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Information Paper

Measuring Social Capital

**An Australian Framework and
Indicators**

2004

New
Issue

Information Paper

Measuring Social Capital

An Australian Framework and Indicators

2004

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AUSTRALIAN BUREAU OF STATISTICS

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PREFACE

Social capital is a topic of considerable interest to a wide range of people because of its links to individual and community wellbeing. There is as yet no internationally agreed framework of what constitutes social capital, how it accumulates in society, the impacts on communities and individuals, or how to measure the various elements and dimensions of social capital. Following extensive consultation the Australian Bureau of Statistics (ABS) has developed a broad conceptual framework for statistics on social capital, as well as a set of possible indicators for measuring aspects of social capital. These are described in this publication.

Social capital is a multi-dimensional concept, and different elements of the framework may be appropriate for different purposes. Those interested in education or public health, for instance, may focus on different areas from those whose interest is in community renewal. The framework presented here provides a way of organising and relating these different approaches.

The concept of social capital is also of interest to those concerned with the developing knowledge-based economy. While the framework has relevance for economic relationships, the indicators presented here are primarily focused on social rather than economic relationships. Readers interested in the role of social capital in the economy are referred to the publication *Discussion Paper: Measuring a Knowledge-based Economy and Society — An Australian Framework* (cat. no. 1375.0).

The next step is to publish data in respect of the indicators. Some of the indicators have been included in ABS collections and so national data is available. Some other data of good quality may be available from other sources. It is expected that some data will be available, through a web based release in mid-2004. Nevertheless, there will be no suitable data available for some indicators.

The social capital framework is one of a number of social and cross-cutting frameworks developed by the ABS in order to describe how various statistics relate to each other. *Measuring Wellbeing: Frameworks for Australian Social Statistics* (cat. no. 4160.0) draws social statistics together, while *Measuring Australia's Progress* (cat. no. 1370.0) provides a set of economic, social and environmental progress indicators.

I would like to express special thanks to the external reviewers of this information paper: Dr Michael Ackland of the Victorian Department of Human Services; Wendy Stone of the Australian Housing and Urban Research Institute; and Rev Dr Philip Hughes of the Christian Research Association. Suggestions and comments on this publication are welcome. To express your views, please contact the Assistant Director, Community Statistics, Family and Community Statistics Section, at the following address:

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Dennis Trewin
Australian Statistician

ABBREVIATIONS

| | |
|--------------|---------------------------------------------------------|
| ABS | Australian Bureau of Statistics |
| AIFS | Australian Institute of Family Studies |
| ANU | Australian National University |
| GDP | gross domestic product |
| ICNPO | International Classification of Non-Profit Institutions |
| MP | Member of Parliament |
| OECD | Organisation for Economic Co-operation and Development |
| RSPCA | Royal Society for the Prevention of Cruelty to Animals |
| SMS | short message service |
| TAFE | Technical and Further Education |
| WHO | World Health Organization |

CHAPTER 1 — INTRODUCTION

BACKGROUND

Interest in social capital has grown strongly over the last decade. In Australia, Eva Cox's Boyer lectures, *A Truly Civil Society* (1995) gave social capital a high public profile. A few months earlier, Robert Putnam's article, *Bowling Alone: America's Declining Social Capital* (1995) had done the same in the United States of America. There had been an emerging interest in some of the component ideas, under the name of citizenship, for several years before. However, social capital combines a broader range of elements that hold a society together, and is associated with potential positive outcomes for both individuals and societies. At a time when the interdependence of many social problems has been recognised, social capital appears to offer different insights to assist with solutions.

More recently in Australia, the Productivity Commission has produced a paper *Social Capital: Reviewing the Concept and its Policy Implications*. The Australian Institute of Family Studies (AIFS) has also made a significant contribution to the development of theoretically based and empirically valid social capital measures through its Social Capital and Citizenship Project, the results and analysis of which are published in a research paper *Social capital: Empirical meaning and measurement validity*, Research Paper 27.

In 2002, the ABS held a number of workshops and meetings around Australia to gauge the level of interest in measuring social capital, gain an understanding of its potential policy applications and discover the associated information needs. The response was very strong with representation from Australian and state/territory government agencies, local governments, nonprofit institutions and university researchers. The level of enthusiasm was also very high. Why are they interested?

Many are working to support the development of sustainable local communities, including in rural and regional areas and within the major cities. Sustainability has been a concern because of reduced employment opportunities or the withdrawal of some services such as banks and post offices from the townships to larger regional centres. The active engagement of the local people in envisioning, planning and implementing possible futures is being seen as essential for the success of the process. Every state and territory government, either in its premier and cabinet department or as a specific community department, has a unit devoted to encouraging community participation in planning and managing economic, social and environmental sustainability. Local governments are also deeply involved in these projects.

Others are interested in health. There has been considerable recent research suggesting that the quality of relationships people have and their level of involvement in a wider community life may lead to better health, longer lives and more prolonged mental alertness (Berkman & Glass 2000; Cullen & Whiteford 2001). State government health departments have demonstrated their interest in social capital by conducting surveys with social capital modules.

Some are trying new approaches to community housing renewal, with tenants assuming responsibility for management and maintenance, supported by government resources. Others see the potential of stronger relationships within communities for better managing levels of crime and vandalism; or building a sense of efficacy that might gradually overcome the hopelessness and powerlessness contributing to the complex

BACKGROUND *continued*

problems often associated with poverty, such as depression, poor educational outcomes for children, poor health, drug addiction, crime and insecure housing.

On a society-wide basis, there are expressed concerns in public discussion that people are becoming more individualistic or self-absorbed, and that families and other social groups are breaking down. Democratic institutions are perceived by some as weakening (Salvaris 2000). Increasing inequality within a number of nations (UNDP 2003), widespread movements of people and the development of violent international movements have led to concerns in many countries about social cohesion.

Finding an appropriate balance between governmental, business, communal and personal responsibility in different social and economic areas is a current major policy direction of governments in Australia. Related to all of these issues is a growing awareness of the energy and resources created when people interact, both in close personal relationships and in more formal associations; and a developing interest in governance and citizenship, and in the qualities and relationships that strengthen democracy. All of these factors have contributed to the level of interest in social capital.

While social capital is a relatively recent term, it draws together a number of concepts that have been familiar for much longer in different disciplines. References through the literature to Adam Smith's *Theory of Moral Sentiments* (1759), Alexis de Tocqueville's *Democracy in America* (1835), Emile Durkheim's *The Division of Labour in Society* (1893) and *Suicide: a study in sociology* (1897), Social Network Theory from the 1950s on, and John Bowlby's Attachment Theory (*Attachment* 1969; *Separation* 1973; and *Loss* 1980) illustrate this. What is comparatively new is the attempt to understand and measure the relationships and qualities of civic life and the household sector in the interest of public policy.

ABS SOCIAL CAPITAL WORK PROGRAM

The ABS is participating in national and international discussions of social capital, many aimed at developing some level of harmonisation of social capital data to allow for comparison between and within countries. This information paper is a contribution to this process.

Over the three-year period from July 2001 to June 2004, the ABS social capital work program includes the following major outputs:

- production of a paper describing how social capital may enlarge our understanding of societal well being, and the policy applications of social capital, released in August 2002
- the development of an ABS Social Capital Framework which describes the range of aspects of social capital, the current version of which is presented in this information paper
- the development of a range of indicators that reflect the aspects of social capital described in the framework, the current version of which is presented in this information paper
- the release on the ABS web site of Indicators of Community which present data and commentaries relating to social capital from existing ABS data sources, in mid-2004
- the specification of data items to support priority indicators for inclusion in the 2005–06 General Social Survey (GSS), to be completed in early 2004

ABS SOCIAL CAPITAL
WORK PROGRAM *continued*

- the production of an Information Development Framework in 2004 that identifies the demand for social capital data, the current availability of data relating to social capital from both ABS and non-ABS sources, and the gaps between the demand and availability.

From July 2004, the ABS is planning to explore whether there are existing sources of reliable small area information that may be shaped to provide basic, local, social-capital related profiles. These might frame more detailed local studies carried out by specific communities. Also, some of the data sources identified in the Information Development Framework may provide material for further analytic articles.

A module of questions will be designed and tested for the Social Capital component of the 2005–06 GSS. Following the GSS collection phase, communities carrying out local studies who have a particular interest in social capital data at a local or regional level will be able to use any of these questions and items in their own data collection activity. This will make it possible to compare the local area with national benchmarks, either for the total population or for subpopulations of interest. In this way, the national survey will be able to add value to smaller scale studies.

Social capital data collected in the GSS will be analysed to test the hypothesized relationships between aspects of social capital and a range of outcome measures. Whether the outcomes in turn contribute to further building those or other aspects of social capital will also be examined.

Work by AIFS has contributed to the development of theoretically based and empirically valid measures of social capital. The Families, Social Capital and Citizenship project measured aspects of social capital such as informal ties, generalised relationships, institutional relationships, and the diversity and extensiveness of people's networks. The results were analysed by a variety of demographic variables of the survey respondents. The relationships between the different aspects of social capital measured were also analysed (Stone and Hughes 2002). Given the work planned by the ABS in collection and analysis of social capital data, analysis of state agency data, and the work of AIFS, in a few years there should be a considerable body of empirical evidence underpinning social capital policy development, application and evaluation.

Consultation Process

The ABS has undertaken a broad consultation process in the development of the ABS Social Capital Framework. Consultations on the framework were undertaken during May and June 2002 in each state capital and in the ACT, with a high level of participation in the information sessions and workshops. The participants were primarily from a wide range of Commonwealth and state government agencies, non-government organisations, and research institutions. The aim of the consultations was to present the draft version of the ABS Social Capital Framework and receive feedback in response, to gain an understanding of the policy applications of social capital data and the information needs to support these applications.

In June 2003 the ABS presented a paper describing a range of social capital indicators at a series of workshops. Around 60 participants participated in the workshops. During the workshops, discussions focused on the suitability of the various indicators presented in the paper to measure social capital and highlighting the indicators of highest priority.

CHAPTER 1 — INTRODUCTION *continued*

Consultation Process continued

The feedback received has contributed to shaping the smaller, refined range of social capital indicators presented in this publication.

Feedback

The framework and indicators presented in this information paper have been influenced and refined by the consultation processes described above. However, the ABS recognises the dynamic nature of research into social capital, and the potential for new information needs to emerge. Feedback identifying the areas of the ABS Social Capital Framework most relevant to your work, and the indicators of highest priority, would be particularly useful. If you have any comments that you would like to make please contact the Assistant Director, Community Statistics, Family and Community Statistics Section, by email: <elisabeth.davis@abs.gov.au> or phone (02) 6252 7880.

Structure of the paper

Chapter 1 has introduced social capital and discussed the ABS work program on social capital.

Chapter 2 will:

- comment on the use of the term ‘capital’
- relate social capital to other concepts such as social cohesion and social participation
- comment on the approach to ‘community’
- outline reasons for the measurement of social capital, with examples of Australian policies and programs involving social capital
- introduce the ABS Social Capital Framework.

Chapter 3 describes the ABS Social Capital Framework.

Chapter 4 defines and discusses the framework elements, with suggested indicators that could be used to measure them.

CHAPTER 2 — SOCIAL CAPITAL IN CONTEXT

WHAT IS SOCIAL CAPITAL?

Social capital relates to the resources available within communities in networks of mutual support, reciprocity, and trust. It is a contributor to community strength. Social capital can be accumulated when people interact with each other in families, workplaces, neighbourhoods, local associations, interest groups, government, and a range of informal and formal meeting places.

Definition

The ABS has adopted the Organisation for Economic Cooperation and Development (OECD) definition of social capital: "networks, together with shared norms, values and understandings which facilitate cooperation within or among groups". This OECD definition is emerging as a common basis for international comparability.

Framework

The ABS Social Capital Framework conceptualises social capital as a resource, drawing on and feeding back into other types of resources. These other resources are grouped as natural, produced economic, and human capital. The four sets of resources interact in a context of cultural, political, institutional and legal conditions, and contribute to a wide range of wellbeing outcomes. Social capital resources are presented as attributes of networks, organised as network qualities, structure, transactions and broad types (bonding, bridging and linking). Potential network participants (such as families, friends, organisations/groups) are indicated by network composition.

Network qualities include norms, such as trust, reciprocity and inclusiveness, and common purposes such as social, civic and economic participation. Structure refers to size, frequency of interaction, density and openness, power relationships and transience/mobility. Network transactions are those interactions which at the same time invest in and maintain relationships and draw resources from them, such as sharing knowledge and sharing support.

Network types are a higher level classification. In the ABS framework, 'bonding' refers to relationships between similar kinds of people or groups; 'bridging' to connections where members have less in common, or even differences; and 'linking' to vertical relationships with sources of influence or authority which assist with access to financial and other resources.

USE OF THE TERM 'CAPITAL'

Although the term 'social capital' is commonly used, it is not universally understood and there are some concerns about using the term. It is sometimes criticised as using economic language to make a social idea sound more important. Conversely, some see the use of 'capital' as betraying the value of the social dimension by invoking an economic justification. There are also a number of different theories of capital.

Cullen and Whiteford (2001) (citing Eatwell et al. 1987) refer to two of these as the 'technical' view of classic capital, a set of productive factors embodied in the production process, as distinct from the 'financial' view of capital, a fund of resources which can be moved from one use to another. The technical view of classic capital, from which other commonly cited forms of capital developed, involves both social relationships and an investment process producing a return in the market place (Lin 2001).

CHAPTER 2 — SOCIAL CAPITAL IN CONTEXT *continued*

USE OF THE TERM 'CAPITAL' *continued*

The forms of capital used in the ABS Social Capital Framework (natural, produced economic, human and social) are widely used in discussions of social capital and sustainability, for instance by the OECD (2001b) and the World Bank (Vinod 1999). A summary of the OECD perspective on the different types of capital and their contribution to wellbeing is presented in Appendix 1.

SOCIAL CAPITAL AND OTHER SOCIAL CONCEPTS

Social capital is related but not identical to a number of other ways of describing the functioning of individuals and population groups in society, and of a society as a whole. Terms such as social participation, attachment, inclusion, and social exclusion, deprivation and social cohesion are often used in research and in the setting of policy goals designed to mitigate social disadvantage and encourage economic and social development. It is useful to outline the ways in which they relate to each other.

Social participation

This term has a broad and a narrow usage. More narrowly, it refers to socialising, participation with others in activities enjoyed and valued for their own sake. Social participation as an element of the ABS Social Capital Framework is defined in this way.

Understood broadly, social participation means that people are engaging effectively in all the domains of living appropriate to their stage of life. Common areas of participation of interest to government are family life and early childhood development, health, education, employment, income and housing. Participation in these areas contributes to the overall wellbeing of a society.

The International Classification of Functioning (WHO 2001) includes a comprehensive set of life areas in which all people should be able to participate. People with disabilities (and other potentially marginalised groups) may be excluded from participation in some of these. It is not only their particular activity limitation or disadvantage that acts as a barrier to participation, but also the attitudes of the people among whom they live, the constructed environment and the framing of social institutions. Personal networks and other less public areas of participation are particularly important in this context.

Community participation in the form of relationships with family, friends and the wider community, spirituality or sense of purpose in life and meaningful activities including socialising and leisure activities are emerging as important in achieving more general wellbeing outcomes, such as health and education. Many of these areas are seen as part of social capital, or effects of it. These are often relatively hidden areas of community life. They also contribute to the resilience of individuals and communities.

Social attachment

Social attachment refers to the nature and strength of relationships that people have with each other. It includes the more intimate relationships with family and friends as well as people's associations with individuals and organisations in the wider community. More generally, it refers to the way in which people bond, interact with, and feel about other people, organisations and institutions (such as clubs, business organisations, political parties and various government organisations). At social attachment's opposite extreme lie notions of social detachment, social isolation and social exclusion. Social capital embodies the concept of social attachment, but also recognises that the stock of beliefs and values that can facilitate cooperation within or among groups and communities are important to societal wellbeing.

Social inclusion

Where people are able to participate fully in the social and economic life of their community, and have a good network of relationships with family, friends and the wider community, a state of social inclusion exists. Social inclusion is closely related to social participation, although social inclusion also has a more active meaning. It implies that formal structures, institutions and informal relationships work to remove barriers to participation that might be experienced by some individuals or populations. These barriers may arise, for instance, because of perceived difference, early deprivation, or a marginalised and unnoticed state of existence. Integration into social relationships and attitudes of acceptance and inclusiveness are presented as some of the community practices and values that are part of social capital.

Social exclusion

Conversely, social exclusion exists where people are not able to participate adequately. This may be due to denial or non-realisation of access to social rights of citizenship, which results in a rupture of social bonds between the individual and society. It covers a range of social problems, such as unemployment and instability of families. On an individual level there is economic, social and political disadvantage. At the level of a society, lack of access to goods, services, activities and resources generally associated with the rights of a citizen may cause deep divisions and break down social cohesion, particularly if there appear to be systematic barriers (Berger-Schmitt & Noll, 2000).

There are many possible barriers to participation, such as

- legal or administrative restrictions, for example when government agencies barred the employment of married women
- lack of social acceptance, for example because of race, culture, sexual orientation, or mental illness
- language difficulties
- remoteness
- lack of reasonable adjustment to the needs of older people and people with disabilities
- lack of suitable skills for available jobs
- lack of economic resources
- depression and despair.

Social exclusion may imply an absence of social connectedness at all, connections with relatively powerless groups, or exclusion as part of a group which may have strong internal connections, but no bridges or links to the rest of the community. Power relationships are a structural feature of networks included in the social capital framework, which also emphasize the importance of a balance between bonding, bridging and linking social capital.

Social deprivation

Studies of social deprivation suggest that the capacity of individuals or groups of people to participate fully may be diminished by their early life opportunities and early and current environments. Some researchers suggest that children who grow up in disadvantaged areas are unlikely to realise their positive potential without compensating interventions. Neighbourhood deprivation is often measured by composite indicators, drawing on a number of variables such as proportions within the area of unemployed, youth unemployed, single parent families, low socioeconomic status groups, overcrowding and people with long-term health conditions. (Garner & Raudenbush

*Social deprivation
continued*

1991; Kohen, Hertzman & Brooks-Gunn 1998; and others cited in Connor, S & Brink, S 1999).

Other forms of social deprivation include imprisonment, particularly where this is not on an equitable basis, and systematic barriers to participation. The latter may be either institutional or cultural, such as discouraging particular groups from completing their education or joining the labour force.

Social cohesion

There is no universally accepted concept of social cohesion, but there is a certain amount of convergence. Berger-Schmitt and Noll (2000) summarise a number of different ways of mapping social cohesion, and conclude:

The point to be emphasized is that the concept of social cohesion incorporates mainly two dimensions of societal development which may be related to each other but can be analytically distinguished. The first dimension concerns the reduction of disparities, inequalities, breaks and cleavages ...The concept of social exclusion is covered by this dimension. The second dimension embraces all aspects which aim at strengthening social connections, ties and commitments to a community. This dimension includes the concept of social capital.

Beauvais and Jenson (2002) review the literature on social cohesion and draw from it five constituent elements, which might be considered and prioritised differently by different researchers:

1. Common values and a civic culture
2. Social order and social control
3. Social solidarity and reductions in wealth disparities
4. Social networks and social capital
5. Territorial belonging and identity.

Similarly, OECD discussions of social cohesion emphasize on the one hand participation and inclusion (overcoming social exclusion), and on the other shared values, commitments and relationships between individuals and between groups (OECD 2001a). Social capital is therefore part of social cohesion. It is possible that a good balance between the bonding, bridging and linking types of social capital might reflect social cohesion. A poor balance between them, however, is damaging to social cohesion through social exclusion, factional conflicts or corruption.

COMMUNITY

A very common term in the discussion of social capital is 'community'. Community may refer to the social networks themselves, or to the setting within which relationships occur. The term has a wide range of meanings. It can range from a broad group with which one shares a common interest or sense of identity to a small group where everyone is known to each other. For instance, it may be valid to speak of:

- a global community, with highly interdependent trade, travel and communication networks, facing common problems (such as the adequacy of clean water, air and land, controlling movements of people, global warming; providing increased potential for the rapid spread of plant, animal and human diseases; and global insecurity) requiring coordinated responses and the capacity for effective negotiation
- a national community, such as Australians, with a range of potent symbols of identity

COMMUNITY *continued*

- communities sharing a loyalty to a state, ‘the bush’ or a particular city or area
- communities of identity (such as people with a common cultural background or religious affiliation) whose importance depends on how closely people identify with them, or are so identified by others, which may affect the way they are treated
- communities defined by location, such as regions, towns and suburbs or schools and workplaces, where people may or may not know one another, but share in a number of conditions of living and working, such as council or management decisions, morale, availability of power, transport and communications technology, local climate and topology
- communities of interest, where members share activities, enthusiasms or attitudes, whether face-to-face or through other media of communication — virtual communities would be included here; and
- intimate communities of family and friends.

There are many other ways of dividing people into groupings with some level of common identity or interest, which may become important from time to time.

The broader concepts of community may only occasionally and in particular situations be part of people’s consciousness. However, they may affect the types of smaller networks people choose to join, particularly in the area of civic participation.

Closely bonded groups are most likely to be trusting, share common values, and provide material and emotional support to members of the group. It is not useful, though, to limit ‘community’ to these types of groups. Weak ties also provide different and valuable resources (Granovetter 1973).

In researching social capital, it may be preferable not to set specific boundaries to the concept of community. While the study of social capital has grown rapidly over the last ten years, it draws together a number of areas separately studied for much longer. Social Network Theory, beginning with Barnes (1954) and Bott (1957) contributes the fundamental approach of analysing the actual structure of relationships among people without setting a priori boundaries (Berkman & Glass 2000). Actual networks may cut across kin and place groups. This advice has also emerged strongly from the ABS consultation on social capital indicators.

