know it's detrimental to their existing population and culture, but there is no consensus in how to fight against such gentrifying renovation. Besides turning a blind eye to such communities, there continues to be a lack of policy approaches in fighting gentrification: this is where social cohesion can be utilized.

With social cohesion, there can be no gentrification! Gentrification breaks up existing communities and social networks; increasing social cohesion improves existing communities cohesiveness and social networks. They are mutually exclusive, and because of that, focusing on expanding social cohesion directly fights against policies of gentrification while simultaneously improving both infrastructure and the local economy.

Across the world, institutions, cities, and countries are increasingly funding social investment policies. The Scanlon Foundation in Australia funds large projects for the sole purpose of increasing social cohesion. Let us not fall behind internationally, but rather build and improve from this existing research. By incorporating a standardized model that can measure success—and a new priority on fostering social cohesion—Oakland can follow the example of other international cities and demonstrate to the U.S. how successful this new growing policy approach can be.

References:

Beaujot, R., Rajulton, F., & Ravanera, Z. R. (2007). Measuring social cohesion: An experiment using the canadian national survey of giving, volunteering, and participating, *Social Indicators Research, 80*(3), 461-492.

Ball-Rokeach, S. J. & Kim, Y.C., & Matei, S. (2001). Storytelling neighborhood: Paths to belonging in diverse urban environments. *Communication Research. 28*(4), 392-428.

Bernard, P. (1999). Social cohesion: A critique, Discussion paper, No. F(09). Ottawa: CPRN.

Bertelsmann Stiftung. Social cohesion radar: Measuring common ground. Güterslo: Bertelsmann Stiftung. Retreived from http://www.gesellschaftlicher-zusammenhalt.de/en/ueber-das-radar/.

Statistics Canada. (2013). General social survey - giving, volunteering and participating, 2013. *Definitions, data sources and methods.* Retreived from http://www23.statcan.gc.ca/imdb/pIX.pl?Function=showStaticArchiveHTML&a=1&fl=http://www23.statcan.gc.ca/imdb-bmdi/instrument/4430_Q1_V7-eng.htm&Item_Id=143875#tphp.

Gonzalez, P., Minkler, M., Garcia, A., Gordon, M., Garzón, C., Palaniappan, M., Prakash, S., Beveridge, B. (2011). Community-based participatory research and policy advocacy to reduce diesel exposure in west oakland, california, *American Journal of Public Health, 101*(S1), S166-S175.

Hartman, Y., & Holdsworth L. (2009). Indicators of community cohesion in an australian country town, *Commonwealth Journal of Local Governance, 2*(1), 76-97.

Jenson, J. (1998). Mapping social cohesion: The state of canadian research, Discussion Paper, No. F|03. Ottawa: CPRN.

Jenson, J. (2010). Defining and measuring social cohesion. London: Commonwealth Secretariat & UNRISD.

Kawachi, I., & Kennedy, B., (1997). Health and social cohesion: Why care about income inequality?, *British Medical Journal, 314*(7086), 1037-1040.

Kawachi, I., Kennedy, B., Lochner, K., & Prothrow-Stith, D. (1997). Social capital, income inequality, and mortality, *American Journal of Public Health, 87*(9), 1491-1498.

Kim, Y.C., & Ball-Rokeach, S. J. (2006). Civic engagement from a communication infrastructure perspective. *Communication Theory, 16*(2), 173-197.

The Kresge Environment Program. (2014). Climate resilience and urban opportunity initiative. Troy, MI: The Kresge Foundation.

Macey, G., & O'Rourke, D. (2003). Community environmental policing: Assessing new strategies of public participation in environmental regulation, *Journal of Policy Analysis and Management*, 383-414.

Minkler, M. (2004). Ethical challenges for the "outside" researcher in community-based participatory research, *Health Education & Behavior, 31*(6), 684-697.

Minkler, M., Breckwich Vásquez, V., Tajik, M., & Petersen, D. (2008). Promoting environmental justice through community-based participatory research: The role of community and partnership capacity, *Health Education & Behavior, 35*(1), 119-137.

Paloma Pavel, M. (2009). Breakthrough communities: Sustainability and justice in the next american metropolis, *Urban and Industrial Environments,* Cambridge, MA: MIT Press.

Sapolsky, R. (2005). Sick of poverty, *Scientific American, 293*(6), 94-99.

Tompson, T., Benz, J., Agiesta, J, Cagney, K. & Meit, M. (2013). Resilience in the wake of superstorm Sandy. New York, NY: The Associated Press-NORC. Center for Public Affairs Research.

APPENDIX A

Formal Volunteering (FV)

FV_R020

Now, I'd like to ask you some questions about any activities that you did without pay on behalf of a group or an organization in the past 12 months.

FV_Q020

This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you do any:

canvassing?

1. Yes
2. No
   DK, RF

FV_Q030

(This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you do any:)

fundraising?

1. Yes
2. No
   DK, RF

FV_Q040

(This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you:)

sit as a member of a committee or board?

1. Yes
2. No
   DK, RF

FV_Q050

(This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you do any:)

teaching, educating or mentoring?

1. Yes
2. No
   DK, RF

FV_Q060

(This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you:)

organize, supervise or coordinate activities or events?

1. Yes
2. No
   DK, RF

FV_Q070

In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization:

(This includes any unpaid help you provided to schools, religious organizations, sports or community associations.)

office work, bookkeeping, administrative duties, or library work?

1. Yes
2. No
   DK, RF

FV_Q080

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations.)

coach, referee or officiate?

1. Yes
2. No
   DK, RF

FV_Q090

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations.)

counsel or provide advice?

1. Yes
2. No
   DK, RF

FV_Q100

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations.)

provide health care or support including companionship?

1. Yes
2. No
   DK, RF

FV_Q110

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations.)

collect, serve or deliver food or other goods?

1. Yes
2. No
   DK. RF

FV_Q120

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations.)

Did you do any: work associated with the maintenance, repair or building of facilities or grounds?