Where the interest is in the strength of involvement and relations within a local area, it may be useful to ask about these connections. However, the view of the resources available to the local area through networks is very limited if the inhabitants’ ‘community’ is constrained within it.

WHY IS IT IMPORTANT TO MEASURE SOCIAL CAPITAL?

There has been growing appreciation of the importance of social and environmental as well as economic considerations in pursuing national prosperity and wellbeing. Social capital provides some of the important social indicators for understanding outcomes across economic, social and environmental domains.

Social capital has become a common focus of policy within nations, and for international bodies such as the World Bank, both as something to be fostered in its own right, and as a resource to be drawn on to achieve other policy goals. In Australia there has been considerable interest in policy and programs involving social capital at all levels of government. Some examples of these are:

CHAPTER 2 — SOCIAL CAPITAL IN CONTEXT *continued*

*Australian Commonwealth
Government social policy
initiatives*

Department of Family and Community Services
Stronger Families and Communities Strategy
National Agenda for Early Childhood
Volunteering programs
Prime Minister's Community Business Partnership

Department of Health and Ageing
Funding of Public Health measurement trials, including a social capital component

*Australian state and
territory government
initiatives*

New South Wales Premier's Department
<<http://www.communitybuilders.nsw.gov.au>>

Department for Victorian Communities
Community Building Initiative/Learning Towns
Community Support Fund

Queensland Department of Premier and Cabinet
Community Cabinets, and Ministerial Regional Community Forums
Community Renewal projects
Local Area Multicultural Partnerships
e-Democracy.

South Australian Department of Premier and Cabinet
Social Inclusion Initiative
Premier's Community Initiatives Fund

Western Australia Department of Premier and Cabinet
Networked Neighbourhoods Initiative

Tasmanian State Government
Tasmania Together

Northern Territory Department of Community Development, Sport, and Cultural Affairs
Building Stronger Regions — Stronger Futures

ACT Chief Minister's Department
Canberra Social Plan (under development)

*Health and human
services departments*

Another group of state agencies with a strong interest in social capital are the departments responsible for public health. They are interested in the positive and negative ways in which social capital may affect health, and the way to use this understanding in developing health policies and programs. The state health departments are already involved in the measurement of social capital.

*Social Capital
measurement initiatives*

In response to requirements for social capital related data, a number of government departments have conducted social capital surveys, or included social capital concepts in other currently run surveys. Many have included social capital concepts in health surveys. An interesting feature of the work being done on social capital by both government and non-government agencies is the close working relationships with academics in the field. This is an area of cooperative learning. The following surveys are a selection of government surveys with questions relating to social capital.

*Social Capital
measurement initiatives
continued*

- Collaborative Health and Wellbeing Survey, 2000–01, conducted in Western Australia and South Australia — Commonwealth Department of Health and Aged Care and National Public Health Partnership
- Families, Social Capital and Citizenship Survey, 2001 — Australian Institute of Family Studies
- Australian Longitudinal Study of Women's Health (began 1996) — Commonwealth Department of Health and Ageing, and University of Newcastle
- Community Capacity Questionnaire, 2001 — Victorian Department of Human Services, Tasmanian Department of Health and Human Services
- Victorian Population Health Survey, 2001 and 2002 — Victorian Department of Human Services
- New South Wales Child Health Survey — New South Wales Department of Health
- Queensland Household Survey, annual from 1990 — Queensland Department of Premier and Cabinet
- Social Capital Omnibus Survey 2002 — Queensland Health Information Centre

For further information about each survey, please refer to Appendix 2.

Measurement of social capital is required in Australia for several different purposes. The first need is to provide:

- point-in-time national benchmarks, for monitoring change over time
- national profiles, including profiles of sub-populations, with which studies done in local communities might be compared.

Secondly, there is a need to establish the relationships between elements of social capital and wellbeing outcomes such as health, employment and educational achievement in an Australian context. The third purpose is to monitor the success of projects to nurture the growth of social capital in particular broad areas or sub-populations. Tracking the relationship between levels of different dimensions of social capital and, for instance, the movement and distribution of wellbeing outcomes in the same areas or populations would give a useful insight into the important dynamics to foster.

CHAPTER 3 — A FRAMEWORK FOR SOCIAL CAPITAL

APPROACH TO A STATISTICAL FRAMEWORK FOR SOCIAL CAPITAL

The ABS Social Capital Framework comprises two diagrams, Figure 1: Resources and Outcomes and Figure 2: Social Capital, Culture and Political, Legal and Institutional Conditions. The nature and functions of a statistical framework are outlined in the following extract from *Measuring Wellbeing: Frameworks for Australian Social Statistics*.

A framework defines the scope of enquiry, delineates important concepts and organises them into a logical structure.

Each identified element can represent a specific area about which data is needed.

Frameworks represent an agreed way of thinking about an area of interest, and promote standards, consistency and comparability across data collections and between jurisdictions and sectors.

Frameworks can also show key relationships, processes or flows that exist between elements.

Frameworks can be used to direct investigation, and to assess the coverage of statistical programs.

A framework ought to be logical in structure, comprehensive but concise, dynamic and flexible, and cognisant of other frameworks, classifications and standards.

Source: *Measuring Wellbeing: Frameworks for Australian Social Statistics, 2001* (cat. no. 4160.0).

Figure 1 Resources and Outcomes

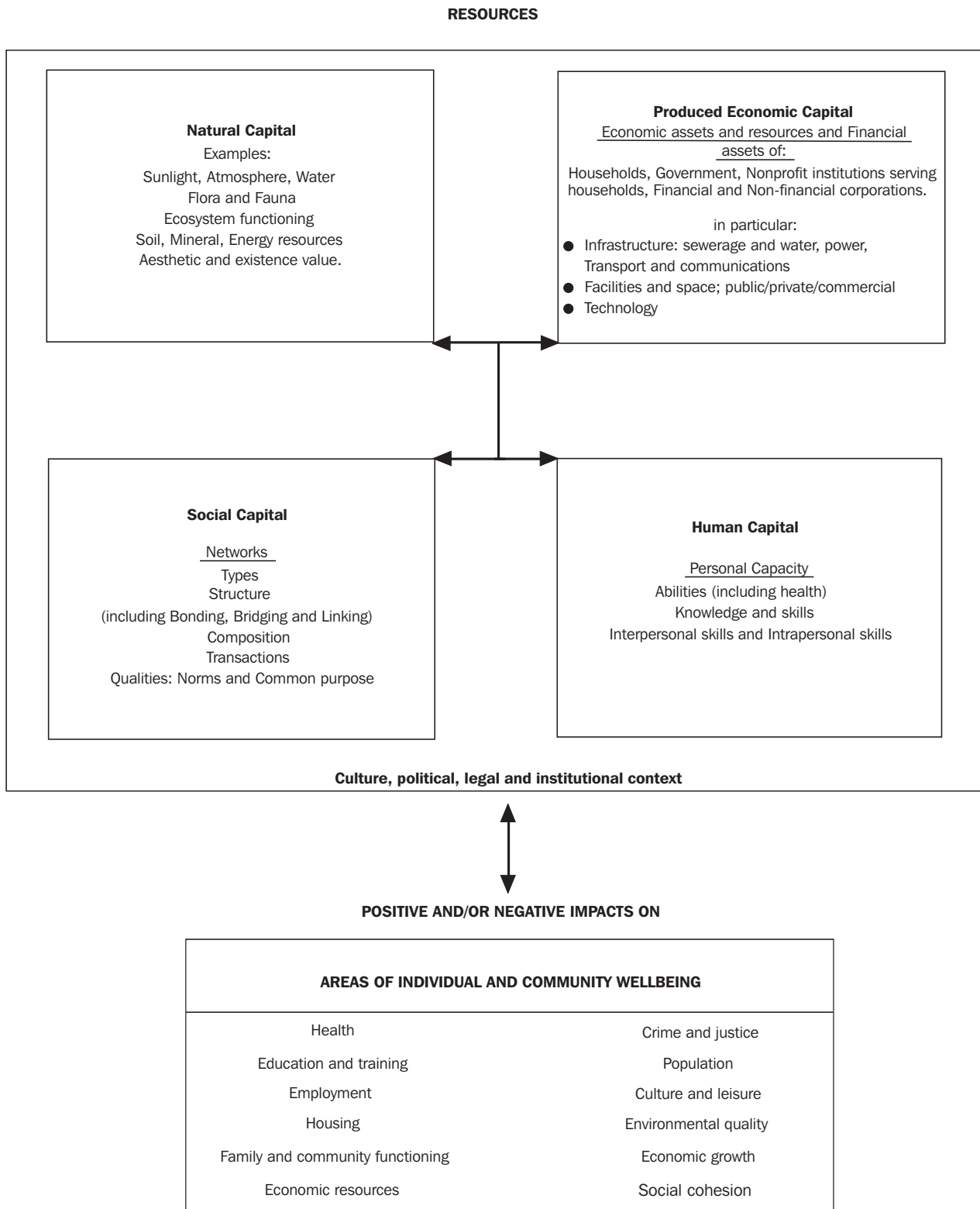
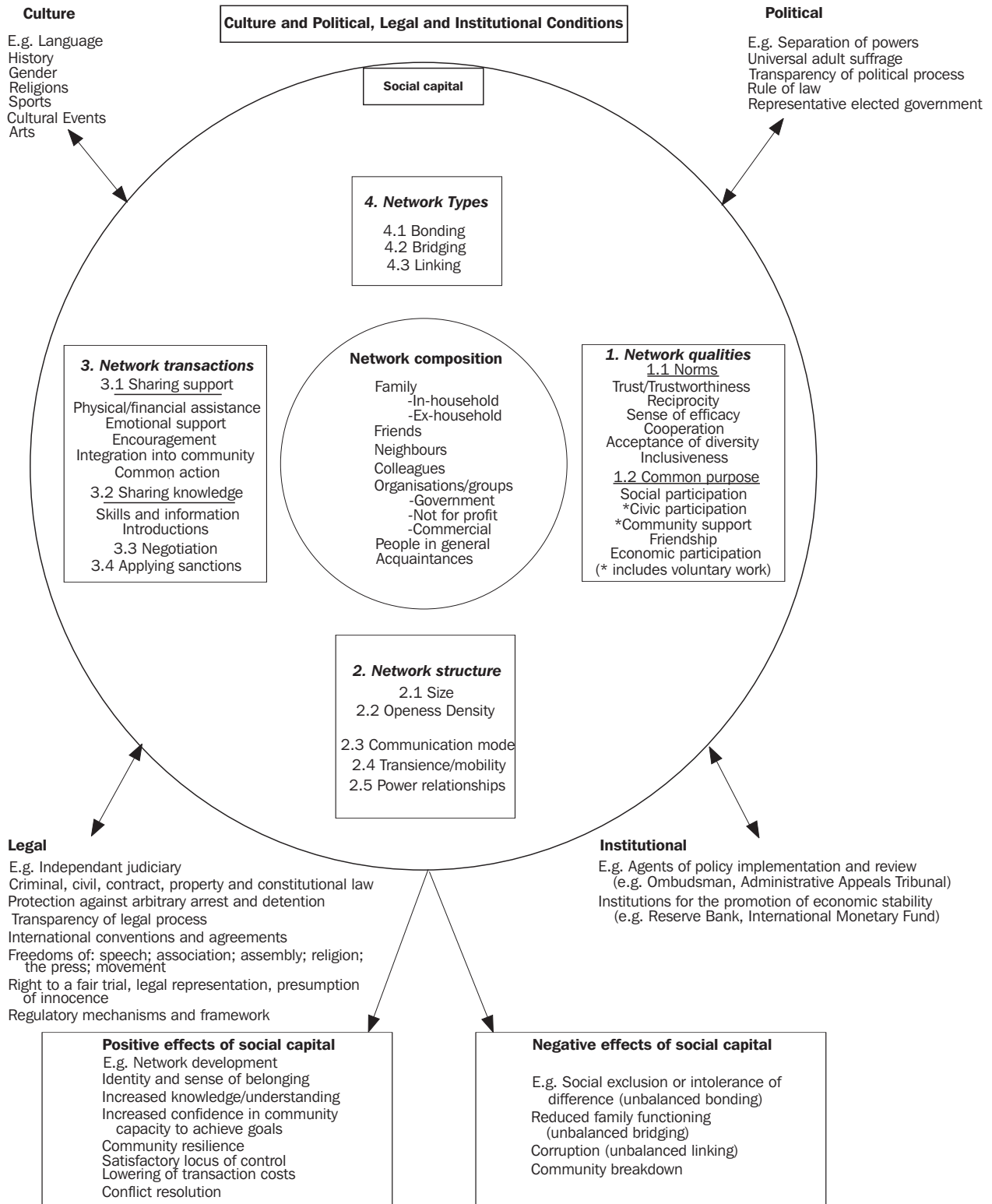


Figure 2 Social Capital, Culture and Political, Legal and Institutional Conditions



STRUCTURE AND CONTENT OF THE DIAGRAMS

Figure 1: Resources and Outcomes

Figure 1 shows resources and the interactions between them, and how these resources and interactions may influence outcomes in various areas of wellbeing. Resources may be defined as 'a stock or a supply that can be drawn on' (Australian Oxford Dictionary).

Resources in Figure 1 are four types of capital commonly referred to: natural capital; produced economic capital; human capital; and social capital, with the main elements of each listed in the diagram. It is important to note that the descriptive lists are not exhaustive, and there may be other elements of the different types of capital not explicitly mentioned in the diagram.

In the ABS Social Capital Framework, human capital is considered to include a wide range of abilities, knowledge and skills including intrapersonal and interpersonal skills, as described in OECD (2001a). These skills and competencies include not only skills such as numeracy, writing and reading, but also interpersonal skills such as teamwork and leadership, and abilities such as health and physical attributes and dexterity. Although human capital is an individual attribute, 'stores' of human capital can be held by families, workplaces, clubs and organisations, and by nations. These stores are the aggregate of the human capital of the individuals that comprise these groups. Human capital is related to social capital in that the interpersonal skills of individuals affect the size of their networks and individuals within networks bring their personal stock of human capital (skills and competencies) to the network.

Multi-directional arrows between the boxes representing each type of capital illustrate the interactions between the different types of capital. A primary interaction is the production of goods and services. Goods and services are produced by particular combinations of the different types of capital interacting. These goods and services may be produced by businesses, government, nonprofit institutions or households. Goods and services may be bought, sold or otherwise transferred in an economic market, or alternatively can be of non-market nature, examples being parenting and unpaid household work. Goods and services range from those produced by businesses as final goods to be sold to consumers at market prices such as houses, cars, white goods, clothing and personal services, through to those produced by government and provided to households free of cost or at non-market prices such as health services, education services, and public housing.

There can be unintended effects resulting from the production of goods and services, their distribution and use, and the societal context in which all of this occurs. OECD (2001a) refers to these effects as 'regrettables', with pollution and crime being examples. Further effort and expenditure, through the provision of relevant goods and services such as environmental remediation, courts and police is required to manage these types of regrettables.

Other interactions may also occur between the different types of capital. The development or depletion of a type of capital will have flow-on effects for other types of capital. For example, an increase in stock of human capital may lead to further development of technology perhaps resulting in ways to optimise use of other resources. Possible flow on effects from this may include: an increase in the stock of produced economic capital; reducing the depletion of stocks of natural capital; or minimising the unintended effects of the production of goods and services, such as pollution.

Figure 1: Resources and Outcomes continued

Infrastructure and facilities and space, considered to be components of produced economic capital in the ABS Social Capital Framework, are also important resources for social capital. In particular the existence of community facilities such as schools and sport, culture and recreation facilities, together with services provided from these facilities provide a focal point for community activities and social interaction. The absence or inadequacy of these facilities can lead people apart or draw people together to lobby for these facilities and their associated services to be provided, or to assist in their provision.

The broad areas of wellbeing that the different types of capital and interactions between them may influence appear in the diagram. These include: health; education and training; employment; housing; family and community functioning; economic resources; crime and justice; population; culture and leisure; social cohesion; environmental quality; and economic growth. The impacts on these areas may range from an individual to a societal level impact. For example economic growth can be viewed as a societal level impact, but the distribution of this growth may not necessarily positively impact on all individuals in a society. Alternatively a positive impact on the health of the population is likely as a result of the health practices of individuals such as the immunisation of children.

The impacts on areas of wellbeing can be either positive or negative or there may be no impact. For example an impact which increases the level of educational attainment in society would generally be considered a positive outcome, while an impact of degradation in environmental quality would generally be viewed as a negative outcome. However, it is important to note that some impacts may be related to less obviously positive and negative outcomes, and that different stakeholders may view the merits of some outcomes differently. The inter-relationship between the different types of capital, the interactions between them, and the outcomes are shown by two way arrows.

The four types of capital are shown as set in a cultural, political, legal and institutional context. This context refers to the features of culture, and the particular political, legal and institutional conditions which give rise to norms, values and social relations that bring people together in networks or associations which can result in collective action. Examples of these conditions are listed in Figure 2: Social Capital, Culture, and Political, Legal and Institutional Conditions.

The level and mix of resources and the ability to deploy resources in an optimal manner influence the extent, strength and diversity of an individual's or a community's networks and their capacity to achieve individual or community goals. Hence the importance of including resources, and acknowledging the importance of the other types of capital in the social capital framework diagrams.

There are no indicators of resources for produced economic capital, human capital, natural capital or outcome indicators for the various areas of social and economic concern presented in this information paper. There are a range of indicators derived from both ABS and other data that are already in existence for produced economic capital and natural capital, and for outcomes in various areas of social concern.

Figure 1: Resources and Outcomes *continued*

The development of indicators of human capital is outside the scope of this project. The ABS has been progressing work on the measurement of human capital. The work has focused on applying a lifetime income approach to different age/sex/education cohorts and aggregating these to estimate the stock of human capital in Australia. The paper *Measuring the Stock of Human Capital for Australia*, presented at the 30th Conference of Economists, Perth, Australia provides a detailed examination of this work. In addition, a selection of indicators of human capital are presented in the Discussion Paper: *Measuring a Knowledge-based Economy and Society — An Australian Framework* (cat. no. 1375.0).

There are a range of indicators for outcomes and progress in areas of wellbeing such as health, education, personal economic wellbeing and housing already in existence. A selection of these indicators appears in *Australian Social Trends* (cat. no. 4102.0) and *Measuring Australia's Progress* (cat. no. 1370.0).

Figure 2: Social Capital, Culture and Political, Legal and Institutional Conditions

Figure 2 presents in detail the elements of social capital and culture, political, legal and institutional conditions. These conditions provide the context in which social capital operates. Networks are equated with social capital in the framework diagram. The effects of social capital arise from the operation of networks.

CULTURE, POLITICAL, LEGAL AND INSTITUTIONAL CONDITIONS

The ABS Social Capital Framework identifies four broad types of societal conditions: Culture; political; legal and institutional conditions. It is recognised that these conditions are interdependent and overlap. They provide the context in a community or society for the development and maintenance of social capital, as well as having an important influence on other types of capital in terms of determining the conditions of utilisation and distribution of other types of capital.

Not only does the position of culture, political, legal and institutional conditions in the diagram emphasise the importance of these conditions in providing context, but the diagram is also intended to show that culture, political, legal and institutional conditions are closely related to social capital. They are the results of historical human interaction; they pass on norms and values and condition present relationships, but they continue to be modified by current interactions and emergent norms. These conditions also shape the context and environment that may encourage social capital. In contrast, a lack of the appropriate context and conditions may act as a barrier to forms and expressions of social capital.

The ABS Social Capital Framework includes a list of examples of significant features of culture, and a range of political, legal and institutional conditions that are relevant to the Australian context. The list is not exhaustive and there are obviously a number of other conditions that shape societal conditions.

Culture refers primarily to features of a cultural environment such as: language; history; accepted behaviours and shared beliefs; religion; sport; art; and cultural events. These features influence social capital in shaping the cultural and social life of a society. This may be in terms of: the types of groups, organisations and institutions that exist; the types of cultural and recreation activities available; the shared understandings gained from a common history and language; the expressions of culture held in high esteem

Figure 2: Social Capital, Culture and Political, Legal and Institutional Conditions continued

CULTURE, POLITICAL, LEGAL AND INSTITUTIONAL CONDITIONS *continued*

and the accessibility of these. Culture also influences the structures of families, the types of relationships people have and the shared norms in a community. Political, legal and institutional conditions are to some extent a reflection of the shared norms and understandings of a particular cultural setting.

Political conditions refer to the features of the political system in Australia such as the existence of: separation of powers between the legislature, executive and the judiciary; universal adult suffrage; transparency and accountability of political process; rule of law; and representative elected government. These conditions influence social capital in terms of the type and intensity of involvement citizens have in government and the resulting quality of governance, and the trust and confidence that citizens have in public institutions.

Legal conditions refer to the features of the legal system in Australia such as the existence of: an independent judiciary; a body of law covering criminal, civil, property and constitutional matters; a regulatory framework for commercial activities; international conventions and agreements covering areas such as human rights, environmental protection, and trade; human rights enshrined in law or convention such as freedoms of association, assembly, religion, press, individual movement, property ownership and equality before the law; the right to a fair trial, with legal representation and the presumption of innocence; a transparent legal process; and laws and regulations that are published and widely available.

These conditions influence the way in which social capital develops in a society. For example, people may live in the knowledge that they are able to go about their daily lives and conduct business in relatively secure conditions. People may also feel the freedom to openly conduct associational life in joining and participating in a wide range of groups representative of different interests, and to participate in political life and debate.