1. Yes
2. No
   DK, RF

FV_Q130

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you do any:)

volunteer driving?

1. Yes
2. No
   DK, RF

FV_Q140

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you:)

provide help through first aid, fire–fighting, or search and rescue?

1. Yes
2. No
   DK, RF

FV_Q150

(In the past 12 months, did you do any of the following activities without pay on behalf of a group or an organization. This includes any unpaid help you provided to schools, religious organizations, sports or community associations. Did you:)

engage in activities aimed at conservation or protection of the environment or wildlife?

1. Yes
2. No
   DK, RF

FV_Q160

In the past 12 months, did you do any other unpaid activities on behalf of a group or an organization?

1. Yes – Specify
2. No
   DK, RF

History of Volunteering (HV)

HV_Q010

Prior to 12 months ago, did you do any activities without pay on behalf of a group or an organization?

1. Yes
2. No

DK, RF

HV_Q020

How long ago?

1. 1 to less than 3 years ago
2. 3 to less than 5 years ago
3. 5 years ago or longer

DK, RF

Volunteer Specifics (VS)

VS_Q010

In the past 12 months, for how many groups or organizations did you do any unpaid activities?

(MIN: 1)

(MAX: 20)

DK, RF

VS_Q020

In the past 12 months, how often did you do any unpaid activities?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)

DK, RF

VS_R030

Now, a few questions about [this organization/each of these organizations. Starting with the one to which you volunteered the most hours/3 of these organizations. Starting with the one to which you volunteered the most hours].

VS_Q050

In the past 12 months, how many hours did you spend on unpaid activities for all other organizations?

(MIN: 1)

(MAX: 4,000)

DK, RF

Volunteer Details (VD)

VD_Q010

What is the name of [this/the next] organization?

(80 spaces)

DK, RF

VD_Q020

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

What does this organization do?

(80 spaces)

DK, RF

VD_Q030

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

What type of organization is this?

1. Charity or non-profit
2. Business
3. Government
4. Other
   DK, RF

VD_Q040

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

In the past 12 months, how many hours did you spend on unpaid activities for this organization?

1. Total for the past 12 months
2. Hours per month
3. Hours per week
4. Hours per day
   DK, RF

VD_Q050

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

(In the past 12 months, how many hours did you spend on unpaid activities for this organization?)

(MIN: 1)

(MAX: 4,000)

(DK, RF not allowed)

VD_Q060

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

(In the past 12 months, how many hours did you spend on unpaid activities for this organization?)

(MIN: 1)

(MAX: 744)

(DK, RF not allowed)

VD_Q080

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

(In the past 12 months, how many hours did you spend on unpaid activities for this organization?)

(MIN: 1)

(MAX: 168)

(DK, RF not allowed)

VD_Q100

Interviewer: Organization name: [the name collected in VD_Q010/the name collected in VD_S010/Respondent did not provide an organization name]

(In the past 12 months, how many hours did you spend on unpaid activities for this organization?)

(MIN: 1)

(MAX: 24)

(DK, RF not allowed)

Main Volunteer Activities (MV)

MV_R020

Interviewer: Organization name: [the name collected in piVD[1].VD_S010/the name collected in piVD[1].VD_Q010/the organization to which you volunteered the most hours]

I would now like to ask you some questions about the organization to which you volunteered the most hours.

MV_Q030

We seem to have a discrepancy. Which do you think is more accurate – the total hours reported for this organization or the sum of hours for these activities?

1. The total hours
2. The sum of hours for these activities
   DK, RF

MV_Q040

Interviewer: Organization name: [the name collected in piVD[1].VD_S010/the name collected in piVD[1].VD_Q010/the organization to which you volunteered the most hours]

People often volunteer for special events. In the past 12 months, did you spend any hours in addition to what you have already reported for this organization?

1. Yes
2. No

DK, RF

MV_Q050

How many extra hours?

(MIN: 1)

(MAX: 500)

DK, RF

MV_Q060

Interviewer: Organization name: [the name collected in piVD[1].VD_S010/the name collected in piVD[1].VD_Q010/the organization to which you volunteered the most hours]

Now some questions on how you first became a volunteer for this organization.

Did you approach the organization yourself?

1. Yes
2. No

DK, RF

MV_Q070

How did you find out about this opportunity?

1. By attending a meeting or activity (e.g., in the community, at work, school, or place of worship)
2. Through the Internet
3. Through a referral from an agency
4. Responded to an advertisement (e.g., poster, newspaper, TV or radio)
5. Word of mouth
6. Other – Specify

DK, RF

MV_Q080

Did someone ask you to volunteer?

1. Yes
2. No

DK, RF

MV_Q090

Who asked you?

1. A friend/relative outside the organization
2. Your boss or employer
3. Someone in the organization

4. Other
   DK, RF

MV_Q100

Interviewer: Organization name: [the name collected in piVD[1].VD_S010/the name collected in piVD[1].VD_Q010/the organization to which you volunteered the most hours]

Were you required to volunteer for this organization?

1. Yes
2. No
   DK, RF

MV_Q110

By whom?

1. Your school
2. Your employer
3. The group or organization
4. Other
   DK, RF

MV_Q120

Interviewer: Organization name: [the name collected in piVD[1].VD_S010/the name collected in piVD[1].VD_Q010/the organization to which you volunteered the most hours]

How long have you been a volunteer for this organization?

1. Less than 1 year
2. 1 to less than 3 years
3. 3 to less than 5 years
4. 5 to less than 10 years
5. 10 years or more
   DK, RF

MV_Q130

In the past 12 months, as a volunteer for this organization, did you:

receive any payment to cover out–of–pocket expenses?

1. Yes
2. No
   DK, RF

MV_Q140

(In the past 12 months, as a volunteer for this organization, did you:)

receive monetary compensation for any of your volunteer time, for example, an honorarium or allowance?

1. Yes
2. No
   DK, RF

MV_Q150

(In the past 12 months, as a volunteer for this organization, did you:)

receive a benefit, such as a free or discounted gym membership, event pass or meal?