The term 'institutional' is used in a narrower sense in the ABS Social Capital Framework than it is sometimes understood. The term 'institutional' in the framework is regarded as pertaining to organised societies or the buildings used for their work. In this way the ABS Social Capital Framework considers institutions to be an organisation or establishment for the promotion of a particular object.

There are a great range of other institutions in Australia set up for a diverse range of purposes which the ABS Social Capital Framework broadly refers to as agencies of policy implementation and review. Some examples include: Human Rights and Equal Opportunity Commission, Australian Competition and Consumer Commission, Commonwealth and State and Territory Ombudsman, Administrative Appeals Tribunal, Commonwealth and State government departments, and cultural institutions such as the National Gallery of Australia and the National Museum of Australia. In the framework institutional conditions refers to the existence and operation of these and other institutions.

There are no indicators for Culture, Political, Legal and Institutional conditions presented in this information paper. Data exists to support indicators for a range of these areas, primarily from non-ABS sources. Selecting indicators for these areas was considered beyond the scope of this project.

Figure 2: Social Capital, Culture and Political, Legal and Institutional Conditions continued

NETWORKS

Networks are considered integral to social capital in almost all of the literature, and therefore appear as the central feature of Figure 2: Social Capital, Culture and Political, Legal and Institutional Conditions. While particular elements that have been included may have been seen by some researchers as separate from 'intrinsic' social capital, we have equated social capital with networks. The framework incorporates qualities, transactions, structure and types of networks which describe different dimensions of the functioning of networks.

Composition of networks is located at the centre of the diagram as this describes the units between which networks exist. These units include: family, both in-household and ex-household; friends and acquaintances; neighbours; colleagues; organisations/groups; and people in general. Organisations and groups includes government, non-government, and business/commercial groups. 'People in general' is considered to include strangers and people in latent networks such as work/study colleagues who are currently strangers, but with whom there is a shared characteristic or interest which potentially might lead to a meeting or a relationship at some time in the future.

Chapter 4 of this paper describes each of the ABS Social Capital Framework elements in detail, providing a definition and reasons for the inclusion of the element in the framework.

EFFECTS OF SOCIAL CAPITAL

A range of what might be considered as some examples of the positive and negative effects of social capital are listed in two boxes at the bottom of the framework diagram. These effects differ from the outcomes shown in Figure 1 in terms of being the effects more closely attributable to social capital.

The positive effects of social capital are likely to flow from the functional operation of networks, and include identity and a sense of belonging, lowering of transaction costs and an increased capacity of the community to achieve goals. These effects are important to include in the framework and to measure, as their magnitude provides a sense of how well networks in a community are operating and point to the level of different aspects of social capital in a community.

In developing this framework, it has been recognised that elements included in networks can have detrimental effects. There may be groups that actively exclude or oppress others. Norms may bind a community so strongly that individuals who do not conform are (or consider themselves to be) ostracised, harassed or marginalised (for instance people with different sexual orientations, or pacifists during wartime). Social cohesion may mean suppression of differences in the interests of 'social harmony'. Links to people in positions of influence, possibly family members, can lead to or be thought to lead to nepotism or corruption if not balanced by trustworthiness and bridging social capital. These potential negative effects are also captured in Figure 2. It is also possible that a group or group value may have both a positive and a negative effect at the same time. A group that may exclude or oppress some people may, perhaps even because of that, give its members a strong sense of identity and control.

CHAPTER 3 — A FRAMEWORK FOR SOCIAL CAPITAL *continued*

*Figure 2: Social Capital,
Culture and Political,
Legal and Institutional
Conditions continued*

EFFECTS OF SOCIAL CAPITAL *continued*

There are no indicators for effects of social capital presented in this paper. Selection of indicators to represent the different effects of social capital was considered outside of the scope of this project. Further work may be undertaken at a later stage.

CHAPTER 4 — FRAMEWORK ELEMENTS AND INDICATORS

INTRODUCTION

The various elements of social capital are listed in Figure 2: Social Capital, Culture, and Political, Legal and Institutional Conditions in Australia in chapter 3. This chapter presents further detail of each of the elements of the ABS Social Capital Framework beginning with the elements identified as Network Qualities, followed by Network Structure, Network Transactions and Network Types. The elements within each of these headings are numbered hierarchically, with the indicator set for each of the elements following this numbering system for ease of reference and discussion.

The presentation of each framework element begins with a suggested definition for the element, followed by a discussion of how the element is related to social capital drawing upon current research and literature. A possible set of indicators and data items is then set out for each of the elements. The purpose of each of the suggested indicators is to provide a useful summary measure of that particular aspect of social capital for reporting and analysis. Data items have been included to illustrate how the data to support the indicator might be collected.

The development of the majority of the indicators and data items presented in this information paper has been informed by the examination of a range of existing surveys that contain questions on social capital. These surveys include current ABS surveys, surveys conducted by other national statistical agencies such as Statistics Canada and the Office of National Statistics in UK, collections by international statistical organisations, surveys conducted by state government departments in Australia, and surveys conducted by research institutions and academics, both in Australia and overseas. Example questions selected from these surveys for each of the framework elements are contained in Appendix 4 — Example Questions from Existing Surveys. These have been provided to illustrate how some agencies/researchers have collected such information. The ABS has not assessed the quality of these interview questions and does not endorse the use of any of the listed survey questions without rigorous testing in the Australian context.

The suggested indicators and data items presented in this information paper are not intended to represent a final definitive set of indicators for social capital. Rather, the indicators and data items described are aimed at generating discussion and debate on what items might be best collected to measure social capital. Discussion and feedback will help inform the selection of a smaller set of high priority data items for further development. The ABS will establish a User Advisory Group comprised primarily of representatives of government agencies and academics with an active interest in social capital data to play a key role in advising on the content and priority for social capital data to be collected in the 2005–06 ABS General Social Survey (GSS). Once the social capital content of the survey is agreed, questions to measure this small set of data items will be further developed and tested for inclusion in the social capital component of the GSS.

Data items for some of the indicators have already been included in ABS collections and so national data is currently available. For indicators where this is the case, the ABS is given as the source. However, some of the suggested indicators have not been tested in the Australian context and some have not been subjected to the rigorous testing that the ABS would consider necessary to include in an ABS survey. Only those indicators for which the ABS is given as the source necessarily follow ABS standards in terms of question design, standards and testing. The quality of the non-ABS data items has not

INTRODUCTION *continued*

been assessed. Information about these items is included in this information paper to illustrate the type of indicators and data items that have been used by other agencies/researchers that could be further tested in the Australian context if considered useful.

1. Network Qualities

1.1 Norms

1.1.1 Trust and trustworthiness

1.1.1.1 Generalised trust

1.1.1.2 Informal trust

1.1.1.3 Institutional trust

1.1.1.4 Generalised trustworthiness

1.1.1.5 Feelings of safety using public transport

1.1.1.6. Feelings of safety walking in the street

1.1.1.7 Feelings of safety at home after dark

1.1.2 Reciprocity

1.1.2.1 Perception of reciprocity in the community

1.1.2.2 Donating time or money

1.1.2.3 Attitude towards contributing to the community

1.1.3 Sense of efficacy

1.1.3.1 Perceptions of community efficacy

1.1.3.2 Sense of personal efficacy in the community

1.1.3.3 Personal/ community efficacy

1.1.3.4 Efficacy in local decision making

1.1.3.5 Perception of Efficacy

1.1.4 Cooperation

1.1.4.1 Cooperation in conservation of water resources and electricity

1.1.4.2 Support for community events

1.1.4.3 Attitude toward community decision making capacity

1.1.4.4 Attitude to social and civic cooperation

1.1.5 Acceptance of diversity and inclusiveness

1.1.5.1 Acceptance of different lifestyles

1.1.5.2 Support for cultural diversity

1.1.5.3 Group diversity

1.1.5.4 Expressions of negative behaviours toward cultural diversity

1.1.5.5 Perception of change in negative attitudes toward cultural diversity

1.1.5.6 Attitude toward the practice of linguistic diversity

1. *Network Qualities*
continued

- 1.2 Common purpose
 - 1.2.1 Social participation
 - 1.2.1.1 Participation in social activities
 - 1.2.1.2 Barriers to social participation
 - 1.2.1.3 Membership of clubs, organisations or associations
 - 1.2.1.4 Active involvement in clubs, organisations or associations
 - 1.2.1.5 Number of clubs, organisations or associations active in
 - 1.2.1.6 Religious affiliation
 - 1.2.1.7 Religious attendance
 - 1.2.1.8 Duration of religious attendance
 - 1.2.2 Civic participation
 - 1.2.2.1 Level of civic participation
 - 1.2.2.2 Time spent on community participation activities
 - 1.2.2.3 Membership in clubs, organisations or associations
 - 1.2.2.4 Active involvement in clubs, organisations or associations
 - 1.2.2.5 Number of groups active in
 - 1.2.2.6 Involvement in a committee
 - 1.2.2.7 Barriers to civic participation
 - 1.2.2.8 Level of involvement with groups, clubs and organisations
 - 1.2.2.9 Knowledge of current affairs and news.
 - 1.2.2.10 Trade union membership
 - 1.2.2.11 Voting
 - 1.2.2.12 Representativeness of government
 - 1.2.2.13 Membership of political parties
 - 1.2.2.14 Naturalisation of citizens
 - 1.2.3 Community support
 - 1.2.3.1 Providing help outside the household
 - 1.2.3.2 Providing help in the household
 - 1.2.3.3 Participation in voluntary work and activities
 - 1.2.3.4 Frequency of voluntary work
 - 1.2.3.5 Annual hours spent on voluntary work
 - 1.2.3.6 Personal donations to any organisation or charity
 - 1.2.3.7 Business donations to any organisation or charity
 - 1.2.3.8 Membership in clubs, organisations or associations
 - 1.2.4 Friendship
 - 1.2.4.1 Number of close relatives
 - 1.2.4.2 Number of close friendships
 - 1.2.4.3 Number of other friendships
 - 1.2.4.4 Satisfaction with friendships
 - 1.2.4.5 Work-initiated friendships
 - 1.2.5 Economic participation
 - 1.2.5.1 Labour force participation rate
 - 1.2.5.2 Previous work colleagues in current social network
 - 1.2.5.3 Trust in work colleagues
 - 1.2.5.4 Friends and relatives as sources of finance and business information
 - 1.2.5.5 Use of local shops and other local businesses

1. *Network Qualities*
continued

- 1.2.5.6 Membership and participation in unions, professional or technical associations
- 1.2.5.7 Membership of cooperatives
- 1.2.5.8 Membership of bartering organisations

2. *Network structure*

- 2.1 Network size
 - 2.1.1 Source of support in a crisis
 - 2.1.2 Close relatives or friends who live nearby
 - 2.1.3 Acquaintance with neighbours
 - 2.1.4 Links to institutions
- 2.2 Network frequency/intensity and communication mode
 - 2.2.1 Frequency of face-to-face contact with relatives
 - 2.2.2 Frequency of face-to-face contact with friends
 - 2.2.3 Frequency of telephone contact with relatives
 - 2.2.4 Frequency of telephone contact with friends
 - 2.2.5 Frequency of email/Internet contact with relatives
 - 2.2.6 Frequency of email/Internet contact with friends
 - 2.2.7 Frequency of other forms of communication with relatives
 - 2.2.8 Frequency of other forms of communication with friends
 - 2.2.9 Communication through Internet chat rooms
- 2.3 Density and Openess
 - 2.3.1 Nature of informal networks — family and friends
 - 2.3.2 Nature of informal networks — friends
 - 2.3.3 Density of formal networks
- 2.4 Transience/mobility
 - 2.4.1 Length of residence in current locality
 - 2.4.2 Geographic mobility
 - 2.4.3 Changes in intensity of involvement with organisations
 - 2.4.4 Change in intensity of involvement with organisation in which most active
 - 2.4.5 Duration of involvement with organisation in which most active
 - 2.4.6 Experiences in social, civic and community support activities as a child/youth
 - 2.4.7 Child/youth background — parent's voluntary work
 - 2.4.8 Child/youth background — type of area of residence
 - 2.4.9 Geographic mobility as a child/youth
- 2.5 Power relationships
 - 2.5.1 Contact with organisations
 - 2.5.2 Perception of access to public services and facilities
 - 2.5.3 Personal sense of efficacy
 - 2.5.4 Mentoring

3. *Network transactions*

- 3.1 Sharing support
 - 3.1.1 Physical/financial assistance, emotional support and encouragement
 - 3.1.1.1 Provision of support
 - 3.1.1.2 Receipt of support
 - 3.1.1.3 Provision of help to work colleague

3. *Network transactions*
continued

- 3.1.1.4 Expectation of help from a work colleague
- 3.1.1.5 Capacity to seek support
- 3.1.2 Integration into the community
 - 3.1.2.1 Provision and use of community facilities
 - 3.1.2.2 Attendance at community events
 - 3.1.2.3 Sense of belonging to an ethnic or cultural group, state or territory, and Australia
 - 3.1.2.4 Perception of friendliness of community
 - 3.1.2.5 Extent of acquaintance and friendship networks in local area
- 3.1.3 Common action
 - 3.1.3.1 Taking action with others to solve local problems
 - 3.1.3.2 Participation in the development of a new service in local area
 - 3.1.3.3 Group participation for social or political reform
- 3.2 Sharing knowledge, information and introductions
 - 3.2.1 Use of internet to contact government
 - 3.2.2 Friends and relatives as sources of job search information
 - 3.2.3 Job search methods
 - 3.2.4 Source of information to make life decision
- 3.3 Negotiation
 - 3.3.1 Resolving conflict through discussion
 - 3.3.2 Confidence in mechanisms for dealing with conflict
 - 3.3.3 Willingness to seek mediation
 - 3.3.4 Dealing with local problems
- 3.4 Applying sanctions
 - 3.4.1 Perception of willingness to intervene in anti-social behaviour
 - 3.4.2 Willingness to allow behaviour against norms

4. *Network types*

- 4.1 Bonding
 - 4.1.1 Group homogeneity
 - 4.1.2 Density of formal networks
- 4.2 Bridging
 - 4.2.1 Group diversity
 - 4.2.2 Density of formal networks
 - 4.2.3 Openness of local community
 - 4.2.4 Low bridging
- 4.3 Linking
 - 4.3.1 Links to institutions
- 4.4 Isolation
 - 4.4.1 Lack of activity in groups
 - 4.4.2 Feelings of social isolation

1. NETWORK QUALITIES

1.1 Norms

Network qualities describes the norms and values that may exist within networks, and serve to enhance the functioning of networks. These include but are not limited to, trust, reciprocity, cooperation, and acceptance of diversity. These norms and values are essential to healthy functioning of networks because they encourage people to act cooperatively, and effectively provide rules and sanctions to govern people's behaviour. More specifically, norms such as trust and reciprocity are important because they may help reduce transaction costs relating to negotiation and enforcement, and encourage the sharing of knowledge and ideas.

1.1.1 Trust and trustworthiness

DEFINITION

Trust refers to confidence in the reliability of a person or a system. It is based on the expectation that people or organisations will act in ways that are expected or promised, and will take into account the interest of others.

Trustworthiness involves honesty, accountability, fair dealing and a level of competence.

DISCUSSION

Trust is based on the expectation that people or organisations will act in ways that are expected or promised, and take into account the interest of others. Trust tends to be cumulative and self-reinforcing, as recognised by Putnam (1993a). This aspect of trust is evident in the increased capacity of people to trust others as result of previously having this trust upheld. Trustworthiness is a quality of individuals and organisations that refers to one's sense of honesty, accountability, fair dealing, and a level of competence; and to how deserving an individual or organisation is of the trust afforded them by others. Paul Zak notes that trusting "is a highly social activity" (Grimes 2003), and his studies have shown that trustworthy behaviour seems to be a response to placed trust. This would indicate that people who have trust placed in them, tend to act in a trustworthy manner.

The ABS Social Capital Framework considers three types of trust: generalised trust, informal trust, and institutional trust.

Generalised trust refers to trust that individuals have toward other people in general. Generalised trust is implicit in simple interactions with others such as asking the time of a stranger and trusting that the correct response will be given (Caldwell and Cox 2000), to more complex interactions such as trusting that others will respect an individual's right to personal safety when walking along a street, and trusting that your local shopkeeper is not charging exorbitant prices for goods. Bush and Baum (2001) indicate that a reluctance to participate in social and civic activities may stem from a lack of trust in others.

Informal trust refers to trust that individuals may have towards people in their social network, such as family members, friends, neighbours, work colleagues, and fellow members or participants in the clubs and organisations they belong to or participate in. This form of trust relates to the levels of trust felt for individuals with whom there generally is some form of relationship. The trust developed here is based on knowledge of the individual, and an assessment of their trustworthiness.

1.1.1.1 Trust and trustworthiness *continued*

DISCUSSION *continued*

Institutional trust refers to levels of trust that individuals may have towards a range of societal institutions, such as government, police, hospitals, and the courts. It also refers to confidence in the capacity of these institutions to take reasonable actions in the administration of their duties, which enhances the ease of acceptance of the results of these actions.

Institutional trust is seen as important for the functioning of society, as many vital services may be underutilised, to the detriment of members of the community, if trust of institutions is deficient. Intrinsic to institutional trust, in addition to the trust people place in the institutions generally, is the perceived trustworthiness of the actors that administer the roles of the institution, such as magistrates, members of parliament, and medical staff.

It is widely recognised that trust is a significant aspect of social capital, although there are some theorists, such as Woolcock (1998), who regard trust as an output rather than an integral part of social capital. The ABS recognises that trust can be an output; however it is also an investment in relationships, and a resource within networks. For this reason trust is included in the ABS Social Capital Framework.

Caldwell and Cox (2000) recognise that social trust enhances social capital, through increased levels of interaction. As stated by Cox (1995), trust is essential for the effective functioning of society; an absence of trust leads to increased demand for bureaucracy and rules, and an increased burden on law and order. Many theorists recognise that generalised social trust is important for the effective functioning of society. Putnam (1993a) states that 'trust lubricates social life', and the Social Capital Community Benchmark Survey (2001) conducted in the United States of America recognises the importance of social trust in 'lubricating social interaction and getting things accomplished'.

POSSIBLE INDICATORS AND DATA ITEMS

The concept of trust as presented in the Social Capital Framework is divided into five types of indicators: generalised trust; informal trust, institutional trust, trustworthiness and feelings of safety.

1.1.1.1.1 Generalised trust

INDICATOR

The proportion of people who feel that most people can be trusted.

DATA ITEM

Level of generalised trust

1. Most people can be trusted
2. Cannot be too careful dealing with people

1.1.1.1.2 Informal trust

INDICATORS

The proportion of people with a high level of trust in their immediate family (e.g. categories 1 and 2).

1.1.1.2 *Informal trust*
continued

The proportion of people with a low level of trust in their immediate family (e.g. categories 4 and 5).

DATA ITEM

Level of informal trust

1. Can be trusted a lot
2. Can mostly be trusted
3. Can be trusted sometimes
4. Mostly cannot be trusted
5. Cannot be trusted at all

Equivalent indicators using the same form of data item are adopted for:

- People in the wider family
- Friends
- People in the neighbourhood
- People at work or school
- People of different cultural backgrounds
- People of different religions.

1.1.1.3 *Institutional trust*

INDICATORS

The proportion of people who report a high level of trust in the police force (e.g. categories 1 and 2).

The proportion of people who report a low level of trust in the police force (e.g. categories 4 and 5).

DATA ITEMS

Level of institutional trust

1. A great deal of confidence in the police force
2. Quite a lot of confidence in the police force
3. A moderate amount of confidence in the police force
4. Not very much confidence in the police force
5. No confidence at all in the police force

Equivalent forms of indicators using the same form of data item are adopted for:

- The legal system and the courts
- Doctors and hospitals
- Local government or council
- The defence forces
- Organised religion
- The media (via press, radio, film and television, the internet)
- The industrial relations system
- Educational institutions (preschool, school, TAFE, university)
- The public transport system
- Commonwealth government
- State government
- Local government
- Public services
- Local trade and business people

1.1.1.3 Institutional trust
continued

- Charitable organisations
- Major Australian companies.

There is a large number of institutions which shape the public life of a society and influence outcomes for members of society. The list above reflects many, but not all such institutions. An abridged list would necessarily need to be considered for measurement. These institutions in particular have an interest in the implications of social capital, particularly relating to trust in the use of services, and the public perception of these institutions having an impact on the ability of each to act effectively.

1.1.1.4 Generalised
trustworthiness

INDICATORS

The proportion of people who feel that their lost wallet or purse would be returned to them, if found by someone that lives close by.

The proportion of people who feel that their lost wallet or purse would be returned to them, if found by a complete stranger.

The proportion of people who feel that lying in self interest can be justified.

The proportion of people who feel that avoidance of fare payment on public transport can be justified.

DATA ITEMS

Whether someone who lives close by would return the wallet

1. Very likely
2. Somewhat likely
3. Not at all likely
4. Don't know

The same form of data item is adopted for a complete stranger.

Whether lying in self interest is justified

1. Always justified
2. Often justified
3. Sometimes justified
4. Rarely justified
5. Never justified

The same form of data item is adopted for avoidance of fare payment on public transport.

1.1.1.5 Feelings of safety
using public transport

INDICATORS

The proportion of people who feel safe using public transport at night (e.g. categories 4 and 5).

The proportion of people who feel unsafe using public transport at night (e.g. categories 1 and 2).

1.1.1.5 *Feelings of safety using public transport continued*

DATA ITEMS

Perception of safety on public transport at night

1. Very unsafe
2. Unsafe
3. Neither safe nor unsafe
4. Safe
5. Very safe

The equivalent indicator using the same form of data item is adopted for use of public transport during the day.

1.1.1.6. *Feelings of safety walking in the street*

INDICATORS

The proportion of people who feel safe walking alone in their street after dark (e.g. categories 4 and 5).

The proportion of people who feel unsafe walking alone in their street after dark (e.g. categories 1 and 2).

DATA ITEM

Perception of safety in own street after dark

1. Very unsafe
2. Unsafe
3. Neither safe nor unsafe
4. Safe
5. Very safe

1.1.1.7 *Feelings of safety at home after dark*

INDICATORS

The proportion of people who feel safe at home after dark (e.g. categories 4 and 5).

The proportion of people who feel unsafe at home after dark (e.g. categories 1 and 2).

DATA ITEM

Perception of safety at home after dark

1. Very unsafe
2. Unsafe
3. Neither safe nor unsafe
4. Safe
5. Very safe

Source: General Social Survey (2002), ABS.

1.1.2 *Reciprocity*

DEFINITION

Reciprocity is any relationship between two parties or things where there is a mutual action, giving and taking (Jary & Jary 2000). In the ABS Social Capital Framework, this is not seen just as an exact exchange at a point of time. An action may be in response to one that took place much earlier, or in expectation of a response at a time of need in future. The return may be different in nature.

1.1.2 Reciprocity *continued* Definition *continued*

The giving may be an investment in a process where the return to the giver is a generalised improvement in which others as well as the giver participate. The return may be the sense of satisfaction in enabling things to be done that the giver wishes to see done. Reciprocity is considered to encompass the full spectrum of giving and receiving behaviour ranging from the quid pro quo of favours and other direct exchanges, to behaviours considered to be altruistic in considering the welfare and best interests of others, such as making charitable donations.

DISCUSSION

Actions that may be seen as demonstrating reciprocity include contributing time or money to the community, making charitable donations, and sharing support among friends and family. One important and widespread expression of reciprocity is that which occurs in families, with reciprocal provision of support that occurs between different family members.

Reciprocity is related to altruism, which is seen as a social behaviour and value orientation in which individuals give primary consideration to the interests and welfare of other individuals, groups or the community as a whole (Drislane and Parkinson). Although altruistic behaviours are commonly thought of as not yielding a return to the giver, it is possible to consider that there is an intangible return associated with such behaviours. For example, by making a donation to a particular charitable organisation, we express a preference or support for a particular cause, be it the reduction of poverty, protection of the environment, or research into the cause and treatment of a particular disease. The return for our donation is not only the feeling that comes from making a contribution, but that something in the world is a little more like how we would like it to be, that our donation is helping to reduce poverty, protect rainforests or find a cure for cancer. This is why altruism has been included in the spectrum of behaviour described as reciprocity.

Reciprocity is an important aspect of social capital because the norm of reciprocity may encourage the sharing of support, knowledge, and ideas between individuals, groups and communities. In a community where reciprocity is strong, people care for each other's interests. In this way, reciprocity encourages the individual to balance their own self interest with the good of the community. Reciprocity has also been seen to be closely related to trust, which assumes that individuals will act in ways that are expected or promised, and take into account the interest of others (Black & Hughes 2001).

It should be noted that in the ABS Social Capital Framework, contractual economic relationships and transactions, such as the purchasing of goods and services, or employment, are not included in the definitional scope of reciprocity. This is due to these types of relationships and transactions being somewhat different in nature, in that the reciprocal expectations and returns are generally well understood by all parties and governed by contracts, specific laws and regulations. Economic relationships are covered in 1.2.5 Economic Participation.

1.1.2 *Reciprocity continued*

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of reciprocity have been selected to express concepts such as the availability of assistance through community, and the likelihood of the contribution of time or money to community projects.

1.1.2.1 *Perception of reciprocity in the community*

INDICATOR

The proportion of people who feel that most people in their local community would contribute time to a project from which they would receive no personal benefit.

DATA ITEMS

Perception of community willingness to contribute time

1. Will contribute time
2. Will not contribute time
3. Don't know/not sure

The equivalent indicator using the same form of data item is adopted for the contribution of money. An equivalent indicator is also adopted for perception of reciprocity in an interest group or community of interest.

1.1.2.2 *Donating time or money*

INDICATORS

The proportion of people who report donating time to various organisations within the previous 12 months.

The proportion of people who report donating money to various organisations within the previous 12 months

DATA ITEMS

Donation of time to organisations within last twelve months

1. Yes
2. No

Donation of money to organisations within last twelve months

1. Yes
2. No

Source: Donation of money, Voluntary Work Survey (2000), ABS.

1.1.2.3 *Attitude towards contributing to the community*

INDICATORS

The proportion of people who strongly agree that they feel a responsibility to contribute to the community they live in.

The proportion of people who strongly disagree that they feel a responsibility to contribute to the community they live in.

1.1.2.3 Attitude towards contributing to the community *continued*

DATA ITEMS

Level of feeling responsibility to contribute to the community that they live in

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

The equivalent indicator using the same form of data item is adopted to measure feelings of responsibility to contribute, but not necessarily to the respondent's local community.

OTHER RELATED INDICATORS

The following indicators are additional behavioural indicators related to reciprocity which may be found in 1.2.3 Community Support.

- 1.2.3.3 Participation in voluntary work and activities
- 1.2.3.4 Frequency of voluntary work
- 1.2.3.6 Personal donations to any organisation or charity
- 1.2.3.7 Business donation to any organisation or charity

1.1.3 Sense of efficacy

DEFINITION

Sense of efficacy refers to the belief that an individual, group, or community has it in their capacity to produce desired outcomes by their own actions. It also relates to self reliance, initiative, and the degree of influence believed to be held, as well as the ability to draw upon additional resources as required.

DISCUSSION

Sense of efficacy is related to the capacity that individuals, groups and entire communities possess to achieve goals, and the satisfaction with the degree of influence that individuals or communities believe that they have in relation to activities and outcomes in their community. Sense of efficacy may be shaped by previous experience, and by confidence that individual, group or community input will be taken into account in decision making.

People, groups, or communities with a poor sense of efficacy do not believe that the actions they take are able to affect or effect outcomes. The ABS Social Capital Framework presents sense of efficacy as associated with effects of social capital. These effects include increased confidence in community capacity to achieve goals, and satisfaction with ones perceived level of influence and control.

The propensity to participate in social and civic activities can be affected by sense of efficacy. In the Adelaide Health Development and Social Capital Study, Bush and Baum found that the extent of people's participation was influenced by a range of factors including their feelings of control and self esteem (2001). Butcher et al. (2003) observed that an individual's capacity to engage effectively with his or her community is dependent upon on his or her perception of capability or efficacy for engagement in the community. Not only may a weak sense of efficacy lead to non-participation, but potentially also to radical acts that are outside of social norms, such as vandalism.

1.1.3 *Sense of efficacy*
continued

DISCUSSION *continued*

Falk (2001) notes of self-efficacy, that "when the individual realises that 'I can do something'...the resulting self-confidence is an enabler of learning to manage change at a personal level. And learning to manage change involves interacting with society and learning how the networks, norms and trust work in the sense of power and resources." Individuals, groups and communities who are empowered with a strong sense of efficacy are able to actively participate in the groups and communities to which they belong, and are able to develop trust with the people they interact with. This participation also feeds back into an enhanced sense of efficacy. Bush and Baum found that engagement in civic participation was associated with a sense of community control (2001).

A further important aspect of sense of efficacy is the degree of influence believed to be held by an individual, group or community, and the ability to draw upon resources as required. This may involve the capacity people have to establish linking relationships with people of influence, and the degree to which people believe that the trust they place in others will be upheld. The Department of the Parliamentary Library notes that those who have high levels of trust in others are more likely to place trust and to have confidence in public institutions; however, they may also be more likely to challenge the decisions of these institutions (2002). This confidence is associated with a strong sense of efficacy, in that confident individuals, groups, or communities feel they have the capacity to provide input and have a positive effect on outcomes in relation to the decisions made by societal institutions.

POSSIBLE INDICATORS AND DATA ITEMS

The possible indicators of sense of efficacy have been selected to express concepts such as community capacity to respond to problems, perceptions of influence in the community and behaviours that reflect a sound sense of efficacy. Both behavioural and perceptual indicators are listed.

1.1.3.1 *Perceptions of*
community efficacy

INDICATOR

The proportion of people who feel confident that people would work together to solve problems in the community (e.g. categories 1 and 2).

DATA ITEM

Perception of community willingness to work together to solve problems

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

1.1.3.2 *Sense of personal*
efficacy in the community

INDICATORS

The proportion of people who agree that they can influence things in their community.

The proportion of people who disagree that they can influence things in their community.

1.1.3.2 *Sense of personal efficacy in the community continued*

DATA ITEM

Perception of influence in the community

1. A great deal
2. A moderate amount
3. Very little
4. None at all

1.1.3.3 *Personal/community efficacy*

INDICATOR

The proportion of people who have taken action to solve a local problem.

DATA ITEM

Whether taken action to solve a problem

1. Have taken action to solve a problem
2. Have not taken action to solve a problem

1.1.3.4 *Efficacy in local decision making*

INDICATORS

The proportion of people who strongly agree that the views of local citizens are taken into account before important community decisions are made.

The proportion of people who strongly disagree that the views of local citizens are taken into account before important community decisions are made.

DATA ITEM

Level of agreement that views of local citizens are considered

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly

1.1.3.5 *Perception of Efficacy*

INDICATOR

The proportion of people who agree that their community is active, where people are involved in local issues and activities (e.g. categories 1 and 2).

DATA ITEM

Level of agreement that community is active

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly

1.1.4 Cooperation

DEFINITION

Cooperation is a shared or complementary action or sense of purpose, to achieve a common goal. It contributes to building trust and understanding between people, which may result in a greater propensity for further cooperation. In the absence of trust and networks ensuring compliance, individuals tend not to cooperate because others cannot be relied on to act in a similar way.

DISCUSSION

Networks and cooperation can facilitate teamwork, enhance efficiency and quality, as well as improve the flow of information and knowledge (OECD 2001a). Hirschman (1984, cited in OECD 2001a) sees cooperation as representing an investment in individual and group identity which can lead to the development of social networks and, in the end, better economic and social outcomes. This is due to minimising time and money spent on ensuring others uphold their end of an arrangement or applying sanctions or penalties where they do not.

There is often a cost to the individual in cooperating, so individuals are more likely to cooperate if they perceive that others will also cooperate. Putnam (2000) discusses cooperation in relation to paying taxes. He comments that 'social capital is the only factor that successfully predicts tax compliance'. Putnam presents data that suggest that in communities rich in social capital, individuals are more likely to pay their taxes as they perceive others will also pay their taxes. This level of cooperation is due to high levels of reciprocity and trust in these communities.

Activities that may be seen as indicative of cooperation include complying with restrictions imposed on the community, such as with water usage restrictions during periods of water shortage; assisting and participating in community events such as working bees, festivals or projects; paying fares when using public transport, and paying taxes. Compliance with or participation in these activities comes at some cost to the individual, but the benefits accrue to all in the community and therefore indirectly to the individual.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of cooperation have been selected to reflect the concept of community level cooperation in terms of measuring perceptions and attitudes of community level cooperation.

1.1.4.1 Cooperation in conservation of water resources and electricity

INDICATORS

The proportion of people who feel that their community would be very likely to conserve water or electricity when asked to.

The proportion of people who feel that their community would be very unlikely to conserve water or electricity when asked to.

1.1.4.1 Cooperation in conservation of water resources and electricity *continued*

DATA ITEM

Perception of community compliance with a request to conserve utilities

1. Very likely
2. Likely
3. Neither/depends
4. Unlikely
5. Very unlikely
6. Don't know

1.1.4.2 Support for community events

INDICATOR

The proportion of people who strongly agree that there is good local support for community events.

DATA ITEMS

Level of local support for community events

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

1.1.4.3 Attitude toward community decision making capacity

INDICATOR

The proportion of people who strongly agree that community participation is encouraged in decision making.

DATA ITEM

Perception of encouragement of community participation in decision making

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

1.1.4.4 Attitude to social and civic cooperation

INDICATORS

The proportion of people who think that avoiding a fare on public transport is justified.

The proportion of people who think that avoiding a fare on public transport is never justified.

DATA ITEMS

Avoidance of fare payment on public transport

1. Always justified
2. Sometimes justified
3. Never justified

1.1.4.4 Attitude to social and civic cooperation
continued

Equivalent indicators using the same form of data items are adopted for the following categories:

- Claiming a government benefit where there is no entitlement
- Cheating on taxes given the opportunity
- Buying a stolen item
- Accepting a bribe in the course of duty

Data compiled from this indicator may be complemented by data from indicator 1.1.1.4 Generalised trustworthiness.

1.1.5 Acceptance of diversity and inclusiveness

DEFINITION

Acceptance of diversity relates to attitudes and behaviours that display respect for, and understanding and appreciation of, diversity in relation to race, gender, age, ethnicity, sexual orientation, physical or intellectual or psychological abilities, biological attributes, socioeconomic status, religious or spiritual beliefs, political beliefs, and other human differences.

Inclusiveness is the recognition and understanding of the different needs, abilities and aspirations of people, and the active creation of a supportive environment that allows people to meet their goals and make progress. Inclusiveness may also be described as a more active expression of acceptance of diversity.

DISCUSSION

Acceptance of diversity and inclusiveness are important in contributing to community harmony and social cohesion. A society that does not accept or include diversity may lead to the creation of marginalised groups which become isolated from others in the community, and are unable to access opportunities to fully participate in social, economic and political spheres of society. A lack of social inclusion may also lead to individuals and groups being disadvantaged through a lack of access to resources and information. This may lead to discord within or between communities, and the fracturing of social cohesion.

Acceptance or tolerance of diversity, as well as inclusiveness demonstrate an individual's or community's acceptance and respect for a broad range of social norms, lifestyles, and beliefs. This contributes to a balance of bonding and bridging behaviours. Networks with excessive levels of bonding tend to breed bias and racism, creating outgroups and identifying an 'Other' based on differences, and, in doing so, reduce stocks of social capital (Cox 1995).

Fukuyama (1999) writes of the 'negative externalities' for the society in which such tightly bonded groups as the Ku Klux Klan and the Mafia are embedded. The nature of these groups necessitates extremely high levels of bonding, while, at the expense of broader society, bridging behaviours are minimised. Not all tightly bonded groups necessarily have such a negative impact on their surrounding society, as the Ku Klux Klan did in America through the 1920s. By their nature, some groups require an atmosphere of trust and safety, sometimes best fostered in a tightly bonded group. For example, community support groups such as those for women who experience domestic violence rely greatly on a sense of privacy and trust within the group to function effectively, and are unlikely to create the 'negative externalities' Fukuyama writes of.

1.1.5 Acceptance of diversity and inclusiveness *continued*

DISCUSSION *continued*

Putnam (2000) discusses the relationship between social capital and inclusiveness, observing that, in 1950s America, high social capital 'seemed to impose conformity and social division'. He goes on to describe the seeming decline of social capital in the 1960s to parallel a more open and tolerant society. However, Putnam also reports a link between social participation and tolerance, stating that social 'joiners and civic activists' are as a rule more tolerant of dissent and unconventional behaviour than social isolates' (2000), and notes that those states in America which are accepting of diversity and inclusive tend to be more successful in terms of economic and civic equality.

This demonstrates the interplay between different network types. Tightly bonded networks are those that impose the conformity within the groups, and the division with those outside the groups. Putnam's 'social joiners and civic activists' are demonstrating bridging behaviours when they act in ways that demonstrate their tolerance for diversity by actively including those who do not directly fit traditional social norms.

Some research suggests that networks, communities and groups function most cooperatively as a whole when they are diverse, flexible, and inclusive (Flora 1998). For this to occur, a network or community needs the capacity to accept and include diversity, whilst allowing the network and its members to maintain a sense of identity. Bridging behaviours may act as a basis for inclusion of diversity, by creating links with those in different groups and communities. Linking behaviours help to establish connections with those of differing levels of power and resources within a community, which may assist in increasing the inclusion and efficacy of those in the community who are disadvantaged.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators presented below have been selected to indicate the concepts of acceptance of different lifestyles, support for cultural diversity, and group diversity. The indicators examine elements of personal and perceived community attitudes towards acceptance of diversity and inclusiveness.

1.1.5.1 Acceptance of different lifestyles

INDICATORS

The proportion of people who enjoy living among people of different lifestyles (e.g. categories 3 and 4).

The proportion of people who do not enjoy living among people of different lifestyles (e.g. categories 1 and 2).

DATA ITEM

Enjoyment of living amongst different lifestyles

1. No, not at all
2. Not often
3. Yes, sometimes
4. Yes, definitely

1.1.5.2 Support for cultural diversity

INDICATORS

The proportion of people who strongly agree that Australian society is enriched by people coming to live here from other countries.

The proportion of people who strongly disagree that Australian society is enriched by people coming to live here from other countries.

DATA ITEM

Perception that Australian society is enriched by cultural diversity

1. Strongly agree
2. Agree
3. Neutral
5. Disagree
6. Strongly Disagree

1.1.5.3 Group Diversity

INDICATOR

The proportion of people who undertake social activities only with people who have the same first language.

DATA ITEMS

Proportion of people undertake social activities with, who have the same first language

1. All
2. Most
3. About Half
4. A Few
5. None

The equivalent indicator using the same form of data item is adopted for the following:

- Those from an ethnic group that is visibly different
- Those with similar education levels
- Those with similar family income levels
- Those in similar age groups.

The equivalent indicator and data item are found in 4.1.1 Group Homogeneity.

1.1.5.4 Expressions of negative behaviours toward cultural diversity

INDICATOR

The proportion of people who have seen or experienced negative attitude directed at themselves or others due to their cultural background, by where this took place.

DATA ITEMS

Experience of negative attitude towards cultural background, at work

0. Not applicable
1. Yes, at work
2. No, at work

The same form of data item is adopted for the following settings:

- At school/university/TAFE
- In the community

1.1.5.4 Expressions of negative behaviours toward cultural diversity *continued*

- In the media
- Private gatherings of family/friends
- Transport/taxis
- Public events
- Government services
- Real estate agents/private businesses
- Hotels/clubs
- Other.

1.1.5.5 Perception of change in negative attitudes toward cultural diversity

INDICATORS

The proportion of people who perceive negative attitude towards people of ethnic background to be increasing in their community in the past two years.

The proportion of people who perceive negative attitude towards people of ethnic background to be decreasing in their community in the past two years.

DATA ITEM

Negative attitude towards people of ethnic background

1. Decreasing
2. Staying the same
3. Increasing

1.1.5.6 Attitude toward the practice of linguistic diversity

INDICATORS

The proportion of people who strongly agree that they are comfortable hearing a language other than English used in a public place (e.g. public transport, cafe, workplace, shopping centre).

The proportion of people who strongly disagree that they are comfortable hearing a language other than English used in a public place (e.g. public transport, cafe, workplace, shopping centre).

DATA ITEM

Acceptance of use of languages other than English in public places such as cafes and public transport.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

1.2 Common Purpose

DEFINITION

Common purpose is a shared intention or motivation, an intended or desired result, end or aim for which a group or community come together.

Five types of common purpose are identified in the ABS Social Capital Framework: social participation; civic participation; community support; friendship; and economic participation.

Some researchers include all involvement in the life of a society as social participation. Others such as Putnam define all activities other than economic carried out through organisations as civic participation.

The ABS Social Capital Framework breaks down what is commonly called social or civic participation into three types of participation: social participation, civic participation and community support.

- Civic participation is participation in governance and citizenship including political activities.
- Social participation is participation in inherently enjoyable activities valued in their own right, either formal, provided by organised groups, or informal, with family and friends.
- Community support is participation in those activities that are aimed at providing assistance to other individuals, groups and the wider community, which are not directly related to political participation or participation in governance.

DRAFT GROUP/ORGANISATION MEMBERSHIP TYPOLOGY

Membership or participation in groups and organisations is a significant aspect of social participation, civic participation and community support. Vogel et al. (2003) use the term associational life to describe this type of participation in community life, and describe the importance of associational life in developing skills for participation in democracy.

The ABS Voluntary Work Survey defines a group or organisation as any body with a formal structure. It may be as large as a national charity or as small as a local book club. Purely ad hoc, informal and temporary gatherings of people do not constitute an organisation.

There are a diverse range of groups and organisations in existence that reflect different interests in the community and facilitate the provision of relevant activities. There is interest in the types of groups that people belong to, the level and intensity of involvement they have, the types of roles people play, and whether levels of participation and the types of groups people participate in are changing over time.

To facilitate measurement of these information needs, a membership of/participation in group/organisation typology is being suggested as a part of the ABS Social Capital Framework. The draft group typology presented below has been adapted from a number of sources, primarily surveys which have measured group/organisation membership, participation and voluntary work. These sources are: 2000 ABS Voluntary Work Survey; 2003 Canadian General Social Survey — Survey on Social Engagement in Canada; 2000–01 Families, Social Capital and Citizenship Project conducted by AIFS; Volunteering Germany Survey conducted by the Federal Statistics Office in Germany; 2000 Statistics Sweden Living Conditions Survey; the Middle Australia Project conducted by researcher

1.2 Common Purpose
continued

DRAFT GROUP/ORGANISATION MEMBERSHIP TYPOLOGY *continued*

Michael Pusey (2003); and the International Classification of Non-Profit Organisations (ICNPO) Revision 1, described in Hall *et al.* (2000). The draft group/organisation typology presented here is not an ABS standard classification. Rather the draft typology appears here as a suggestion for further discussion, evaluation and comment.

Each of these group/organisation typologies is somewhat different in the categories it defines. Some of the typologies are less detailed and perhaps limited in their ability to provide a good understanding of the types of groups and organisations people belong to, and the types of participation this entails. The draft typology presented below concords well with that used in the ABS Voluntary Work Survey and the International Classification of Non-Profit Institutions (ICNPO).