1. Yes
2. No
   DK, RF

MV_Q160

(In the past 12 months, as a volunteer for this organization, did you:)

receive formal recognition from this organization, such as a letter, certificate or invitation to a volunteer appreciation event?

1. Yes
2. No
   DK, RF

Main Volunteer Sub–block (MVS)

MVS_Q020

Interviewer: Organization name: ^piDT_ORGMOST

On behalf of this organization, in the past 12 months, how many hours did you spend:

^piDT_ACTIVITYTEXT_E?

1. Total for the past 12 months
2. Hours per month
3. Hours per week
4. Hours per day
   DK, RF

MVS_Q030

Interviewer: Organization name: ^piDT_ORGMOST

(On behalf of this organization, in the past 12 months, how many hours did you spend:

^piDT_ACTIVITYTEXT_E?)

(MIN: 0)

(MAX: 4,000)

(DK, RF not allowed)

MVS_Q040

Interviewer: Organization name: ^piDT_ORGMOST

(On behalf of this organization, in the past 12 months, how many hours did you spend:

^piDT_ACTIVITYTEXT_E?)

(MIN: 0)

(MAX: 744)

(DK, RF not allowed)

MVS_Q060

Interviewer: Organization name: ^piDT_ORGMOST

(On behalf of this organization, in the past 12 months, how many hours did you spend:

^piDTACTIVITYTEXT_E?)

(MIN: 0)

(MAX: 168)

(DK, RF not allowed)

MVS_Q080

Interviewer: Organization name: ^piDT_ORGMOST

(On behalf of this organization, in the past 12 months, how many hours did you spend:

^piDT_ACTIVITYTEXT_E?)

(MIN: 0)

(MAX: 24)

(DK, RF not allowed)

Reasons for Volunteering (RV)

RV_Q020

Interviewer: Organization name: ^DT_ORGMOST

Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:

You or someone you know has been personally affected by the cause supported by this group or organization.

1. Yes
2. No

DK, RF

RV_Q025

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

Because a family member volunteers.

1. Yes

2. No
   DK, RF

RV_Q030

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

Because your friends volunteer.

1. Yes
2. No
   DK, RF

RV_Q040

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To network with or meet people.

1. Yes
2. No
   DK, RF

RV_Q050

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To improve your job opportunities.

1. Yes
2. No
   DK, RF

RV_Q060

Interviewer: Organization name: ^DT_ORGMOST

Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:

To fulfill religious obligations or other beliefs.

1. Yes
2. No
   DK, RF

RV_Q070

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To explore your own strengths.

1. Yes
2. No
   DK, RF

RV_Q080

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To make a contribution to the community.

1. Yes
2. No
   DK, RF

RV_Q090

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To use your skills and experiences.

1. Yes
2. No
   DK, RF

RV_Q100

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To support a political, environmental or social cause.

1. Yes
2. No
   DK, RF

RV_Q110

Interviewer: Organization name: ^DT_ORGMOST

(Thinking about the reasons why you volunteered in the past 12 months on behalf of this organization, please tell me whether the following reasons were important to you:)

To improve your sense of well–being or health.

1. Yes
2. No

DK, RF

Internet Use by respondent in the past year (IUY)

IUY_Q01

In the past 12 months, did you use the Internet?

1. Yes
2. No

DK, RF

Volunteering in General (GV)

GV_R020

Now a few questions about volunteering in general.

GV_Q020

In the past 12 months, have you done any unpaid activities on behalf of a group or an organization:

with members of your immediate family?

1. Yes
2. No

DK, RF

GV_Q030

(In the past 12 months, have you done any unpaid activities on behalf of a group or an organization:)

with others, such as friends, neighbours or colleagues?

1. Yes
2. No

DK, RF

GV_Q040

In the past 12 months, did you use the Internet to do any unpaid activities on behalf of a group or an organization?

1. Yes
2. No

DK, RF

GV_Q050

(In the past 12 months,) did you use the Internet to search for volunteer opportunities?

1. Yes
2. No

DK, RF

Employer Support (ES)

ES_R010

The next set of questions deal with employer support for volunteer activities.

ES_Q010

In the past 12 months, have you worked at a job or business for pay?

1. Yes
2. No
   DK, RF

ES_Q020

In the past 12 months, were you self–employed?

1. Yes
2. No
   DK, RF

ES_Q030

Did your employer have a program or policy to encourage you to volunteer?

1. Yes
2. No
   DK, RF

Employer Support – Volunteers (ESV)

ESV_Q040

As part of this program or policy, did the employer give a monetary donation to the organization for the number of hours volunteered?

1. Yes
2. No
   DK, RF

ESV_Q050

Please tell me about any formal support provided by your employer in the past 12 months. Did your employer give you:

use of facilities or equipment for your volunteer activities?

1. Yes
2. No
   DK, RF

ESV_Q060

(Please tell me about any formal support provided by your employer in the past 12 months. Did your employer give you:)

paid time off or time to spend volunteering while on the job?

1. Yes
2. No
   DK, RF

ESV_Q070

(Please tell me about any formal support provided by your employer in the past 12 months. Did your employer give you:)

approval to change work hours or reduce work activities to volunteer?

1. Yes
2. No
   DK, RF

ESV_Q080

(Please tell me about any formal support provided by your employer in the past 12 months. Did your employer give you:)

recognition or a letter of thanks for your volunteer activities?

1. Yes
2. No
   DK, RF

ESV_Q090

In the past 12 months, did you receive any other formal support from your employer for your volunteer activities?

1. Yes
2. No
   DK, RF

ESV_Q100

What other type of formal support?

11 Donated prizes, gift certificates, food, etc.
12 Donated t–shirts, company goods, etc.
13 Donated financially to the organization
14 Provided transportation
15 Sponsored an event, paid entry fee, membership fee, etc.
16 Other – Specify
DK, RF

Employer Support – Non–volunteers (ESN)

ESN_Q050

Please tell me about any formal support provided by your employer in the past 12 months. Did your employer provide:

use of facilities or equipment for volunteer activities?