The categories in the draft group/organisation typology for the ABS Social Capital Framework are as follows:

Social participation

1. Sporting or recreation groups or organisations
2. Arts, culture, or education groups or organisations
3. Craft or hobby groups or organisations
4. Religious or spiritual groups or organisations
5. Social clubs
6. Ethnic or multicultural clubs, or organisations

Civic participation

7. A trade union, professional organisation or technical association
8. Political parties
9. Civic or community groups or organisations
10. Environment or animal welfare groups
11. Human and civil rights groups
12. Body corporate or tenants associations
13. Consumer organisations

Community support

14. Children, parenting or school related groups
15. Services clubs
16. Humanitarian aid groups
17. Welfare groups
18. Health or disability groups, self development groups
19. Voluntary emergency, rescue or fire services organisations

1.2.1 Social Participation

DEFINITION

Social participation is the involvement in activities that are valued in their own right, and reflect personal interests or a desire for individual enjoyment and gratification. From this perspective, social participation includes the following :

activities carried out with family, friends, neighbours and colleagues, such as dining out, picnics, having a party, going to a concert or dance party, playing cricket, swimming, or just spending time together

1.2.1 Social Participation
continued

Definition continued

activities carried out through organised groups, such as hobby clubs, organised tours, art and craft circles, groups which enable public speaking, singing, performing, playing sport, sharing the activities of others with a common religious, cultural or ethnic background

supporting or taking advantage of opportunities provided by the community, such as attending a museum or art gallery, using a public library, attending a football match or a drama performance, whether or not accompanied by others.

DISCUSSION

Some level of participation in social and cultural life is recognised as a fundamental human right (enshrined in the Universal Declaration of Human Rights) and need. Social participation provides the opportunity both to take part in an enjoyed activity and to interact with others. Bullen and Onyx (1998) recognise that social capital cannot be developed by individuals acting on their own, but depends on a readiness for sociability, which is integral to the formation of relationships and building potential social networks.

Social participation has many benefits for the individual, the workplace and the wider community. Many workplaces encourage a level of social participation among staff to build cooperative workplace behaviours and, in doing so, increase productivity. At the community level, festivals and sports events promote a source of identity with the community as a whole, as was clearly apparent during the Sydney 2000 Olympic Games.

There is evidence that high levels of social participation and social connectedness may contribute to the overall wellbeing of society as well as contributing to resilience of individuals and communities. Social participation is considered to have positive impacts on an individual's health. A number of studies have shown that those with higher levels of social interaction and participation are likely to enjoy better health and lower their risk of premature morbidity (Berkman & Glass 2000; Baum et al. 2000).

Research suggests that the more people participate in their communities, including in social, civic and community support activities, the better their mental health (Centre for Mental Health Research 2003). Helen Berry, researcher at the Centre for Mental Health Research, suggests that this is due to participation enhancing health protective factors, such as a sense of belonging, trust and optimism.

Not all people are able to readily participate in social activities. Psychological, physiological and sociological factors play a role in participation. Bush and Baum (2001) observed that level and type of participation were influenced by factors such as age, gender and income. Barriers to participation identified included transport difficulties, child care problems, and lack of time. Trust and perceptions of crime and safety in the community were also found to influence participation. A distrust of others and a feeling that the community was unsafe or less safe than in the past were attitudes held by some people who recorded low participation rates (Bush and Baum 2001).

1.2.1 *Social Participation*
continued

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of social participation have been selected to reflect concepts of both formal and informal participation. The indicators focus on types of social activities participated in, membership and participation in clubs and associations, religious participation, and barriers to social participation.

1.2.1.1 *Participation in social activities*

INDICATOR

The proportion of people who participated in social activities at least once in the last three months.

DATA ITEM

Participation in social activities in the last three months

1. Yes
2. No

INDICATOR

The proportion of people who participated in social activities at least once in the last three months, by type of activity.

DATA ITEMS

Participation in social activities in the last three months: Recreation group/cultural group

1. Yes
2. No

The equivalent indicator using the same forms of data item is adopted for the following social activities:

- Participation in community or special interest group activities
- Participation in religious or spiritual activities
- Participation in sport or physical activities
- Visited library, museum, or art gallery
- Went out to a restaurant/cafe/bar/club
- Attended sporting event as spectator
- Visited park/botanic gardens, zoo or theme park
- Cinema, theatre or concert
- Doing continuing education courses or classes
- Internet chatroom activities
- Visiting friends or being visited by friends
- Going out with a group of friends.

Source: General Social Survey (2002), ABS.

Some additional response categories have been added to the social activities list since this data item appeared in the General Social Survey. These response categories would need to be tested.

1.2.1.2 *Barriers to social participation*

INDICATORS

The proportion of people who have a barrier to social participation.

1.2.1.2 *Barriers to social participation continued*

Type of barrier to social participation.

Where this indicator is measured in a survey, it could be prefaced with a question on satisfaction with levels of social participation.

DATA ITEMS

Experienced barrier to social participation

1. Yes
2. No

Type of barrier to social participation experienced: Not interested

0. Not applicable
1. Yes
2. No

The equivalent indicators using the same forms of data items are adopted for the following barriers to social participation groups:

- Lack of interesting social options/activities/venues
- Lack of money
- Fear of burglary, vandalism or personal attack
- Child-care responsibilities
- Other caring responsibilities (elderly, persons with a disability, ill etc.)
- Personal disability, or physical or mental health issues
- Lack of time due to paid work
- Lack of sufficient private/public transport
- No one to go with (social reasons)
- Feel unwelcome (due to disability, cultural difference, gender, age, socio-economic status etc.)
- Language barrier/difficulties.

1.2.1.3 *Membership of clubs, organisations or associations*

The following set of indicators examines membership of organisations as well as active participation in these organisations.

INDICATORS

The proportion of people who are members of a club, organisation or association for social participation.

The type of organisation people are members of for social participation.

DATA ITEMS

Member or involved in organisations, clubs, or associations for social participation

1. Yes
2. No

Type of social participation organisation member of: Sporting or recreation group or organisation

0. Not applicable
1. Yes
2. No

1.2.1.3 *Membership of clubs, organisations or associations continued*

The equivalent indicators using the same forms of data items are adopted for the following social participation groups:

- Arts, culture, or education group or organisation
- Craft or hobby group or organisation
- Religious or spiritual group or organisation
- Social club
- Ethnic or multicultural club, or organisation.

1.2.1.4 *Active involvement in clubs, organisations or associations*

INDICATORS

The proportion of people who have been actively involved in an organisation for social participation in the last 12 months.

The type of social participation organisation people are actively involved in.

DATA ITEMS

Active involvement in organisations, clubs or associations for social participation in last three months

- 0. Not applicable
- 1. Yes
- 2. No

Actively involved in social participation organisation in last three months: Sporting or recreation group or organisation

- 0. Not applicable
- 1. Yes
- 2. No

The equivalent indicators using the same form of data items are adopted for the following social participation groups:

- Arts, culture, or education group or organisation
- Craft or hobby group or organisation
- Religious or spiritual group or organisation
- Social club
- Ethnic or multicultural club, or organisation.

1.2.1.5 *Number of clubs, organisations or associations active in*

The previous indicator could be followed by an indicator on the number of these types of groups that the respondent is active in. This indicator could also examine elements of network size.

INDICATOR

The proportion of the population by the number of social participation groups actively involved in. (e.g. proportion of population involved in 3 or more social participation groups.)

1.2.1.5 *Number of clubs, organisations or associations active in*
continued

DATA ITEMS

Number of social participation groups active in (the past 12 months)

1. None
2. 1–2
3. 3–5
4. 6–9
5. 10 or more

1.2.1.6 *Religious affiliation*

INDICATOR

The proportion of the population with a religious affiliation.

DATA ITEM

Whether has religious affiliation

1. Yes
2. No

This could be accompanied by an indicator on the type of religious affiliation.

1.2.1.7 *Religious attendance*

INDICATORS

The proportion of the population who are frequent participants in religious services or meetings.

The proportion of the population who are infrequent participants in religious services or meetings.

The proportion of the population who are non-participants in religious services or meetings.

DATA ITEM

Frequency of religious participation.

1. At least once a week
2. Once or twice a month
3. Every few months
4. Once or twice a year
5. Not at all

1.2.1.8 *Duration of religious attendance*

INDICATOR

The proportion of the population by duration of attendance at religious services or meetings.

1.2.1.8 Duration of religious attendance
continued

DATA ITEM

Number of years attended religious services or meetings.

- 0. Not applicable
- 1. Less than 1 year
- 2. 1–2 years
- 3. 3–4 years
- 4. 5 years
- 5. Over 5 years

1.2.2 Civic participation

DEFINITION

Civic participation is the involvement in activities reflecting interest and engagement with governance and democracy, such as membership of political parties and trade unions/professional associations, serving on committees of clubs and associations, contacting members of parliament, and attending community consultations. A civically active populace is engaged in the process of governance through concern about a range of issues that may affect themselves personally, or their community or society in a broader sense. Civic participation is the process by which citizen's concerns, needs and values are incorporated into governmental decision making.

DISCUSSION

Civic participation is a two way communication process between the government and citizens. The overall goal is for better decisions, supported by the public and fostering the increased wellbeing of the population (World Bank 2002).

It is widely suggested that active citizen engagement is important for better government. Putnam (1993b) observed marked differences in efficacy and performance amongst regional governments in Italy and sought to discover the reasons for these differences. Putnam observed some regions of Italy to have vibrant networks and norms of civic engagement (measured by the density of clubs and associations in each region; newspaper readership used as a measure of interest in civic affairs; voter turn out in electoral referenda; and preference voting in general elections) while others were characterised by vertically structured politics, a social life of fragmentation and isolation, and a culture of distrust. In general the regions in the north and centre of Italy were characterised by stronger and more vibrant culture of civic engagement, contrasting with less and weaker civic engagement in the southern regions of Italy.

Putnam (2000) argues that civic engagement is associated with better government in two ways: citizens in civic communities expect better government, and (in part through their own efforts) get it, and that the performance of representative government is facilitated by the social infrastructure of civic communities and by the democratic values of both officials and citizens. Swedes regard participation in civic activities as training for effective democracy (Vogel et al. 2003).

Civic participation involves both collective and individual activities. A significant component of the collective activities is that of membership of civic organisations, such as political parties and trade unions, as well as serving on committees of clubs, voluntary organisations and associations. Not only do these activities open up and extend the social networks of the people participating, but they are activities in which people

1.2.2 Civic participation
continued

DISCUSSION *continued*

develop important skills for participating in democracy and governance. Both Putnam(2000) and Vogel *et al.* (2003) emphasise the honing of skills such as the ability to evaluate and argue a case, to make collective decisions, to run meetings and organise projects, and to debate public issues with civility.

There is some evidence to suggest that levels of civic participation are declining in many countries including the United States and Sweden, and suggestions that some forms of civic participation are also in decline in Australia. Data analysed by Putnam (2000) from the Roper Polls indicated that in the USA involvement in all types of civic participation activities, from signing petitions to running for public office, has declined. Putnam notes that involvement with political parties and volunteer campaigning activities has declined, while spending on presidential campaigns has increased markedly. Vogel *et al.* (2003) present data showing that membership (both active and passive) has declined in organisations such as political parties and trade unions. In a recent speech Lawrence (2003) suggested that interest in politics, and participation in campaigns and volunteer work for political parties in Australia is in decline.

Critics of this view suggest that other forms of participation are replacing membership of civic groups. These might include support for global or local advocacy groups or campaigns, email networks, well publicised one day activities such as 'Clean Up Australia' events, or local tree planting days. As yet there is insufficient evidence on these types of activities to indicate whether they alter the apparent decline.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of civic participation have been selected to reflect concepts of both individual and collective civic participation. The indicators of civic participation focus on activities that reflect an interest and engagement with governance and democracy, such as membership of political parties, serving on committees of clubs and associations and contacting members of parliament.

1.2.2.1 Level of civic
participation

INDICATORS

The proportion of the population who participated in individual civic activities in the last 12 months.

The proportion of the population who participated in collective civic activities in the last 12 months.

Type of civic activity involved in, in the last 12 months.

DATA ITEMS

Participation in individual civic activities in the last 12 months

1. Yes
2. No

Participation in collective civic activities in the last 12 months

1. Yes
2. No

1.2.2.1 *Level of civic participation continued*

Type of civic activity in the last 12 months: Attended a council meeting

0. Not applicable (No participation in civic activities in last 12 months)
1. Yes
2. No

The equivalent indicators using the same form of data items are adopted for the following civic participation activities:

- Written to the council
- Contacted a member of parliament
- Contacted a local councillor
- Signed a petition
- Attended a protest march/meeting/rally
- Written a letter to the editor of a newspaper
- Participated in a political campaign
- Boycotted or deliberately bought certain products for political, ethical or environmental reasons
- Participated in a community consultation or attended a public meeting
- Participated in a strike or picket
- Phoned a 'talkback' radio program.

1.2.2.2 *Time spent on community participation activities*

INDICATOR

Average annual hours per person spent on civic activities.

The ABS 1997 Time Use Survey provides information on the time that people spend with others, who they spend time with, and what activity they were participating in. Actual time spent on civic activities by the whole population can be derived from this survey.

DATA ITEMS

Annual hours spent attending meetings

The same form of data item is adopted for the following activities:

- Civic ceremonies
- Civic obligations.

Source: Time Use Survey (1997), ABS.

1.2.2.3 *Membership in clubs, organisations or associations*

The following set of indicators examines membership of organisations as well as active participation in these organisations.

INDICATORS

The proportion of the population who are members of a club, organisation or association for civic activities.

The type of organisation people are members of for civic participation.

DATA ITEM

Member of or involved in organisations, clubs, or associations for civic activities

1. Yes
2. No

1.2.2.3 *Membership in clubs, organisations or associations continued*

Type of organisation member of: Trade union, professional organisation or technical association

- 0. Not applicable (Not a member of an organisation for civic activities)
- 1. Yes
- 2. No

The equivalent indicators using the same form of data item is adopted for the following civic participation groups:

- Political party
- Civic or community group or organisation
- Environment or animal welfare group
- Human and civil rights group
- Body corporate or tenants association
- Consumer organisation.

1.2.2.4 *Active involvement in clubs, organisations or associations*

INDICATORS

The proportion of people who have been actively involved in an organisation relating to civic participation in the last 12 months.

The type of organisation people are actively involved in.

DATA ITEMS

Active involvement in organisations, clubs or associations relating to civic participation

- 1. Yes
- 2. No

Type of organisation actively involved in: Trade union, professional organisation or technical association

- 0. Not applicable (not actively involved in organisation for civic participation)
- 1. Yes
- 2. No

The equivalent indicators using the same form of data items are adopted for the following civic participation groups:

- Political party
- Civic or community group or organisation
- Environment or animal welfare group
- Human and civil rights group
- Body corporate or tenants association
- Consumer organisation.

1.2.2.5 *Number of groups active in*

The previous indicator could be followed by an indicator on the number of these types of groups that the respondent is active in. This indicator could also examine elements of network size.

INDICATOR

The proportion of people by the number of civic participation groups they are actively involved in (in the past 12 months).

1.2.2.5 *Number of groups active in continued*

DATA ITEMS

Number of civic participation groups active in

1. None
2. 1–2
3. 3–5
4. 6–9
5. 10 or more

1.2.2.6 *Involvement in a committee*

INDICATOR

The proportion of the population who have served as an officer or were on a committee in the last 12 months.

DATA ITEMS

Served as officer or on committee for a club or organisation

1. Yes
2. No

1.2.2.7 *Barriers to civic participation*

INDICATORS

The proportion of the population who have experienced a barrier to participation in civic activities and groups.

Where this indicator is measured in a survey, it could be prefaced with a question on satisfaction with levels of civic participation.

The proportion of the population who have experienced a barrier to participation in civic activities and groups, by type of barrier.

DATA ITEMS

Experienced barrier to civic participation

1. Yes
2. No

Type of barrier to social participation: Not interested

0. Not applicable
1. Yes
2. No

The equivalent indicators using the same form of data items are adopted for the following barriers to civic participation:

- Lack of sense of efficacy
- Lack of information
- Lack of knowledge about how to get involved
- No civic organisations in the area
- Child-care responsibilities
- Other caring responsibilities (elderly, persons with a disability, ill etc.)
- Personal disability, or physical or mental health issues
- Lack of money
- Lack of time due to paid work

1.2.2.7 *Barriers to civic participation continued*

- Lack of sufficient private/public transport
- No one to go with
- Feel unwelcome
- Language barrier/difficulties.

1.2.2.8 *Level of involvement with groups, clubs and organisations*

INDICATOR

The proportion of the population who participated in civic group activities or meetings at least once a month.

DATA ITEM

Frequency of participation in civic group activities and meetings.

0. Not applicable
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

1.2.2.9 *Knowledge of current affairs and news*

Recent research has found that people who follow current affairs and the news may be less prone to depression and anxiety than others, as it provides a connection and means of communication to the rest of society (Centre for Mental Health Research 2003). This is the rationale for inclusion of this indicator.

INDICATORS

The proportion of the population who follow news and current affairs by frequency.

The proportion of the population who follow news and current affairs by type of media.

DATA ITEMS

- Frequency of following current affairs and the news
 1. Daily
 2. Several times each week
 3. Several times each month
 4. Rarely or never

Type of media used in following current affairs and news

0. Not applicable
1. Newspapers
2. Magazines
3. Television
4. Radio
5. The Internet

1.2.2.10 *Trade union memberships*

INDICATOR

The proportion of the population who are members of a trade union.

1.2.2.10 Trade union memberships *continued*

DATA ITEM

Trade Union Membership

1. Trade union member
2. Not a trade union member
3. Don't know

Source: Employee Earnings, Benefits and Trade Union Membership (2002), ABS.

1.2.2.11 Voting

The following indicators may be derived from non-ABS administrative data sources, such as the Electoral Commission, the Parliamentary Library of Australia, and the Department of Immigration and Multicultural and Indigenous Affairs. The data items are reasonably evident from the indicators and so are not included here.

The proportion of eligible young Australians (18–20 years) enrolled to vote.

The proportion of the population who voted in voluntary local government election.

The proportion of the population who voted in compulsory local government elections.

The proportion of the population who voted in the last Federal election.

The proportion of the population who voted in the last state election.

1.2.2.12 Representativeness of government

The proportion of Members of Parliament and Local Councillors who are women.

The proportion of women in local government.

1.2.2.13 Membership of political parties

The proportion of the population who are members of a political party.

1.2.2.14 Naturalisation of citizens

The proportion of eligible citizens who become naturalised.

1.2.3 Community Support

DEFINITION

Community support is involvement in activities that are directed at providing assistance to other individuals, groups and the wider community. These activities are of a voluntary nature, and can be carried out through organisations or associations, or individually. Examples of these activities include active participation in groups such as voluntary Emergency Services organisations, Parent and Citizens organisations, donations of money or goods, and the ongoing informal provision of care to people who have a long-term illness or disability.

DISCUSSION

Community support is the provision of assistance usually in the form of services or opportunities for participation for individuals, groups and the wider community. Many people are active in providing support to the wider community through voluntary work in clubs, associations and organisations, while others provide direct support for individuals on an informal basis, such as providing informal care for someone with a long-term illness or disability. Community support activities make a contribution to

1.2.3 *Community Support*
continued

DISCUSSION *continued*

fulfilling needs and providing opportunities in the community, reinforce networks and add to the richness of community life, demonstrating the importance that the various forms of community support may have for the level of social capital in a community.

Voluntary work involves the organisation and coordination of people and resources, through clubs, associations and organisations to assist in the provision of services and opportunities to individuals, groups and the wider community. Voluntary organisations provide: opportunities for participation in social, sporting, recreational, cultural and mutual support activities; welfare services to those in need; assistance targeted to particular components of the community such as schools through Parents and Citizens Associations; and support and assistance to the wider community through the provision of services such as voluntary emergency services. The majority of community support activities included in the ABS Social Capital Framework are provided through the mechanism of voluntary work.

It is important to note that some types of voluntary work are included as part of civic participation in the ABS Social Capital Framework. Serving on committees and in positions of trust in clubs, associations, and organisations is included in civic participation due to this type of work being closely related to governance. Voluntary work for unions, advocacy groups, or political groups are also counted as civic participation owing to the political nature of these groups. However, activities that are not directly linked to the formal governance of an organisation, but may include some administrative duties in the process of creating opportunities for participation, are considered to be community support activities.

It is widely recognised that activities defined here as community support are important aspects of social capital. Putnam (1996) links social capital with the connections people have to their communities. These are partly indicated by their participation in community support activities, which provides the basis for social interaction. In their work on volunteering, theorists such as Bittman and Wilkinson (2002) take the position that the level of volunteering is an indicator of social capital. They describe volunteering as having the capacity to 'build bridges between strangers', referring to the bridging and linking aspects of community support. Lyons (2000) recognises the importance of voluntary participation in organisations in that they 'institutionalise social capital'. The organisations that rely on volunteers to function provide a forum for the interaction that builds social capital.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators below illustrate the concepts of community support in terms of donations of time or money, provision of care to someone who has a long-term illness or disability, regular unpaid assistance to someone in another household, intensity of voluntary work, and membership or participation in community support organisations.

1.2.3.1 *Providing unpaid*
care outside the
household

Unpaid care is defined as the regular, unpaid provision of assistance or supervision in the specified activities, ongoing or expected to be ongoing for at least six months, to someone who needs this assistance because of a long-term illness, disability or old age. Regular unpaid help within one's own household is not included in this item.

1.2.3.1 *Providing unpaid care outside the household continued*

INDICATORS

The proportion of people who provide unpaid care for someone not in the same household.