1. Yes
2. No
   DK, RF

ESN_Q060

(Please tell me about any formal support provided by your employer in the past 12 months. Did your employer provide:)

paid time off or time to spend volunteering while on the job?

1. Yes
2. No
   DK, RF

ESN_Q070

(Please tell me about any formal support provided by your employer in the past 12 months. Did your employer give:)

approval to change work hours or reduce work activities to volunteer?

1. Yes
2. No
   DK, RF

ESN_Q080

(Please tell me about any formal support provided by your employer in the past 12 months. Did your employer provide:)

recognition or a letter of thanks for volunteer activities?

1. Yes
2. No
   DK, RF

ESN_Q090

In the past 12 months, was any other formal support available from your employer for volunteer activities?

1. Yes
2. No
   DK, RF

ESN_Q100

What other type of formal support?

11 Donated prizes, gift certificates, food, etc.
12 Donated t–shirts, company goods, etc.
13 Donated financially to the organization
14 Provided transportation
15 Sponsored an event, paid entry fee, membership fee, etc.
16 Other – Specify
DK, RF

Skills Gained from Volunteering (SK)

SK_Q010

In the past 12 months, as a volunteer, have you acquired any of the following skills:

fundraising skills?

1. Yes
2. No
   DK, RF

SK_Q020

(In the past 12 months, as a volunteer, have you acquired any of the following skills:)

technical or office skills such as first aid, coaching techniques, computer or bookkeeping?

1. Yes
2. No
   DK, RF

SK_Q030

(In the past 12 months, as a volunteer, have you acquired any of the following skills:)

organizational or managerial skills such as how to organize people or money, to be a leader, to plan or to run an organization?

1. Yes
2. No
   DK, RF

SK_Q040

In the past 12 months, as a volunteer, have you acquired any of the following skills:

increased knowledge of such subjects as health, women's or political issues, criminal justice or the environment?

1. Yes
2. No
   DK, RF

SK_Q050

(In the past 12 months, as a volunteer, have you acquired any of the following skills:)

communication skills such as public speaking, writing, public relations or conducting meetings?

1. Yes
2. No
   DK, RF

SK_Q060

(In the past 12 months, as a volunteer, have you acquired any of the following skills:)

interpersonal skills such as understanding people, motivating people, or handling difficult situations with confidence, compassion or patience?

1. Yes
2. No
   DK, RF

SK_Q070

(In the past 12 months, as a volunteer, have you acquired any of the following skills:)

some other skill or knowledge?

1. Yes – Specify
2. No

DK, RF

SK_Q080

Do you think that your volunteer activities ever helped you to get a job or start a business?

1. Yes
2. No

DK, RF

SK_Q090

Do you think your volunteer activities have helped your chances of success in your paid job or business?

1. Yes
2. No

DK, RF

Reasons for Not Volunteering (more) (NV)

NV_R020

There are many factors that may influence one's decision or ability to [volunteer more/volunteer] on behalf of a group or an organization.

NV_Q020

Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.

You gave enough time already [prior to the past 12 months].

1. Yes
2. No

DK, RF

NV_Q030

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

You were dissatisfied with a previous volunteering experience.

1. Yes
2. No

DK, RF

NV_Q040

Please tell me whether any of the following statements are reasons why you did

not [volunteer more/volunteer] in the past 12 months.

Because no one asked you.

1. Yes
2. No
   DK, RF

NV_Q050

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

You did not know how to get [more] involved.

1. Yes
2. No
   DK, RF

NV_Q060

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

You had health problems or you were physically unable.

1. Yes
2. No
   DK, RF

NV_Q070

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

You did not have the time.

1. Yes
2. No
   DK, RF

NV_Q080

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

The financial cost of volunteering.

1. Yes
2. No
   DK, RF

NV_Q090

Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.

You were unable to make a long-term commitment.

1. Yes
2. No
   DK, RF

NV_Q100

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

You preferred to give money instead of time.

1. Yes
2. No
   DK, RF

NV_Q110

(Please tell me whether any of the following statements are reasons why you did not [volunteer more/volunteer] in the past 12 months.)

You had no interest.

1. Yes
2. No
   DK, RF

Informal Volunteer Activities (IV)

IV_R020

Now some questions about helping people on your own, not on behalf of an organization. Include all friends, neighbours, and relatives. Exclude help given to anyone living in your household.

IV_Q020

In the past 12 months, did you help anyone with work at their home such as cooking, cleaning, gardening, maintenance, painting, shovelling snow, or car repairs?

1. Yes
2. No
   DK, RF

IV_Q030

How often did you do this?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)
   DK, RF

IV_Q040

(In the past 12 months,)

did you help anyone by doing any shopping, or by driving someone to the store or to an appointment?

1. Yes
2. No
   DK, RF

IV_Q050

How often (did you do this)?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)
   DK, RF

IV_Q060

(In the past 12 months,)

did you help anyone with paperwork tasks such as writing letters, doing taxes, filling out forms, banking, paying bills or finding information?

1. Yes
2. No
   DK, RF

IV_Q070

How often (did you do this)?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)
   DK, RF

IV_Q080

(In the past 12 months,)

did you provide anyone with health–related or personal care, such as emotional support, counselling, providing advice, visiting the elderly, unpaid babysitting?

1. Yes
2. No
   DK, RF

IV_Q090

How often (did you do this)?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)
   DK, RF

IV_Q100

(In the past 12 months,)

did you help anyone with unpaid teaching, coaching, tutoring, or assisting with reading?

1. Yes
2. No
   DK, RF

IV_Q110

How often (did you do this)?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)
   DK, RF

IV_Q120

(In the past 12 months,)

did you help anyone in any other way – not on behalf of an organization?

1. Yes
2. No
   DK, RF

IV_Q130

How often (did you do this)?

1. Daily or almost daily
2. At least once a week
3. At least once a month
4. At least 3 or 4 times (in the past 12 months)
5. Once or twice (in the past 12 months)
   DK, RF

Financial Giving to Charitable Organizations (FG)

FG_R010

The next set of questions deal with financial donations that you may have made to a charitable or non–profit organization. Exclude donations such as food, clothing and household goods.

FG_R030

This includes any financial donations that you made personally or jointly with your [spouse/partner].

FG_Q030

In the past 12 months, did you make a charitable donation:

by responding to a request through the mail?

1. Yes
2. No
   DK, RF

FG_Q040

(In the past 12 months, did you make a charitable donation:)

by responding to a telephone request? Do not include any donations already mentioned.

1. Yes
2. No
   DK, RF

FG_Q050

(In the past 12 months, did you make a charitable donation:)

by responding to a television or radio request, or a telethon? (Do not include any donations already mentioned.)

1. Yes
2. No
   DK, RF

FG_Q060

In the past 12 months, did you make a charitable donation:

online? Do not include any donations you have already mentioned.

1. Yes
2. No
   DK, RF

FG_Q070

(In the past 12 months, did you make a charitable donation:)

by approaching a charitable or non-profit organization on your own? (Do not include any donations already mentioned.)

1. Yes
2. No
   DK, RF

FG_Q080

(In the past 12 months, did you make a charitable donation:)

by paying to attend a charity event? (Do not include any donations already mentioned.)

1. Yes
2. No
   DK, RF

FG_Q090

(In the past 12 months, did you make a charitable donation:)

by donating in the name of someone who has passed away, or 'in memoriam'? (Do not include any donations already mentioned.)

1. Yes
2. No
   DK, RF

FG_Q100

(In the past 12 months, did you make a charitable donation:)

when asked by someone at work? (Do not include any donations already mentioned.)

1. Yes
2. No
3. Not applicable

DK, RF

FG_Q110

(In the past 12 months, did you make a charitable donation:)

when asked by someone doing door–to–door canvassing? (Do not include any donations already mentioned.)

1. Yes
2. No

DK, RF

FG_Q120

(In the past 12 months, did you make a charitable donation:)

when asked by someone canvassing for a charitable organization at a shopping centre or on the street? (Do not include any donations already mentioned.)

1. Yes
2. No

DK, RF

FG_Q130

(In the past 12 months, did you make a charitable donation:)

through a collection at a church, synagogue, mosque or other place of worship? (Do not include any donations already mentioned.)

1. Yes
2. No

DK, RF

FG_Q140

(In the past 12 months, did you make a charitable donation:)

by sponsoring someone in an event such as a walk–a–thon? (Do not include any donations already mentioned.)

1. Yes
2. No

DK, RF

FG_Q170

In the past 12 months, were there any other methods in which you gave money to a charitable or non–profit organization? Do not include any donations already mentioned.

Interviewer: Exclude all non–financial donations such as food, clothing or household goods.

1. Yes – Specify
2. No

DK, RF

Giving Specifics (GS)

GS_Q010

What is the name of the organization (to which you made a donation in response to this method of solicitation)?

(80 spaces)

DK, RF

GS_Q020

Interviewer: Organization name: [the name collected in GS_Q010/the name collected in GS_S010/Respondent did not provide an organization name]

What does this organization do?

(80 spaces)

DK, RF

GS_Q030

Interviewer: Organization name: [the name collected in GS_Q010/the name collected in GS_S010/Respondent did not provide an organization name]

What was the amount of the donation to this organization?

(MIN: 1)

(MAX: 60,000)

DK, RF

GS_Q040

Was this donation made by you personally or jointly with your [spouse/partner]?

1. Personally
2. Jointly

DK, RF

GS_Q050

What was the payment method?

1. Cash or cheque
2. Debit card
3. Credit card
4. Payroll deduction
5. Authorized account deduction
6. By mobile device after text messaging
7. PayPal
8. Other method

DK, RF

GS_Q060

Was this done over the Internet?

1. Yes
2. No

DK, RF

GS_Q070

In the past 12 months, did you make any other donations:

^DT_METHOD_E

1. Yes
2. No

DK, RF

GS_Q080

What was the amount of all other donations that you made:

^DT_METHOD_E

(MIN: 1)

(MAX: 60,000)

DK, RF

Decisions on Giving (DG)

DG_Q005

Will you or someone else in your household be claiming an income tax credit for the charitable donations made in the past 12 months?

1. Yes
2. No

DK, RF

DG_Q030

Do you decide in advance the total amount of money you will donate to charitable organizations annually?

1. Yes
2. No

DK, RF

DG_Q040

For the larger donations, do you decide in advance to which organizations you will give or do you make decisions in response to someone asking you?

1. Decide in advance
2. Respond to someone asking
3. Both
4. Not applicable

DK, RF

DG_Q050

Which of the following statements best describes your pattern of giving to charitable or non–profit organizations?

1. I always donate to the same organizations
2. I vary the organizations to which I donate
3. Both

DK, RF

DG_Q060

When considering donating to a charity that you have not donated to in the past, do you search for information on that charity before giving?

1. Yes
2. No
3. Not applicable

DK, RF

DG_Q070

How do you search for this information?

11 Read printed material from the charity (eg., a brochure, annual report or financial information)
12 Contact the charity (eg., by phone, in person) or visit the charity's website
13 Look up the charity on the CRA (Canada Revenue Agency) website
14 Ask someone (eg., family, friends or colleagues)
15 Other – Specify
DK, RF

DG_Q080

Do you know how to verify if an organization is a registered charity?

1. Yes
2. No

DK, RF

DG_Q090

Are you aware of any organizations that monitor how charities use their donations in Canada?

1. Yes
2. No

DK, RF

DG_Q100

Could you provide the name or an example of these organizations?

11 CRA (Canada Revenue Agency) or the Charities Directorate
12 Federal government (except CRA or Charities Directorate)
13 Provincial or Territorial government
14 Other – Specify
15 No
DK, RF

Reasons for Giving (RG)

RG_Q010

People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:

You or someone you know has been personally affected by the cause the organization supports.