Type of unpaid care provided for someone not in the same household.

DATA ITEMS

Provides unpaid care outside the household

1. Yes
2. No

Type of unpaid care provided outside the household: Self care

0. Not applicable
1. Yes
2. No

The same form of data item is adopted for the following types of care:

- Mobility
- Communication
- Health care
- Home help
- Home maintenance
- Meals
- Financial assistance
- Cognitive or emotional support
- Transport.

1.2.3.2 *Providing care in the household*

INDICATORS

The proportion of people who provide unpaid care (as defined in 1.2.3.1) for someone in the same household.

Type of unpaid help provided for someone in the same household.

DATA ITEMS

Provides unpaid help within the household

1. Yes
2. No

Type of unpaid help provided within the household: Self care

0. Not applicable
1. Yes
2. No

The equivalent indicators using the same form of data items are adopted for the following types of care:

- Mobility
- Communication
- Health care
- Home help

1.2.3.2 *Providing care in the household*
continued

- Home maintenance
- Meals
- Financial assistance
- Cognitive or emotional support
- Transport
- Other (please specify).

Source: for all indicators in 1.2.3.1 Providing help or care outside the household and 1.2.3.2 Providing help or care within the household. Survey of Disability, Ageing and Carers (2003), ABS.

1.2.3.3 *Participation in voluntary work and activities*

INDICATORS

The proportion of people who participate in voluntary work.

Participation in voluntary work by type of organisation.

DATA ITEMS

Participation in voluntary work

1. Yes
2. No

Type of voluntary work organisation participated in: Sport/Recreation/Hobby

0. Not applicable
1. Yes
2. No

The equivalent indicators using the same form of data items are adopted for the following types of organisations:

- Welfare/community
- Health
- Emergency services
- Education/training/youth development
- Religious
- Environmental/animal welfare
- Business/professional/union
- Law/justice/political
- Arts/culture
- Foreign/international (excluding work done overseas)
- Other organisation.

Source: Voluntary Work Survey (2000), ABS.

1.2.3.4 *Frequency of voluntary work*

INDICATORS

The proportion of those that perform voluntary work who have done so at least once a week over the last 12 months.

The proportion of those that perform voluntary work who have done so less than several times a year over the last 12 months.

1.2.3.4 *Frequency of voluntary work continued*

DATA ITEM

Frequency of voluntary work

1. At least once a week
2. At least once a fortnight
3. At least once a month
4. Several times a year
5. Less regularly

Source: Voluntary Work Survey (2000), ABS.

1.2.3.5 *Annual hours spent on voluntary work*

INDICATOR

Average annual hours spent on voluntary work.

DATA ITEM

Average annual hours spent on voluntary work.

0. Not applicable
1. Less than 20 hours
2. 20–39 hours
3. 40–79 hours
4. 80–139 hours
5. 140–299 hours
6. 300 hours or more

Source: Voluntary Work Survey (2000), ABS.

1.2.3.6 *Personal donations to any organisation or charity*

INDICATOR

The proportion of people who have made a donation to an organisation or charity in the last 12 months.

DATA ITEM

Personal donations made to an organisation or charity in last 12 months

1. Yes
2. No

Source: Voluntary Work Survey (2000), ABS.

1.2.3.7 *Business donations to any organisation or charity*

INDICATOR

The proportion of businesses who have made a donation to an organisation or individual in the last 12 months.

DATA ITEM

Business donations made to an organisation or individual in the last 12 months

1. Yes
2. No

The equivalent indicator using the same form of data item is adopted for the following:

- The proportion of businesses involved in a community project in the last 12 months.

1.2.3.7 *Business donations to any organisation or charity continued*

- The proportion of businesses that sponsored an organisation or individual in the last 12 months.

Source: Business Generosity Survey (2000–01), ABS.

1.2.3.8 *Membership in clubs, organisations or associations*

INDICATORS

The proportion of the population who are members of a club, organisation or association for community support.

The proportion of the population who are members of a club, organisation or association for community support by type of organisation.

DATA ITEMS

Membership of organisations, clubs, or associations for community support

- 0. Not applicable
- 1. Yes
- 2. No

Type of community support organisations, clubs, or associations member of: Service club

- 0. Not applicable
- 1. Yes
- 2. No

The equivalent indicators using the same form of data items are adopted for the following community support groups:

- Children, parenting or school related group
- Humanitarian aid group
- Welfare group
- Health or disability group, self development group
- Voluntary emergency, rescue or fire services organisation.

1.2.4 *Friendship*

DEFINITION

Friendship is a relationship between persons well known to each other which involves liking and affection, and may also involve mutual obligations such as loyalty (Jary & Jary 2000).

Friendships generally provide networks of trust, reciprocity and cooperation.

DISCUSSION

Friendships may develop in a variety of settings, including, but not limited to, within family, at work, at school, in the neighbourhood, and in clubs and organisations.

Friendships may develop in any setting in which people have regular contact and share common interests.

Friendship is seen as an important aspect of social capital, as the number, types and quality of relationships between people within social networks, and the shared identities that develop, can influence the amount of support an individual has, as well as giving access to other sources of support. Friendship may also contribute to an overall sense of belonging, increased levels of trust and the sharing of information and introductions within a friendship network.

1.2.4 *Friendship continued*

DISCUSSION *continued*

Friendships are often considered to be bonding relationships, in that they are frequently formed between people who share common characteristics or interests. Other than family, these are generally the people that individuals turn to when they are in a crisis, and with whom they feel close to. However, friendships may also act as bridging relations, in that they may be between people of different cultural backgrounds, socioeconomic backgrounds, or ages, who may in turn provide access to information and other groups or individuals not previously known to the other.

Friends and relatives have been recognised as playing an important part in finding jobs for individuals, especially those limited in social capital, that is those people who have small informal networks, few connections to wider society or institutions, low levels of trust and reciprocity. (Stone, Gray & Hughes 2003).

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of friendship have been selected to reflect the number of close relatives and friends people may have, levels of satisfaction with friendships and links that may exist between work and the formation of friendships.

1.2.4.1 *Number of close relatives*

INDICATOR

The proportion of the population by the number of close relatives that they have.

DATA ITEM

Number of close relatives

1. None
2. 1–2
3. 3–5
4. 6–10
5. 11–20
6. More than 20

1.2.4.2 *Number of close friendships*

INDICATOR

The proportion of the population by the number of close friends that they have.

DATA ITEM

Number of close friends

1. None
2. 1–2
3. 3–5
4. 6–10
5. 11–20
6. More than 20

1.2.4.3 *Number of other friendships*

INDICATOR

The proportion of the population by number of other friends that are less close.

1.2.4.3 *Number of other friendships continued*

DATA ITEM

Number of friends who are not relatives or close friends

1. None
2. 1–2
3. 3–5
4. 6–10
5. 11–20
6. More than 20

1.2.4.4 *Satisfaction with friendships*

INDICATORS

The proportion of the population who are satisfied with the number of friends they have.

The proportion of the population who are satisfied with their level of closeness with friends.

DATA ITEMS

Level of satisfaction with number of friends

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

Level of satisfaction with level of closeness with friends

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

1.2.4.5 *Work-initiated friendships*

INDICATOR

The proportion of the population most or all of whose close friends are current or former co-workers.

DATA ITEM

Number of close friends that are current or former work colleagues

0. Not applicable
1. All of them
2. Most of them
3. Less than half of them
4. Only a few of them
5. None of them

1.2.5 Economic participation

DEFINITION

Economic participation is taking part in activities that are economic in nature. This includes activities such as labour force participation and the exchange of goods and services. In the context of social capital, it is the social aspect of these activities that is of relevance and interest. For example, the social networks in which people engage through participation in the labour force, or the relationships that people or businesses may have in their conduct of business.

DISCUSSION

Economic participation is the basis of many social relationships including those formed through participation in paid work, in looking for work, and those formed during the conduct of business. Putnam (2000) notes the importance of the workplace in providing the opportunity to work collaboratively and cooperatively in teams, to build a sense of community among co-workers, as a source of friendship, and a place to build and share norms of reciprocity and mutual help. Participation in paid work also provides the individual with the opportunity to learn new skills and improve existing skills. In this respect, it has been suggested that the 'workplace, more than neighbourhoods or even voluntary associations, provides a place where individuals may discuss important issues, such as political values and current affairs' (Better together 2002).

A sustainable economic base is critical to the viability of any community. A community generally needs an adequate range of local infrastructure including commercial infrastructure such as shops, banks, post offices and other service providers to service its population. The loss or reduction in the range of commercial facilities, or lack of a sustainable economic base, in many rural localities in Australia has created many challenges for the long-term viability of these communities.

The opportunity to participate in associational networks such as unions and business and professional networks arises from involvement in paid work. Membership or involvement in these types of representative organisations is an important mechanism for participation in democracy and governance. These organisations also provide mutual support as well as sharing of knowledge and expertise.

Social networks are drawn upon in looking for work. Granovetter (1973) noted the role of casual acquaintances, as well as family and friends in finding jobs. More recently Stone, Gray and Hughes (2003) have suggested that family and friends may be relied on as sources of job search information for people who have limited involvement in or access to paid work for finding work, whereas professional contacts are more likely to be utilised by individuals already in paid work. These contacts are most likely to be formed through the workplace or through business relationships. Friends and relatives may also be used as a source of information on finances and business.

While employment may increase the number of connections that a person has, unemployment, and particularly long-term unemployment, can lead to a decline of the social networks an individual has and, in some cases, lead to social exclusion (Stone, Gray & Hughes 2003). Those who are unemployed may not have access or the resources to participate in social, civic and community activities. Exclusion from these types of activities may also severely limit opportunities to interact with other people.

1.2.5 Economic participation *continued*

DISCUSSION *continued*

Workplace relationships may also facilitate the development of bridging and linking ties through encountering a wide range of people in the workplace or as clients and customers. Better together (2002) suggest that the workplace may be one of the more diverse settings people may encounter. It is while working that individuals are most likely to encounter and work closely with people from different backgrounds, or lifestyles, and who may have differing views from their own. The workplace may also provide introductions to people with influence or a wide range of resources.

The relationships that individuals or businesses have in their conduct of business, and the relationships that businesses have with the community are also significant social aspects of economic participation. OECD (2001a) identifies a range of benefits that can stem from relationships of trust, cooperation and reciprocity that are able to be developed in business dealings. These benefits include: decreased transaction costs arising from negotiation, enforcement, imperfect information and unnecessary bureaucracy; lowering of overhead costs through inter-business networks sharing training, research and development; sharing information; and applying sanctions to opportunistic behaviour. The sharing of knowledge and information is considered an integral feature of a knowledge based economy. The ABS *Discussion Paper: Measuring a Knowledge-based Economy and Society — An Australian Framework* (cat. no. 1375.0) presents a range of indicators concerning knowledge networks and flows.

Community business partnerships are a feature of current government policy in Australia with the aim of encouraging the development of active and strong collaboration of the community and business sectors. The Commonwealth government has established The Prime Minister's Community Business Partnership with this aim in mind (DFaCS 2003).

Certain business structures may facilitate collective economic participation. Cooperatives are a type of business entity, set up for a specific purpose, by a group of people wanting to achieve a common social, economic or cultural goal. People join cooperatives to enable collective purchase of goods or services and enjoy economies of scale by doing so collectively.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of economic participation have been selected to reflect aspects of labour force participation, networks used in finding jobs, membership of cooperatives, access to information on business and finance, and the social networks in which people engage through economic participation.

1.2.5.1 Labour force participation rate

INDICATOR AND DATA ITEM

Labour force participation rate.

Labour force participation rate is those people participating in the labour force, that is, either employed, or unemployed (actively looking for work and available to work), expressed as a proportion of the total population aged 15–64 years.

The labour force participation rate can also be expressed for particular populations of interest e.g. women.

1.2.5.1 Labour force participation rate *continued*

Source: Monthly Population Survey, ABS.

1.2.5.2 Previous work colleagues in current social network

INDICATORS

The proportion of the population who have kept in touch with at least one previous work colleague.

The proportion of the population by the number of previous work colleagues kept in touch with.

DATA ITEMS

Kept in touch with previous work colleagues

1. Yes
2. No

Number of previous work colleagues kept in touch with

1. None
2. 1 to 2
3. 3 to 5
4. 6 to 9
5. 10 or more

1.2.5.3 Trust in work colleagues

INDICATOR

The proportion of the population with a high level of trust in their work colleagues (e.g. categories 4 and 5).

DATA ITEM

Level of trust in work colleagues:

1. Not at all
2. Low
3. Moderate
4. High
5. Complete

1.2.5.4 Friends and relatives as sources of finance and business information

INDICATOR

The proportion of the population who feel that their friends and relatives provide helpful advice on finances and business (e.g. categories 1 and 2).

DATA ITEM

Level of helpfulness of friends for financial and business advice.

1. Very helpful
2. Helpful
3. Moderately helpful
4. Not very helpful
5. Not helpful at all

1.2.5.5 Use of local shops and other local businesses

INDICATOR

The proportion of the population who prefer to support local shops and businesses (e.g. categories 1 and 2).

DATA ITEM

Level of support to local shops and businesses.

1. Strongly support
2. Support
3. Neither Support or not support
4. Do not support
5. Strongly do not support

1.2.5.6 Membership and participation in unions, professional or technical associations

INDICATOR

The proportion of the population who are members or have participated in a union, professional or technical association in the last 12 months.

DATA ITEM

Member or participant in union, professional or technical association

1. Yes
2. No

1.2.5.7 Membership of cooperatives

INDICATOR

The proportion of the population who are members of a cooperative business.

DATA ITEM

Member of a cooperative business

1. Yes
2. No

1.2.5.8 Membership of bartering organisations

INDICATOR

The proportion of the population who are members of bartering organisations.

DATA ITEM

Member of bartering organisation

1. Yes
2. No

OTHER RELATED INDICATORS

The following indicators also relate to economic participation and may be found in 3.1.1 Sharing support (Physical/Financial Assistance, Emotional Support and Encouragement) and 3.2 Sharing knowledge (information and introductions)

- 3.1.1.3 Provision of help to work colleague
- 3.1.1.4 Expectation of help from a work colleague
- 3.2.1.2 Friends and relatives as sources of job search information.

2. NETWORK STRUCTURE

As individuals interact, they form networks. Networks are patterns of relationships, and also patterns of the resources brought to the relationship by participants. Potential resources brought by participants to a relationship are their personal skills and abilities, their economic resources, resources associated with their jobs, status, and with the other groups to which they are connected, and, by extension, the networks and resources of their families, friends and colleagues. Social capital exists in the relationships between participants.

Features of network structure, therefore, influence the range and quality of resources accessible to an individual. The size of a network often reflects the amount of investment made in relationships and provision of support, and increases the capacity of an individual to draw on these resources. The frequency of interaction relates to the accessibility of these resources.

People tend to relate most closely with others who are similar in various ways — common background, age, level of education, social status, or shared attitudes and interests. Where everyone in a network is known to all others and actively and regularly interact, there are likely to be higher quality personal relationships, a higher level of trustworthiness in the network, and strongly-based obligations and expectations.

There may be a greater variety of resources, however, in networks where people do not know everyone, or where the overlap of participants between groups is less (Granovetter 1973; Lin 2001), or where a wider variety of people is able to gain access to the group. Higher quality information or influence may be available from relationships with people of similar status in different institutions or fields, and with people of higher status with greater access to influence.

The following discussion contains lists of indicators that reflect different ways of measuring structural features of networks such as size, openness, frequency, density, communication mode, transience/mobility and power relationships. These structural attributes can provide information such as how open a network is to those external to the network, how often members have contact with others in the network, and to what extent a network may overlap with another in terms of membership. Relationships maintained via telephone or internet are covered. Potential access to institutional sources of knowledge or influence is included.

2.1 Network Size

DEFINITION

Network size refers to the number and variety of attachments individuals or groups may have.

DISCUSSION

Networks can range from very limited to large in size. Networks may involve relations within the household, in the local community or neighbourhood, or global or virtual relations, such as internet chatroom relationships, that exist over vast distances.

The number and variety of attachments individuals have may be affected by many factors, including the setting they are born into, their socioeconomic status and an individual's stage of life. Personality qualities also impact on the number and variety of attachments an individual may have, as they may make interacting with others more or less easy. The

2.1 Network Size
continued

DISCUSSION *continued*

effort that individuals or groups put into building and maintaining relationships is likely to play an important part in the size of networks.

It has been recognised that the size of social networks may affect the stocks of social capital that exist for an individual or community. Stone (2001) states that "people with large numbers of social ties may have high levels of bonding, bridging or linking social capital, and those with few social ties may have little access or opportunity to invest in social capital". The size of a network influences the range and quality of resources accessible. Potential resources that may be brought to a relationship by participants may include such things as skills and abilities, economic resources, resources associated with their jobs and status, as well as access to the resources of other groups and networks that they belong to such as family, friends and colleagues. Availability of support in a time of crisis may also be influenced by the size of a person's network.

Network size has been seen as impacting on health. Berkman & Glass (2000), for example, found that after controlling for initial health status, the extent of social connectedness, that is, the degree to which individuals form close bonds with relations, friends and acquaintances, was associated with increased life expectancy.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of network size have been selected to reflect the different types of connections that exist in an individual's social network, as well as the nature of these connections. Indicators of network size include the availability and sources of support in time of crisis, number of friends and relatives who live in close proximity, acquaintance with neighbours, and personal links to institutions.

2.1.1 Source of support in
a crisis

INDICATORS

The proportion of people with an expected source of support in a crisis.

The proportion of people with an expected source of support in a crisis, by the type of support person/group.

DATA ITEMS

Support available in time of crisis

1. Yes
2. No

Type of support available: Advice on what to do

0. Not applicable
1. Yes
2. No

The same form of data items are adopted for the following types of support:

- Emotional support
- Help out when you have a serious illness or injury
- Help in maintaining family or work responsibilities
- Provide emergency money
- Provide emergency accommodation

2.1.1 *Source of support in a crisis continued*

- Provide emergency food.

Source of support available: Friend.

- 0. Not applicable
- 1. Yes
- 2. No

The same form of the data item is adopted for the following sources of support:

- Neighbour
- Family member
- Work colleague
- Community, charity or religious organisation
- Local council or other government service
- Health, legal or financial profession.

Source: *General Social Survey (2002)*, ABS.

2.1.2 *Close relatives or friends who live nearby*

INDICATOR

The proportion of people who have close relatives or friends living within 30 minutes of them.

DATA ITEM

Number of close relatives or friends living half an hour or less away

- 1. None
- 2. 1–2
- 3. 3–5
- 4. 6–9
- 5. 10 or more

2.1.3 *Acquaintance with neighbours*

INDICATORS

The proportion of people who know all or most of their neighbours.

The proportion of people who know few or none of their neighbours.

DATA ITEM

Level of acquaintance with neighbours

- 1. All
- 2. Most
- 3. Many
- 4. Few
- 5. None

2.1.4 *Links to institutions*

INDICATOR

The proportion of people who have personal links to the legal system.

2.1.4 Links to institutions
continued

DATA ITEMS

Have personal links to at least one institution

1. Yes
2. No

Type of institution has personal link to: Legal system

1. Yes
2. No

The equivalent indicator using the same forms of data items are adopted for the following types of institutions:

- The legal system
- A religious institution
- The police
- The media
- Unions
- Government
- Political parties
- Universities
- Business.

OTHER RELATED INDICATORS

The following indicators also relate to network size and may be found in 1.2.1 Social participation and 1.2.5 Economic participation

- 1.2.1.3 Membership of clubs, organisations or associations
- 1.2.1.5 Number of clubs, organisations, associations or groups active in
- 1.2.5.2 Previous work colleagues in current social network

2.2 Network
frequency/intensity and
communication mode

DEFINITIONS

Frequency/intensity is how often people or groups have contact with others in their various networks, as well as the duration of this contact.

Communication mode is the method or range of methods that individuals use in keeping in touch with others in their networks. Modes of communication include the telephone, face-to-face communication, mail and electronic forms of communication such as email and chat rooms.

DISCUSSION

The level and type of contact an individual has with other people is influenced by their need for interaction, the method of communication used for contact, and the proximity of their networks. The frequency of contact may influence the exchange of support and other resources. Stone and Hughes (2001) refer to recent research that indicates that the more geographically close network ties are, the more contact people are likely to have with them, and the more likely that these ties will form a part of support networks.

2.2 Network
frequency/intensity and
communication mode
continued

DISCUSSION *continued*

People have different predispositions to sociability. It is not necessarily the case that being with others all of the time is ideal — there is an optimal balance between interaction and solitude that varies with the person. Psychological research has found that frequent contact with, and exposure to other individuals or groups usually leads to a more and more positive evaluation of that person or group (Baron & Byrne 1997). This positive evaluation is likely to lead to the development of cooperation, social support networks and increased trust and tolerance of diversity.

Information about frequency of contact allows for analysis and exploration of the relationship between frequency of contact and different wellbeing outcomes. It is widely suggested that contact with others is important in providing individuals with identity, social roles and social support mechanisms. While not all individuals seek social support, and relationships are not always positive, where there are well functioning networks the positive effects of social connections are well known, which may include increased happiness, health and longevity (Stone 2003). The quality of relationships is also influenced by the frequency and intensity of these relationships.

Face-to-face contact is perhaps the most satisfying form of social contact. Onyx (2001) recognises the importance of face-to-face contact in the development of social capital. She states that while electronic networks are important in maintaining connections, people need "real, human, personal interaction for social capital to develop."