1. Yes
2. No

DK, RF

RG_Q020

(People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:)

The government will give you a credit on your income taxes.

1. Yes
2. No

DK, RF

RG_Q030

(People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:)

To fulfill religious obligations or other beliefs.

1. Yes
2. No

DK, RF

RG_Q040

(People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:)

To help a cause in which you personally believed.

1. Yes
2. No

DK, RF

RG_Q050

(People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:)

You felt compassion towards people in need.

1. Yes
2. No

DK, RF

RG_Q060

(People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:)

You wanted to make a contribution to the community.

1. Yes
2. No

DK, RF

RG_Q070

(People make financial donations to charitable or non–profit organizations for a number of reasons. In the past 12 months, please tell me whether the following reasons were important to you:)

A family member, friend, neighbour or colleague requested that you make a donation.

1. Yes
2. No

DK, RF

Reasons for Not Giving more (NG)

NG_R020

There are also many factors that limit the amount of money people can or wish to donate.

NG_Q020

Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:

You were happy with what you already gave.

1. Yes
2. No

DK, RF

NG_Q030

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

You could not afford to give a larger donation.

1. Yes
2. No

DK, RF

NG_Q040

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

Because no one asked you.

1. Yes
2. No
   DK, RF

NG_Q050

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

You did not know where to make a contribution.

1. Yes
2. No
   DK, RF

NG_Q060

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

It was hard to find a cause worth supporting.

1. Yes
2. No
   DK, RF

NG_Q070

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

You gave time instead of money.

1. Yes
2. No
   DK, RF

NG_Q080

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

You felt that you already gave enough money directly to people on your own, instead of through an organization.

1. Yes
2. No
   DK, RF

NG_Q090

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

You felt that the tax credit for donations was not enough incentive to give more.

1. Yes
2. No
   DK, RF

NG_Q110

(Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:)

You did not think the money would be used efficiently or effectively.

1. Yes
2. No
   DK, RF

NG_Q120

Was this because the organization was:

11 spending too much money on fundraising efforts
12 not having an impact on the cause or community they were trying to help
13 not able to explain to you where or how your donation would be spent
14 some other reason
DK, RF

NG_Q130

Thinking about the past 12 months, please tell me if any of the following statements are reasons that you did not donate more:

You did not like the way in which requests were made for donations.

1. Yes
2. No
   DK, RF

NG_Q140

What did you not like about the way requests were made?

11 The time of day requests were made
12 The number of requests
13 The tone in which requests were made (e.g., rude or demanding)
14 Multiple requests from one organization
15 Other – Specify
DK, RF

NG_Q150

Now, please tell me whether you agree or disagree with the following statements:

There seem to be so many organizations seeking donations for one cause or another, sometimes I don't feel like giving to any organization.

1. Agree
2. Disagree
   DK, RF

NG_Q160

(Please tell me whether you agree or disagree with the following statements:)

You are concerned about charity fraud or scams.

1. Agree
2. Disagree
   DK, RF

Other Giving (OG)

OG_R010

Now some questions about other ways of making charitable contributions.

OG_Q010

In the past 12 months, did you give any food to a charitable or non–profit organization such as a food bank?

1. Yes
2. No
   DK, RF

OG_Q020

(In the past 12 months,)

did you give any clothing, toys or household goods to a charitable or non–profit organization (such as Neighbourhood Services, the Salvation Army or St. Vincent de Paul)?

1. Yes
2. No
   DK, RF

OG_Q030

Have you included a donation to a charitable or non–profit organization through a bequest in your current will or through another financial planning instrument, such as an insurance product?

1. Yes
2. No
   DK, RF

Civic engagement of respondent, types of groups, organizations or associations the respondent participated in the past 12 months (CER)

CER_R110

The next questions are about the types of groups, organizations or associations to which you may belong. These could be formally organized groups or just groups of people who get together regularly to do an activity or talk about things.

CER_Q110

In the past 12 months, were you a member or participant in:

a union or professional association?

1. Yes
2. No
   DK, RF

CER_Q120

(In the past 12 months, were you a member or participant in:)

a political party or group?

1. Yes
2. No

DK, RF

CER_Q140

(In the past 12 months, were you a member or participant in:)

a sports or recreational organization (such as a hockey league, health club, or golf club)?

1. Yes
2. No

DK, RF

CER_Q150

In the past 12 months, were you a member or participant in:

a cultural, educational or hobby organization (such as a theatre group, book club or bridge club)?

1. Yes
2. No

DK, RF

CER_Q160

(In the past 12 months, were you a member or participant in:)

a religious–affiliated group (such as a church youth group or choir)?

1. Yes
2. No

DK, RF

CER_Q170

(In the past 12 months, were you a member or participant in:)

a school group, neighbourhood, civic or community association (such as PTA, alumni, block parents or neighbourhood watch)?

1. Yes
2. No

DK, RF

CER_Q180

(In the past 12 months, were you a member or participant in:)

a service club (such as Kiwanis, Knights of Columbus or the Legion)?

1. Yes
2. No

DK, RF

CER_Q190

(In the past 12 months, were you a member or participant in:)

a seniors' group (such as a seniors' club, recreational association or resource centre)?

1. Yes
2. No
   DK, RF

CER_Q200

(In the past 12 months, were you a member or participant in:)

a youth organization (such as Scouts, Guides, Big Brothers Big Sisters or YMCA/YWCA)?

1. Yes
2. No
   DK, RF

CER_Q210

(In the past 12 months, were you a member or participant in:)

an immigrant or ethnic association or club?

1. Yes
2. No
   DK, RF

CER_Q230

In the past 12 months, were you a member or participant in any other type of organization that has not been mentioned?

1. Yes – Specify
2. No
   DK, RF

Number of groups, organizations or associations the respondent participated in the past 12 months and involvement through the Internet (GRP)

GRP_Q10

Of all the types of groups, organizations or associations we talked about, how many were you a member or participant in the past 12 months?

(MIN: 1; Warning Value: 1)

(MAX: 95; Warning Value: 25)

DK, RF

GRP_Q20

How many of these ^GRP_Q10 groups are you active in through the Internet?

(MIN: 0; Warning Value: 0)

(MAX: 95; Warning Value: 25)

DK, RF

GRP_Q25

Are you active in this group through the Internet?

1. Yes
2. No

DK, RF

GRP_Q30

How do you use the Internet to participate in [this group/these groups]?

11 Sharing knowledge and information
12 Support or advice
13 Organizing, scheduling or co-ordinating activities or events
14 Office work or administrative duties
15 Email, blogs, forums or social networks
16 Other – Specify
DK, RF

GRP_Q40

[Including participation both on and off the Internet, how/How] often did you participate in group activities and meetings? [Do not include any of your volunteer activities./Not display]

1. At least once a week
2. A few times a month
3. Once a month
4. Once or twice a year
5. Not in the past year

DK, RF

Organization Involvement in past 5 years (OIF)

OIF_Q10

Over the past five years, would you say that your involvement in organizations has ...?

1. Increased
2. Decreased
3. Stayed the same

DK, RF

Education minimum block with concept (EDM)

Harmonized content

EDM_Q01

What type of educational institution [are you attending/did you attend]?

1. Elementary, junior high school or high school
2. Trade school, college, CEGEP or other non-university institution
3. University

DK, RF

EDM_Q02

[Are you enrolled/Were you enrolled] as... ?

1. A full–time student
2. A part–time student
3. Both full–time and part–time student

DK, RF

Education – School Attendance v.1 (ESC1)

Harmonized content

ESC1_Q01

Are you currently attending school, college, CEGEP or university?

1. Yes
2. No

DK, RF

Education Highest Degree Block v.1 (EHG1)

Harmonized content

EHG1_Q01

What is the highest certificate, diploma or degree that you have completed?

1. Less than high school diploma or its equivalent
2. High school diploma or a high school equivalency certificate
3. Trade certificate or diploma
4. College, CEGEP or other non–university certificate or diploma (other than trades certificates or diplomas)
5. University certificate or diploma below the bachelor's level
6. Bachelor's degree (e.g. B.A., B.Sc., LL.B.)
7. University certificate, diploma, degree above the bachelor's level

DK, RF

Labour Market Activities Minimal (LMAM)

Harmonized content

LMAM_Q01

Many of the following questions concern your activities last week. By last week, I mean the week beginning on ^REFBEGE, and ending ^REFENDE.

Last week, did you work at a job or business? (regardless of the number of hours)

1. Yes
2. No

DK, RF

LMAM_Q02

Last week, did you have a job or business from which you were absent?

1. Yes

2. No
   DK, RF

LMAM_Q03

What was the main reason you were absent from work last week?

1. Own illness or disability
2. Caring for own children
3. Caring for elder relative (60 years of age or older)
4. Maternity or parental leave
5. Other personal or family responsibilities
6. Vacation
7. Labour dispute (strike or lockout) (Employees only)
8. Temporary layoff due to business conditions (Employees only)
9. Seasonal layoff (Employees only)
10. Casual job, no work available (Employees only)
11. Work schedule (e.g., shift work) (Employees only)
12. Self–employed, no work available (Self–employed only)
13. Seasonal business (Excluding employees)
14. Other – Specify
    DK, RF

Labour Force Status (LMA2)

LMA2_Q04

In the 4 weeks ending ^REFENDE, did you do anything to find work?

1. Yes
2. No
   DK, RF

LMA2_Q05

Last week, did you have a job to start at a definite date in the future?

1. Yes
2. No
   DK, RF

LMA2_Q06

Will you start that job before or after ^NMBEGE?

1. Before the date above
2. On or after the date above
   DK, RF

LMA2_Q07

Did you want a job with more or less than 30 hours per week?

1. 30 or more hours per week
2. Less than 30 hours per week
   DK, RF

LMA2_Q08

Could you have worked last week [if you had been recalled/if a suitable job had been offered]?

1. Yes
2. No
   DK, RF

LMA2_Q09

What was the main reason you were not available to work last week?

1. Own illness or disability
2. Caring for own children
3. Caring for elder relative (60 years of age or older)
4. Other personal or family responsibilities
5. Going to school
6. Vacation
7. Already has a job
8. Other – Specify
   DK, RF

Multiple Employment (ME)

ME_Q01

Did you have more than one job or business last week?

1. Yes
2. No
   DK, RF

ME_Q02

Was this a result of changing employers?

1. Yes
2. No
   DK, RF

Class of Worker Introduction (CWI)

CWI_R01

I am now going to ask some questions about [your new job or business/the job or business at which you usually work the most hours].

Class of Worker (LMA3)

Harmonized content

LMA3_Q10

Were you an employee or self–employed?

1. Employee
2. Self–employed
3. Working in a family business without pay
   DK, RF

Industry (LMA4)

Harmonized content

LMA4_Q11

What was the name of your business?

(50 spaces)

DK, RF

LMA4_Q12

For whom did you work?

(50 spaces)

DK, RF

LMA4_Q13

What kind of business, industry or service was this?

(50 spaces)

DK, RF

Occupation (LMA5)

Harmonized content

LMA5_Q14

What was your work or occupation?

(50 spaces)

DK, RF

LMA5_Q15

In this work, what were your main activities?

(50 spaces)

DK, RF

Usual Hours of Work (LMA6)

Harmonized content

LMA6_Q16

[Excluding overtime, on average, how many paid hours do you usually work per week?/On average, how many hours do you usually work per week?]

(MIN: 0)

(MAX: 168)

DK, RF

Birthplace of Respondent Introduction (BPR1)

BPR1_R01

Now, I'd like to ask you a few general questions.

Immigration extended block (BPR)

Harmonized content

BPR_Q02

In which province or territory were you born?