Geographic separation, particularly in a country as vast as Australia may mean that face-to-face contact with family and friends is not always possible on a regular basis. Telephone contact is very useful for the exchange of information, maintaining individual relationships at a distance, and passing information around a network. Letters and postcards are a traditional form of continuing communication with people further away, or when people are travelling. Becoming much more common, and perhaps replacing these more traditional communication modes, is the use of the Internet and Short Message Service (SMS) text messaging for keeping in touch. The Internet allows people to keep in touch with established contacts, and disseminate information simultaneously to whole networks. Emailing and SMS may also allow for the arrangement of face-to-face contact with others. New methods of communication may have an effect on cross-generational communication, in the short term, as younger generations are currently favouring and adapting to new technologies with greater alacrity than older generations.

Through chat rooms and subscribing to or linking in with email networks, it is also possible to establish new contacts and networks of relationships around common interests, including support groups. Some of these may remain virtual links, while others develop into face-to-face contacts. This form of communication is particularly important to those who may be excluded from meeting others due to physical difficulties, child care responsibilities, or living at remote locations. While these forms of communication are important, they rely on readily available access to the Internet, and so may not be available to all people or communities.

2.2 Network
frequency/intensity and
communication mode
continued

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of network frequency/intensity and mode of communication have been selected to reflect the types of networks and individuals with whom a person interacts, including family, friends and Internet networks, the frequency of interaction, and the type of communication they use in staying in contact with these networks or individuals, such as the Internet, telephone or mail.

2.2.1 Frequency of
face-to-face contact with
relatives

INDICATORS

The proportion of people who have had face-to-face contact with relatives they do not live with, at least a few times a week.

The proportion of people who have not had face-to-face contact with relatives they do not live with in the last month.

DATA ITEM

Frequency of face-to-face contact

1. Every day
2. A few times a week
3. A few times a month
4. Once a month
5. Not in the last month

2.2.2 Frequency of
face-to-face contact with
friends

The equivalent indicators using the same form of data item are adopted for face-to-face contact with friends.

2.2.3 Frequency of
telephone contact with
relatives

INDICATORS

The proportion of people who have telephone contact with relatives they do not live with, at least a few times a week.

The proportion of people who have not had telephone contact with relatives they do not live with in the last month.

DATA ITEM

Frequency of telephone contact

1. Every day
2. A few times a week
3. A few times a month
4. Once a month
5. Not in the last month

2.2.4 Frequency of
telephone contact with
friends

The equivalent indicator using the same form of data item are adopted for contact with friends over the telephone.

2.2.5 Frequency of email/Internet contact with relatives

INDICATORS

The proportion of people who have had contact with relatives they do not live with, via the Internet or email, at least a few times a week.

The proportion of people who have not had contact with relatives they do not live with, via the Internet or email in the last month.

DATA ITEM

Frequency of email/Internet contact

1. Every day
2. A few times a week
3. A few times a month
4. Once a month
5. Not in the last month

2.2.6 Frequency of email/Internet contact with friends

The equivalent indicator using the same form of data item are adopted for contact with friends via the Internet or email.

2.2.7 Frequency of other forms of communication with relatives

INDICATORS

The proportion of people who have had another form of contact, to be determined, with relatives, at least a few times a week.

The proportion of people who have not had another form of contact with relatives in the last month.

DATA ITEM

Frequency of other forms of communication

1. Every day
2. A few times a week
3. A few times a month
4. Once a month
5. Not in the last month

2.2.8 Frequency of other forms of communication with friends

The equivalent indicator using the same form of data item are adopted for contact with friends via other forms of contact.

2.2.9 Communication through Internet chat rooms

INDICATORS

The proportion of people who have posted comments about personal issues on a web site bulletin board, in a chat room, or on an email server within the last month.

The proportion of people who have read the comments about personal issues of others on a web site bulletin board, in a chat room, or on an email server within the last month.

2.2.9 Communication through Internet chat rooms *continued*

DATA ITEMS

Have communicated through Internet chat rooms, bulletin boards or email servers in the last month

1. Yes
2. No

Type of communication: Posted comments about personal issues on a web site bulletin board, in a chat room, or on an email server in the last month

0. Not applicable (have not communicated through these media)
1. Yes
2. No

The same forms of data item is adopted for the following:

- Posted your own comments about current events on a web site bulletin board, in a chat room or on an email server
- Read others' comments about personal issues on a web site bulletin board, in a chat room or on an email server
- Read others' comments about current events on a web site bulletin board, in a chat room or on an email server.

2.3 Density and Openess

DEFINITION

Openess refers to the structure and strength of links between people and groups in a given network. A bigly open network may refer to a set of links in which few members are linked to others, and may result in many members existing in isolation. A closed network generally refers to a tightly bonded group, in which each member tends to know the others.

DISCUSSION

People relate to each other in a variety of different settings, in homes, schools, workplaces, churches, clubs and societies, local shops and entertainment venues. The degree to which the same people occur in each of these settings and networks, and share a variety of common interests, is a measure of density. In a dense network there is likely to be a good knowledge of available resources and a high level of cooperation (Stone 2001). In a network of low density, connections with others may tend to be sparse, and members may not be aware of resources available to them.

One of the likely qualities of a dense network is closure. The strength of a closed network is a sharing of norms, a developed sense of trust, and a clear expectation about the way each member of the network will relate to another (Coleman 1998).

The capacity for the application of sanctions is greater in a closed network (Bridge 2002). In networks of this nature there is very little room to depart from accepted norms and moral codes, and the possibility for the network to display oppressive qualities is great. However, levels of trust and trustworthiness tend to be high, due to both the clear expectations of behaviour, and the threat of sanctions should these expectations not be met. There are some circumstances where dense, closed networks fill an important short-term need. For instance, Giorgas (2000) comments that the development of homogeneous ethnic groups has served as a positive strategy for these groups to overcome social isolation and economic difficulties by providing employment

2.3 Density and Openess
continued

DISCUSSION *continued*

opportunities and a sense of familial surroundings, as well as a collective sense of identity.

Less dense networks tend to be larger and more dispersed, and also tend to be more open. Many members may not know many others, and norms and trust levels may be less well-established. There may not be a clear expectation of how members will or should behave, as norms may be weak or vague, if shared values exist at all. The application of reputations and collective sanctions which reinforce trustworthiness require the members of the network to have knowledge of each other (Bridge, 2002) which is often not applicable in an open network (Coleman 1998; Bridge 2002). However, open networks allow diversity to flourish, and the range of resources available through a group of this type is likely to be more varied.

An expanded definition of openness might also include a discussion of the barriers for joining a group or network. A closed network maintains high barriers for entry, and may discourage newcomers, where an open network might have relatively few barriers for entry, be more inclusive, and actively encourage newcomers. Barriers for entry may take the form of restrictive criteria for membership (for example; high membership fees, required family link, educational attainment, ethnicity), geographic constraints, a requirement of exclusivity, or may reflect personal choice. In the 1995 Boyer Lectures, Cox commented on the opportunity of group homogeneity to lead to closure or even potentially violent factions.

Heterogeneity of social ties may increase linkages with various networks, and therefore provide access to a wide range of resources or opportunities (Stone, Gray & Hughes 2003). Narayan (1999) comments that cross-cutting ties between groups open up economic opportunities to others in less powerful and excluded groups, promoting social cohesion and social stability. While heterogeneity is important in accessing and sharing resources between groups, Stolle (1998, cited in Stone, Gray & Hughes 2003) recognises that this type of group structure may limit the extent to which social relationships are characterised by high levels of trust and reciprocity due to various differences within the groups.

Openness may be at the expense of some level of collective identity within a network. Putnam discusses the rise of tolerance coinciding with the decrease in social connectedness in *Bowling Alone* (2000). There seems to be a balance to be struck between strong social connections and broad social cohesion, for a network to combine collective identity with acceptance of diversity and inclusion.

POSSIBLE INDICATORS AND DATA ITEMS

The following indicators look at both formal, and informal networks.

2.3.1 Nature of informal
networks — family and
friends

INDICATORS

The proportion of people whose family members know each other's close friends completely.

The proportion of people whose family members do not know each other's close friends at all.

2.3.1 Nature of informal networks — family and friends *continued*

DATA ITEM

Level of familiarity with close friends of family members

1. Not at all
2. Superficially
3. Well
4. Very Well
5. Completely

2.3.2 Nature of informal networks — friends

INDICATORS

The proportion of people where all of their friends are friends with each other.

The proportion of people where none of their friends are friends with each other.

DATA ITEM

Degree to which one person's friends are friends with each other

1. Yes, all
2. Mostly
3. Some
4. A few
5. No, none

2.3.3 Density of formal networks

INDICATORS

The proportion of people who participate in different groups and organisations which comprise mostly the same people.

The proportion of people who participate in different groups and organisations which comprise few or none of the same people.

DATA ITEM

Density of formal networks

0. Not active in groups
1. All the same people in the groups participated in
2. Mostly the same people in the groups participated in
3. About half the same people in the groups participated in
4. A few of the same people in the groups participated in
5. None of the same people in the groups participated in

2.4 Transience/mobility

DEFINITION

Transience is defined as moving in and out of situations in a relatively short time. This may refer to geographic mobility or to changing patterns of involvement or commitment.

DISCUSSION

The ABS Social Capital Framework identifies three different types of mobility; geographic mobility, labour mobility, and changing involvement in organisations. Geographic mobility refers to people relocating to different geographic areas. Labour mobility refers to the movement of people between workplaces, perhaps also involving a change in

2.4 Transience/mobility
continued

DISCUSSION *continued*

geographic location. Mobility of involvement in organisations refers to the affiliation people have with various kinds of organisations throughout their lifetime which may vary from temporary, fluctuating, to enduring.

Geographic mobility may affect the time people have available to establish networks, as the severing of network ties may occur when an individual or family move to a different locality, particularly if the two localities are a considerable distance apart. Onyx and Bullen (1997) suggest that the longer an individual lives in a community, the stronger their ties to that community will be. A study of community participation in Surf Coast, Victoria, conducted by the Swinburne Institute for Social Research (2002) found that permanent residents are more likely to be active in civic affairs than others in their community. Through active participation in civic activities, permanent residents are also more likely to have developed relationships within the community.

There are many contributing factors to geographic mobility, a significant one being that of housing tenure. A recent Productivity Commission Research Paper (2003) suggested a link between home ownership and social capital formation. The suggested link relates to the correlation between residential stability and home ownership, which together are associated with increased levels of civic engagement. Putnam (2000) observed that those who own their own home are more likely to be involved in community affairs than those who rent.

Other factors that may contribute to geographic mobility include: employment status and labour market opportunities; employment arrangements; housing affordability; adequacy of infrastructure and services; lifecycle stages; and seasonal variations. For example, shearers may be on the road for months on end, oil and gas platforms and some mining towns have flyin-flyout working arrangements. Military and diplomatic families may have different placements every few years, which may involve children attending a number of different schools. Increasingly, people in business and professional fields may work in a different city to their family home, for varying periods of time. Knowledge based workers are increasingly gaining opportunities to live and work overseas for periods of time. These opportunities, although increasing mobility, also bring the chance to establish new networks and contacts. In addition, the increasing reliance on technology, and the capacity to maintain relationships with the aid of technology may lessen some of the negatives associated with mobility.

Housing affordability may mean people move out to the periphery of cities/towns where housing tends to be cheaper. People may move to different places in synchrony with stages in their lifecycle, from the town or city they grew up in to find work or pursue further study, or from the place they have lived during their working life to another location to enjoy retirement.

A particular dimension of transience and mobility is related to the changing patterns of involvement people have with groups and organisations. Involvement in organised groups may be transient or may be sustained over a longer period. The length of involvement might depend on the purpose and relevance of the group, or on the level of welcome and acceptance new members receive and their ability to feel at home. For example, religious participation creates a stable and enduring group attachment for many people. There is interest in whether a lasting pattern of social and civic

2.4 Transience/mobility
continued

DISCUSSION *continued*

involvement may be developed in childhood or adolescence. In a recent radio interview, 3AW (2003) Treasurer Peter Costello expressed an interest in the role that schools may have in developing an ethic for social and civic participation into adult life.

Fahmey (2003) studied the role of lifecycle processes in patterns of 'associational and civic activity' which relates to differing levels and forms of social and civic involvement throughout different stages of life. For example, parents of young children are more likely to be involved in social activities with other young parents, and to volunteer on committees such as a Parents and Citizens association, than the 'empty nesters' in their 40s and 50s who are more likely to be involved in 'civic organisations and professional societies' (Putnam 2000). However, Putnam (1996) notes that it is older people who are more likely to be engaged in the community than younger people.

The greater period of contact with a specific group, the greater the opportunity for the development of ties within the group. However, transience between groups may allow for a larger number of ties to be created, enhancing bridging social capital.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of network transience and mobility have been selected to reflect concepts of geographic mobility, as well as group or organisation transience and change or stability in lifestyle patterning. The indicators examine duration of residence in local area, levels of mobility, changes in involvements in groups or organisations, youth experiences of mobility, and whether prior youth involvement or parental example relate to current level of involvement.

2.4.1 Length of residence
in current locality

INDICATOR

The proportion of the population by the length of time of residence in current locality.

DATA ITEM

Length of residence in current locality

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

2.4.2 Geographic mobility

INDICATOR

The proportion of the population who have moved three times or more in the past three years.

2.4.2 *Geographic mobility*
continued

DATA ITEM

Frequency of moving

1. Not at all
2. Once
3. Twice
4. Three times
5. More than three times

2.4.3 *Changes in intensity*
of involvement with
organisations

INDICATOR

The proportion of the population by change and stability of involvement with organisations.

DATA ITEM

Change in intensity of involvement with organisations

0. Not applicable
1. Increased
2. Decreased
3. Stayed the same

2.4.4 *Change in intensity*
of involvement with
organisation in which
most active

The following two indicators examine the main organisation in which a respondent is involved.

INDICATOR

The proportion of the population by change and stability of involvement in main organisation.

DATA ITEM

Change in intensity of involvement with main organisation

0. Not applicable
1. Increased
2. Decreased
3. Stayed the same

2.4.5 *Duration of*
involvement with
organisation in which
most active

INDICATOR

The proportion of the population by ranges of years involved in organisation in which most active.

DATA ITEM

Duration of involvement in organisation

0. Not applicable
1. Less than 1 year
2. 1–2 years
3. 3–5 years
4. 6–10 years
5. More than 10 years

2.4.6 Experiences in social, civic and community support activities as a child/youth

INDICATOR

The proportion of those currently involved in civic participation or community support who were also involved as a child/youth.

DATA ITEMS

Participation in social, civic or community support activities as a child/youth

1. Yes
2. No

Type of participation as a child/youth: In an organised team sport

0. Not applicable
1. Yes
2. No

The same form of data items are adopted for the following:

- Belong to a youth group (such as guides, scouts, a choir)
- Do some kind of volunteer work
- Go door-to-door to raise money for a cause or organisation
- Active in student government
- Active in a religious organisation.

2.4.7 Child/youth background — parent's voluntary work

INDICATORS

The proportion of current volunteers whose parent(s) did voluntary work when current volunteer was a child/youth.

The proportion of non-volunteers whose parent(s) did voluntary work when current non-volunteer was a child/youth.

DATA ITEMS

Parent(s) did voluntary work

1. Yes
2. No
3. Don't know

Volunteer status

1. Volunteer
2. Not a volunteer
3. Don't know

2.4.8 Child/youth background — type of area of residence

INDICATOR

The proportion of the population whose current residential location is similar in size to that of their youth.

2.4.8 *Child/youth background — type of area of residence continued*

DATA ITEM

Type of area of residence in youth

1. Major Urban (population clusters of 100,000 or more)
2. Other Urban (population clusters of 1,000 to 99,999)
3. Bounded Locality (200 to 999)
4. Rural Balance (remainder of state/territory)
5. Migratory

A similar set of categories for current area of residence.

2.4.9 *Geographic mobility as a child/youth*

INDICATOR

The proportion of the population by grouped number of times moved local area as a child/youth.

DATA ITEM

Level of geographic mobility as a child/youth

1. Never
2. Occasional (1–5 times)
3. Frequent (6 or more times)

2.5 *Power relationships*

DEFINITION

Power relationships refer to the relative positions of power between individuals, and within or between groups, and between individuals and organisations.

DISCUSSION

Power relationships have been intrinsic to social capital theory. Bourdieu's concept of social capital emphasises the role of conflicts and power. He presents social capital as reproducing a structure of privilege and power relationships (Bourdieu 1986). Membership in groups, and other social relationships are able to be used in efforts to improve the social position of individuals or groups (Siisaninen 2000).

Bourdieu's concept of power relationships and social capital is not the only way of viewing these relationships. Other forms of power relationships are:

- linking social capital, some kind of relationship to power and influence, that enables an increase in resources to a group
- the social dynamic within a network that establishes some people as dominant
- and the relationship Lin (2001) describes between networks, where a person in a lower position in one network might draw valuable resources from someone higher in another network.

Power relationships play an important role in the operation of networks and the sense of efficacy and locus of control of different individuals and groups. Power structures can influence the ability of communities or groups to meet the needs of all members, particularly those who have been marginalised. Individual, group, or community locus of control and sense of efficacy can be influenced by where these people or groups see themselves as fitting into structures of power, as well as how much they feel they can influence people and organisations of power. For example, individuals or groups who

2.5 Power relationships
continued

DISCUSSION *continued*

feel closed out of the government power structure, may feel marginalised and locked out of decision making.

Leadership is a related concept to power relationships. Leadership has traditionally been seen as 'the abilities, qualities and behaviour associated with the role of group leader. This role may be conferred on individuals or groups on the basis of personal characteristics and experience, or through tradition and/or position occupied' (Collins Dictionary of Sociology). Leaders generally are seen as those individuals, groups or communities that hold dominant positions within the group. Black & Hughes (2000) recognise that this is not always the case. Leadership may also be evidenced where individuals or groups undertake 'initiatives that stimulate and facilitate the position of others' (Black & Hughes 2001). Mentoring is one example of this type of leadership.

Mentoring is a relationship based on a common goal. In the case of youth mentoring programs, this goal is usually to advance the educational and personal growth of the youth by offering support, guidance and assistance to the individual. Mentors may be seen to be role models or leaders who, through interacting and sharing information about themselves with other individuals or groups, pass on norms and ethics of the community or society. Mentors provide individuals or groups with knowledge and information about society that may provide them the opportunity to exit a powerless situation, back into the mainstream. Sports Mentoring programs have also been used in many cases to try to achieve this. Barnardos has developed the 'Kids+Sport' program which matches members of the community who have an interest in sport with children in the community. Sports Challenge is another program which has been used to encourage children and adolescents to develop skills in communication, conflict and anger resolution, and goal setting, as well as assisting them in developing a sense of community belonging and trust.

Mentoring programs are the focus of a component of current social capital related policy. The Commonwealth Department of Family and Community Services, for example, administers Mentor Marketplace as part of their 'Stronger Families and Communities Program'. The aims of Mentor Marketplace are to increase the mentoring opportunities available for young people.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of power relationships have been selected to reflect various aspects of these relationships, such as contact with organisations, access to services and facilities, and sense of efficacy.

2.5.1 Contact with
organisations

INDICATOR

The proportion of people who know someone in an institution or organisation, by type of organisation.

2.5.1 *Contact with organisations continued*

DATA ITEMS

Contact in State Parliament

- 0. Not applicable
- 1. Yes
- 2. No

The same form of data item is adopted for the following institutions and organisations:

- Members of state parliament
- Members of Federal parliament
- Ministers
- State government agencies
- Federal government agencies
- Local government agencies
- Legal system
- Trade unions
- Political parties
- Media
- Universities
- Religious/spiritual group
- School related group
- Volunteer organisation or group (e.g. Rotary)
- Service clubs
- Women's organisations (e.g. Country Women's Association)
- Rural industry organisation (e.g. AgForce, CANEGrowers)
- Landcare
- Resident or community action group
- Campaign/action group
- Local government group
- Business leaders.

2.5.2 *Perception of access to public services and facilities*

INDICATORS

The proportion of people who find accessing public services and facilities very easy, by type of service or facility.

The proportion of people who find accessing public services and facilities very difficult, by type of service or facility.

DATA ITEM

Level of ease in accessing public education services and facilities

- 1. Very easy
- 2. Easy
- 3. Neither easy nor difficult
- 4. Difficult
- 5. Very difficult

2.5.3 *Personal sense of efficacy*

INDICATOR

The proportion of people who often or always feel a lack of control over their lives.

2.5.3 *Personal sense of efficacy* *continued*

DATA ITEM

Feelings of lack of control

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

2.5.4 *Mentoring*

INDICATOR

The proportion of people who have been involved in a mentoring program in the last year, either as a mentor or recipient of mentoring.

DATA ITEM

Participation or involvement in mentoring program

1. Yes, as mentor
2. No
1. Yes, as recipient of mentoring
2. No

3. NETWORK
TRANSACTIONS

Networks are not static objects, but dynamic relationships for a purpose, maintained by supportive and productive interactions. Therefore it is important to include in the ABS Social Capital Framework the transactions that occur between people within networks and between organisations. These transactions may take the form of shared information, introductions, physical or financial assistance and encouragement, negotiation, amongst other things. They are actions or behaviours that contribute to the formation and maintenance of social capital, and they represent the advantages and obligations that network members or groups draw from social capital.

3.1 *Sharing Support*

The following discussion and indicators relate to different forms of support that people share. These are:

- Physical/financial assistance, emotional support and encouragement
- Integration into the community
- Common action

3.1.1 *Physical/financial assistance, emotional support and encouragement*

DEFINITION

Physical and financial support is the informal sharing of support between individuals and groups in an ad hoc, occasional or periodic manner and including forms of support such as lending money or equipment, providing transport, assisting with household maintenance tasks, or looking after someone's house or pets while they are away.