1. Newfoundland and Labrador
2. Prince Edward Island
3. Nova Scotia
4. New Brunswick
5. Quebec
6. Ontario
7. Manitoba
8. Saskatchewan
9. Alberta
10. British Columbia
11. Yukon
12. Northwest Territories
13. Nunavut

DK, RF

BPR_Q04

In which province or territory was your mother born?

1. Newfoundland and Labrador
2. Prince Edward Island
3. Nova Scotia
4. New Brunswick
5. Quebec
6. Ontario
7. Manitoba
8. Saskatchewan
9. Alberta
10. British Columbia
11. Yukon
12. Northwest Territories
13. Nunavut

DK, RF

BPR_Q10

In which province or territory was your father born?

1. Newfoundland and Labrador
2. Prince Edward Island
3. Nova Scotia
4. New Brunswick
5. Quebec
6. Ontario
7. Manitoba
8. Saskatchewan
9. Alberta
10. British Columbia
11. Yukon
12. Northwest Territories
13. Nunavut

DK, RF

BPR_Q15

In what year did you first come to Canada to live?

(MIN: 1,871)

(MAX: 2,013)

DK, RF

BPR_Q16

Are you now, or have you ever been a landed immigrant

in Canada?

1. Yes
2. No

DK, RF

BPR_Q17

In what year did you first become a landed immigrant in Canada?

(MIN: 1,871)

(MAX: 2,013)

DK, RF

BPR_Q19

Is that by birth or by naturalization?

1. By birth
2. By naturalization

DK, RF

Aboriginal Minimum (AMB)

Harmonized content

AMB_Q01

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non–Status Indians.

1. Yes
2. No

DK, RF

AMB_Q02

Are you First Nations, Métis or Inuk (Inuit)?

1. First Nations (North American Indian)
2. Métis
3. Inuk (Inuit)

DK, RF

Health Minimum Block (HM)

Harmonized content

HM_R01

The next question is about your health. By health, we mean not only the absence of disease or injury but also physical, mental and social well–being.

HM_Q01

In general, would you say your health is... ?

1. Excellent
2. Very good
3. Good
4. Fair
5. Poor

DK, RF

Subjective Well–being Minimum Block (SLM)

Harmonized content

SLM_Q01

Using a scale of 0 to 10 where 0 means "Very dissatisfied" and 10 means "Very satisfied", how do you feel about your life as a whole right now?

0 Very dissatisfied

1 I

2 I

3 I

4 I

5 I

6 I

7 I

8 I

9 V

10 Very satisfied

(MIN: 0)

(MAX: 10)

DK, RF

Length of time respondent has lived in city or local community (LRC)

LRC_Q20

How long have you lived in this city or local community?

1. Less than 6 months
2. 6 months to less than 1 year
3. 1 year to less than 3 years
4. 3 years to less than 5 years
5. 5 years to less than 10 years
6. 10 years and over
   DK, RF

Religion – Extended block (REE)

Harmonized content

REE_Q01

What is your religion?

Specify one denomination or religion only, even if you are not currently a practicing member of that group.

1. Search
2. Other – Specify
   DK, RF

REE_Q02

Not counting events such as weddings or funerals, during the past 12 months, how often did you participate in religious activities or attend religious services or meetings?

1. At least once a week
2. At least once a month
3. At least 3 times a year
4. Once or twice a year
5. Not at all
   DK, RF

REE_Q03

In the past 12 months, how often did you engage in religious or spiritual activities on your own, including prayer, meditation and other forms of worship taking place at home or in any other location?

1. At least once a day
2. At least once a week
3. At least once a month
4. At least 3 times a year
5. Once or twice a year
6. Not at all
   DK, RF

Language of respondent (LNR)

LNR_Q025

Of English or French, which language(s) do you speak well enough to conduct a conversation? Is it... ?

1. English only

2. French only
3. Both English and French
4. Neither English nor French
   DK, RF

LNR_Q100

What language did you first speak in childhood?

11 English
12 French
13 Italian
14 Chinese
15 German
16 Portuguese
17 Polish
18 Ukrainian
19 Spanish
20 Vietnamese
21 Greek
22 Punjabi
23 Arabic
24 Tagalog (Filipino)
25 Hungarian
26 Other – Specify
DK, RF

LNR_Q111

Do you still understand English?

1. Yes
2. No
   DK, RF

LNR_Q112

Do you still understand French?

1. Yes
2. No
   DK, RF

LNR_Q113

Do you still understand Italian?

1. Yes
2. No
   DK, RF

LNR_Q114

Do you still understand Chinese?

1. Yes
2. No
   DK, RF

LNR_Q115

Do you still understand German?

1. Yes
2. No
   DK, RF

LNR_Q116

Do you still understand Portuguese?

1. Yes
2. No
   DK, RF

LNR_Q117

Do you still understand Polish?

1. Yes
2. No
   DK, RF

LNR_Q118

Do you still understand Ukrainian?

1. Yes
2. No
   DK, RF

LNR_Q119

Do you still understand Spanish?

1. Yes
2. No
   DK, RF

LNR_Q120

Do you still understand Vietnamese?

1. Yes
2. No
   DK, RF

LNR_Q121

Do you still understand Greek?

1. Yes
2. No
   DK, RF

LNR_Q122

Do you still understand Punjabi?

1. Yes
2. No
   DK, RF

LNR_Q123

Do you still understand Arabic?

1. Yes
2. No

DK, RF

LNR_Q124

Do you still understand Tagalog?

1. Yes
2. No

DK, RF

LNR_Q125

Do you still understand Hungarian?

1. Yes
2. No

DK, RF

LNR_Q126

Do you still understand ^LNRS100?

1. Yes
2. No

DK, RF

LNR_Q155

What language do you speak most often at home?

11 English
12 French
13 Italian
14 Chinese
15 German
16 Portuguese
17 Polish
18 Ukrainian
19 Spanish
20 Vietnamese
21 Greek
22 Punjabi
23 Arabic
24 Tagalog (Filipino)
25 Hungarian
26 Other – Specify
DK, RF