Emotional support is a form of social support in which individuals are assisted or assist others in coping with emotions and feelings as well as in making decisions. Examples of emotional support are listening to problems and providing advice.

Encouragement is a form of moral support and/or inspiration that may serve to instil a sense of confidence in an individual or community, or to incite an individual or community to action or perseverance.

DISCUSSION

While voluntary work and regular informal caring are important forms of assistance, in the ABS Social Capital Framework these are included as community support activities. This section on sharing support examines the less regular, ad hoc physical and financial support, rather than the more regular or formal forms of support.

All people are reliant to some extent on the support and care of others at some stage of their lives. The support may take the form of physical, emotional or financial support, and may be provided in times of need, or as part of daily life. Most often there is a sense of reciprocity where support is concerned, with many people being both providers and recipients of support.

Social support helps people to cope with stress, illness, and difficult events in their lives. Social support can also positively impact on health. There is some evidence which suggests that individuals who have strong social ties are more resistant to illness and disease and may live longer. Berkman and Glass (2000) present evidence from a range of studies in which it was found that social ties, and the emotional support that these ties provide, influence the survival among people who have cardiovascular disease.

3.1.1 *Physical/financial assistance, emotional support and encouragement continued*

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of sharing support have been selected to reflect concepts of physical, financial and emotional support. The indicators examine both provision and receipt of assistance, assistance in the workplace, and the capacity for individuals to seek support.

3.1.1.1 *Provision of support*

INDICATORS

The proportion of the population who have provided support to a relative in the past month.

The proportion of the population who have provided support to a friend in the past month.

The proportion of the population who have provided support to a neighbour in the past month.

The proportion of the population who have provided support to someone other than a relative, friend or neighbour in the past month.

The proportion of the population who have provided support in the past month, by the type of recipient and the type of support.

DATA ITEMS

Provision of domestic work, home maintenance work or outdoor work, to a relative.

Provision of domestic work, home maintenance work or outdoor work, to a friend.

Provision of domestic work, home maintenance work or outdoor work, to a neighbour.

Provision of domestic work, home maintenance work or outdoor work, to another person.

0. Not applicable

1. Yes

2. No

The same forms of data items are adopted for the following forms of unpaid work;

- Provision of transport or running errands
- Provision of help with child care
- Teaching, coaching or giving practical advice
- Provision of emotional support
- Looking after their house or pet while they were away
- Provision of occasional care for a member of their family
- Providing help to a person in some other way.

3.1.1.2 *Receipt of support*

INDICATORS

The proportion of the population who have been helped by a relative in the last month.

The proportion of the population who have been helped by a friend in the last month.

The proportion of the population who have been helped by a neighbour in the last month.

3.1.1.2 Receipt of support *continued*

The proportion of the population who have been helped by someone other than a relative, friend or neighbour in the last month.

The proportion of the population who have been helped by others in the past month by type of provider and type of support.

DATA ITEMS

Receipt of domestic work, home maintenance work or outdoor work, from a relative.

Receipt of domestic work, home maintenance work or outdoor work, from a friend.

Receipt of domestic work, home maintenance work or outdoor work, from a neighbour.

Receipt of domestic work, home maintenance work or outdoor work, from another person.

- 0. Not applicable
- 1. Yes
- 2. No

The same form of data items are adopted for the following forms of unpaid work:

- Provision of transport or running errands
- Provision of help with child care
- Teaching, coaching or giving practical advice
- Provision of emotional support
- Looking after their house or pet while they were away
- Provision of occasional care for a member of their family
- Providing help to person in some other way.

3.1.1.3 Provision of help to work colleague

INDICATOR

The proportion of the population who have in the past week helped a work colleague in any way.

DATA ITEM

Provision of help to a work colleague

- 0. Not applicable
- 1. Yes
- 2. No

3.1.1.4 Expectation of help from a work colleague

INDICATOR

The proportion of the population who expect that they would receive help (of any type) from a work colleague if needed.

DATA ITEM

Expectation of help of any type from a work colleague

- 0. Not applicable
- 1. Yes
- 2. No

3.1.1.5 Capacity to seek support

There are various situations in which people may require help. The following indicators examine three of these situations.

INDICATOR

The proportion of the population who would be able to raise \$2,000 in a week in a time of crisis.

DATA ITEM

Capacity to raise \$2,000 within one week

1. Yes
2. No

Source: General Social Survey (2002), ABS.

INDICATOR

The proportion of the population who would be able to arrange transport if they needed to get somewhere urgently.

DATA ITEM

Ability to arrange transport if need to get somewhere urgently

1. Yes
2. No

INDICATOR

The proportion of the population who would be able to arrange help around their home if they were ill in bed.

DATA ITEM

Capacity to arrange help when ill in bed and need help at home

1. Yes
2. No

3.1.2 Integration into the community

DEFINITION

Integration into the community is a process through which an individual or group is welcomed into a community or group, and made to feel accepted and included. This process may include introductions to channels of information, which may include social norms and moral codes.

DISCUSSION

Most people are likely to relocate to a different neighbourhood, town, city or country in their lifetimes. In addition, as people move through different stages of the life cycle their interests and responsibilities may change and this is reflected in the networks and communities of interest that they become active in. Feeling welcome and comfortable in the local neighbourhood and community, and in the groups of which people are members or participants, contributes to satisfaction with the community that a person lives in, and more generally, to feelings of wellbeing.

3.1.2 Integration into the community continued

DISCUSSION continued

Being accepted and included in the community is important for integration into the community. The acceptance and inclusiveness of a community depends, to a large extent, on the balance of bonding, bridging and linking ties. Communities or groups with strong bonding ties are likely to develop a sense of identity and common purpose (OECD 2001b). In communities with excessive bonding ties outsiders, or newcomers to the community, can be actively excluded, creating a barrier to integration into the community.

Group or network heterogeneity also impacts on levels of integration into the community by influencing the levels of trust within networks, and the extent to which trust of familiar people is converted into generalised trust of strangers. Stone and Hughes (2002) comment that while heterogeneity of social ties encourages links among a wide range of networks, it also may inhibit the development of trusting, reciprocal relations because of differences.

Other barriers which may impact on integration into the community include inadequate resources, community services and events available in the local area. If newcomers to the community do not have adequate access to services and facilities and opportunities to interact with others in their community, they may be unable to fully participate in the community or develop a sense of belonging to the community.

Health can be influenced by integration into the community. The importance of social integration to health was explored by Durkheim, in which he conceptualised integration as referring to the attachment to social groups, maintenance of interpersonal ties, and feelings of belonging and allegiance within social groups. Durkheim discusses the relationship between mortality and social integration, and found that groups that were more integrated into the community had lower suicide rates (Siahpush & Singh, 1999).

A study of the Eurobodalla region, conducted by Helen Berry of the Centre for Mental Health Research found that integration into the community is beneficial to mental health. This study observed that the more people participate in their communities, the better their mental health. It was suggested that this was due to participation in the community leading to a stronger sense of belonging, and feeling valued as a member of the community, which in turn leads to increased trust and optimism (Centre for Mental Health Research 2003).

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of integration into the community have been selected to reflect concepts of sense of belonging, openness, and friendliness of the communities that people live in and are active in. The indicators of integration into the community focus on use of community facilities and resources, attendance at community events, sense of belonging to various groups a person may be involved with, and perceptions of friendliness of the community.

3.1.2.1 Provision and use of community facilities

Some communities do not have access to a range of facilities or services, so where this indicator is measured in a survey, it could be prefaced with a question on the availability of community services or facilities.

3.1.2.1 Provision and use
of community facilities
continued

INDICATORS

The proportion of the population who consider their community to have inadequate services or facilities.

The proportion of the population who use community facilities by type of community facility.

DATA ITEMS

Adequacy of services or facilities in the community

1. Adequate
2. Inadequate

Use of community services and facilities: Community health centre

0. Not available
1. Yes
2. No

The same form of data items are adopted for the following services or facilities;

- Community centre
- Neighbourhood centre
- Local library
- Internet and online centres
- Sporting and cultural facilities (sports ovals, museums, theatres, swimming pools).

3.1.2.2 Attendance at
community events

INDICATOR

The proportion of the population who have attended at least one community event in the past year.

DATA ITEM

Attendance at community events in past year

1. None
2. One
3. Two
4. Three or more

3.1.2.3 Sense of
belonging to an ethnic or
cultural group, State or
Territory, and Australia

INDICATORS

The proportion of the population who feel a very strong or strong sense of belonging to an ethnic or cultural group.

The proportion of the population who feel a very strong or strong sense of belonging to their state or territory.

The proportion of the population who feel a very strong or strong sense of belonging to Australia.

3.1.2.3 *Sense of belonging to an ethnic or cultural group, State or Territory, and Australia continued*

DATA ITEMS

Sense of belonging to ethnic or cultural group

1. Not strong at all
2. Not very strong
3. Moderately strong
4. Strong
5. Very strong.

The same form of data item is adopted for

- Your state or territory
- Australia

3.1.2.4 *Perception of friendliness of community*

INDICATOR

The proportion of the population who consider their local community a friendly place to live.

DATA ITEM

Level of agreement that community is a friendly place to live

1. Strongly agree
2. Tend to agree
3. Neither agree nor disagree
4. Tend to disagree
5. Strongly disagree

3.1.2.5 *Extent of acquaintance and friendship networks in local area*

INDICATOR

The proportion of the population with a wide friendship and acquaintance network in their local area.

DATA ITEM

Likelihood of seeing friends and acquaintances in your local area

1. Nearly always
2. Most of the time
3. Some of the time
4. Rarely or never
5. Don't know

3.1.3 *Common Action*

DEFINITION

Common action refers to drawing on support from others to achieve an objective, for example relating to a personal, family, workplace or community issue. It includes taking the initiative to gather people together for a project, joining in an initiative, forming a deputation, organising a project or a new group or taking part in these, in response to a situation that arises.

3.1.3 Common Action *continued*

DISCUSSION

Common action involves people coming together in response to a specific situation, which could range from pushing a stalled car or rescuing a cat from a tree, to organising a transport roster for children's weekend sport, preparing a view on a local development proposal or implementing a community vision. As a network transaction, the emphasis is on the immediate response or the initiation phase of what might turn out to be a longer term activity, that is, getting things underway. In the ABS Social Capital Framework the longer-term involvement is covered under the various forms of participation in Network Qualities: Common Purpose. The indicators proposed for common action focus on community-related initiatives.

There are many occasions when people may get together in the community to organise or lobby for new community facilities, to work together on community projects, or to work together to solve a problem affecting the community. People coming together for these types of common action not only contribute to making progress on community projects and solving local problems, but also reflect the initiative of the community, and may have a positive effect on the sense of efficacy of the community.

Communities may be able to address certain problems that cannot be handled either by people acting alone or by governments. Sampson, Raudenbush and Earls (1997, cited in Bowles and Gintis 2000) provide the example of a Chicago neighbourhood that was willing to intervene to maintain a local firehouse when it was threatened with budget cuts. They see this as an example of 'collective efficacy', and go on to comment that neighbourhoods with high levels of 'collective efficacy' in Chicago had lower levels of violent crime. This demonstrates the influence that common action may have on communities, as well as levels of efficacy within the neighbourhood. It also demonstrates that common action may provide individuals, groups and communities with the power to 'have their voices heard' and play a part in the decisions that affect them.

Onyx (2001) notes that an essential feature of social capital is the capacity of people working together to take the initiative, with people being active participants within their communities. Focusing on community renewal, Onyx goes on to note that community renewal cannot be achieved without the community coming together with a commitment to survive as a community. The community may come together in many ways, through public meetings, demonstrations, community festivals, or the development of a community project that involves many people. Onyx (2001) states that these common action activities should try to be as inclusive as possible, as common action activities that leave out large portions of the community may produce or reinforce divisions within the community.

Social and civic participation may influence the degree to which people become involved in common action activities within their community. A study by Grootaert (cited in World Bank 2003) found that households with more memberships of organisations were more likely to be involved in joining together with community members to address community needs.

3.1.3 *Common Action*
continued

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of common action have been selected to reflect concepts of participation in community events and projects, group participation in solving local community problems, lobbying for new resources and mentoring.

3.1.3.1 *Taking action with others to solve local problems*

The following indicator reflects aspects of both common action and community efficacy. It has been included under the heading of common action as it reflects group actions taken to improve or fix some aspect of the community. The motivation behind these actions is to succeed in some common action or goal, and can have a positive effect on sense of community efficacy.

INDICATOR

The proportion of the population that have been active in solving local problems by frequency of involvement.

DATA ITEM

Frequency of taking action to solve a problem.

1. Never
2. Once every few years
3. Once a year
4. Once every few months
5. Once a month
6. More than once a month

3.1.3.2 *Participation in the development of a new service in local area*

INDICATOR

The proportion of the population who have been active in a project to organise a new service in their local area.

DATA ITEM

Whether been active in project to organise a new service in the local area

1. No, never
2. Yes, once or twice
3. Yes, several times

3.1.3.3 *Group participation for social or political reform*

INDICATOR

The proportion of the population who have been involved in groups that have taken action for social or political reform in the last year.

DATA ITEM

Group action taken for social or political reform

0. Not applicable
1. Has taken group action for social or political reform
2. No group action taken for social or political reform

3.2 Sharing knowledge,
information and
introductions

DEFINITION

Sharing knowledge, information and introductions refers to the exchange of skills and information between friends or acquaintances, or within a given group or community or to the movement of information and skills between groups or communities. The information in question may be formal, such as eligibility requirements for some form of government assistance, or informal, such as trends in clothing; simple, such as an introduction to someone who could be helpful, or detailed, such as motor vehicle maintenance.

Sharing knowledge refers to the sharing of information and skills in a particular area or subject. The skills may include those of insight, creativity and judgement.

DISCUSSION

Sharing knowledge refers to the exchange and dissemination of information and skills within and among groups or the degree to which information is available for access by those same groups. It includes drawing someone into a group by sharing its history and expectations, and also gossip, a primary way of transmitting norms and sanctions.

Kilpatrick (2002) discusses the capacity for social capital to facilitate learning in communities through assisting in ease of communication. Social capital is thought to oil the processes of learning through accessing, sharing and creating knowledge, skills and values.

The sharing of information and skills is an important aspect of a functional and equitable community. Adequate access to information and resources are important for people to be able to fully participate in society. Sharing information and ensuring the availability of adequate resources can contribute to enhanced opportunities and greater participation in the civil society by individuals, groups and entire communities, and can contribute to social inclusion. For example, considerable research exists to show the importance of networks in finding jobs (Stone, Gray and Hughes 2003; Granovetter 1973). Other types of information that may flow within or between groups may include news and current affairs, legal advice, health related information, cultural and recreational information, and political information.

Access to information via the Internet is an issue of policy interest. A recent Productivity Commission (2003) paper suggested government subsidies for Internet and telecommunications services as a potential policy response to address the 'digital divide' and increase access to information for those who may not otherwise have been able to afford the infrastructure required to access a computer or the internet. Meredyth (2003) describes a project with similar motivations in 'Hot-wiring Community'. The e-ACE project provided a computer and internet access to residents of a high rise apartment complex, with the aim of increasing social cohesion, access to information and resources, and to build skills and employment prospects, though it was found that these technological additions were 'more likely to add to the everyday difficulties of managing life...than to translate into a new political reality'.

The network types found within a community will tend to influence the extent of information and knowledge sharing. The Productivity Commission (2003) recognised that in a general sense, tightly bonded communities easily facilitate the internal sharing of knowledge. Alternatively, it is also recognised that closed networks may also inhibit

3.2 Sharing knowledge, information and introductions *continued*

DISCUSSION *continued*

the flow of innovative information, as links outside the group, thus to new sources of information, are limited (Flora 1998). It follows that open and diverse networks generally have higher levels of innovation, diverse techniques, and a broader body of knowledge (Florida et al. 2002).

POSSIBLE INDICATORS AND DATA ITEMS

The indicators below have been selected to illustrate the concepts of access to information and sources of information utilised. The indicators focus on identifying the types of information sources that people rely on when making decisions and access to information provided by various entities such as government, banks, and the health system.

3.2.1 Use of Internet to contact government

INDICATORS

The proportion of people who have contacted the Commonwealth or state government or government agencies via the Internet by purpose of contact.

The proportion of people who are interested in contacting the Commonwealth or state government or government agencies via the Internet (e.g categories 1 and 2).

DATA ITEMS

Whether contacted Commonwealth or state government via the Internet: to express a view on an issue or decision

- 0. Not applicable
- 1. Yes
- 2. No

The equivalent indicator using the same form of data item is adopted for the following:

- Be part of a consultation process on Commonwealth or state government policies or legislation
- Find out information about government
- Conduct government transactions (e.g. paying car registration, obtaining a permit).

DATA ITEM

Interest in contacting Commonwealth or state government or government agencies via the Internet: to express views on an issue of decision

- 1. Very interested
- 2. Interested
- 3. Moderately interested
- 4. Not very interested
- 5. Not interested at all

The equivalent indicator using the same form of data item is adopted for the following:

- Be part of a consultation process on Commonwealth or state government policies or legislation
- Find out information about government
- Conduct government transactions (e.g. paying car registration, obtaining a permit).

3.2.2 *Friends and relatives as sources of job search information*

Where this indicator is measured in a survey, it could be prefaced with questions on employment status.

INDICATOR

The proportion of the population who contacted friends and relations for job search activities.

DATA ITEM

Contacted friends and relatives for job search activities

1. Yes
2. No

Source: Survey of Job Search Experience, 2000, ABS.

3.2.3 *Job search methods*

Where this indicator is measured in a survey, it could be prefaced with questions about employment status.

INDICATOR

The proportion of the population who found out about a job, gained in the previous 12 months, through friends, relatives or company contacts.

The proportion of the population who found out about a job, gained in the previous 12 months through other methods or contacts.

DATA ITEMS

Whether prior knowledge of job being available obtained through friends, relatives or company contacts.

1. Yes
2. No

The same form of data item is adopted for finding employment through other contacts.

Source: Survey of Job Search Experience, 2000, ABS.

3.2.4 *Source of information to make life decision*

INDICATOR

The proportion of people who would seek advice from the Internet, newspaper, or journal when making a life decision (e.g. buying a house, starting a course of study, making a career change, getting married, having a child).

DATA ITEMS

Whether would seek life decision advice from Internet, newspaper, or journal.

1. Yes
2. No

The equivalent indicator using the same form of indicator and data item is adopted for:

- Within the local community
- Television
- Family/friends/work colleagues
- A professional in a relevant field (e.g. counsellor, financial adviser)

3.2.4 *Source of information to make life decision continued*

- Government services or agencies
- Libraries
- Advocacy and rights associations (e.g. welfare or legal rights groups)
- Religious or spiritual institution
- Other source
- Would not seek life decision advice.

3.3 Negotiation

DEFINITION

Negotiation is the process involved in conferring, bargaining, compromising or making arrangements with other individuals or groups in order to come to terms or reach an agreement (Collins Dictionary of Sociology). It is an important mechanism for conflict resolution, and using negotiation to resolve problems is likely to decrease transaction costs and lead to more satisfactory outcomes for all concerned parties.

DISCUSSION

Negotiation is strongly linked to trust and transaction costs. Transaction costs are the costs that occur in the process of social and economic exchange. These costs are influenced by the determined level of trust that may be placed in the other party involved in the exchange. Transaction costs involving negotiation are influenced by factors such as: the competence of the other party in the relationship; the likelihood that the other party will discharge their obligations, keep their promises and assume their responsibilities; and the chances that the second party understands and adheres to relevant social norms and role expectations, and this will not harm the interest of other parties in the relationship (Hogan & Owen 2000). Trust is built through interaction, and this leads to the potential to decrease transaction costs (Flora 1998).

Negotiation is also an important mechanism for conflict resolution, for conflicts of all scales from individual, national, regional or global level disputes. Black and Hughes (2001) recognise that some form of disagreement is inevitable in a network or community where members take an interest in local affairs. It is the ability to manage these disagreements and conflicts that is indicative of the health of the network or community. Where conflicts go unresolved, and are entrenched in a community, this may be a sign of the weakness of that community in terms of its capacity to successfully deal and make progress with the conflict. A community or network that is able to successfully deal with conflict through negotiation, consultation and compromise demonstrates a capacity for problem solving and cooperation. This is due to mechanisms being in place that allow for the recognition and appreciation of diverse points of view, and to reconcile them to an outcome which is satisfactory for all parties involved through debate (Black and Hughes 2001).

POSSIBLE INDICATORS AND DATA ITEMS

The indicators presented below have been selected to denote concepts of conflict resolution and problem solving and the propensity to use negotiation in these processes.

3.3.1 Resolving conflict through discussion

INDICATORS

The proportion of people who believe that conflicts can often be resolved through discussion.

The proportion of people who believe that conflicts can never be resolved through discussion.

3.3.1 *Resolving conflict through discussion*
continued

DATA ITEM

Level of agreement that conflicts can be resolved by discussion

1. Never
2. Rarely
3. Sometimes
4. Often

3.3.2 *Confidence in mechanisms for dealing with conflict*

INDICATOR

Level of confidence people have in their local council/local government in managing conflict within the community.

DATA ITEM

- Level of confidence for managing conflict in local government/council
- Not effective
- Moderately effective
- Effective
- Mostly effective
- Very effective.

The equivalent indicator using the same form of data item is adopted for the following;

- Police
- Legal system
- Ombudsman
- Democratic processes.

3.3.3 *Willingness to seek mediation*

INDICATOR

The proportion of people who would be willing to seek mediation in regard to a conflict with neighbours.

DATA ITEM

Willingness to seek mediation over neighbourhood dispute

1. No
2. Maybe
3. Yes
4. Yes, Definitely

3.3.4 *Dealing with local problems*

INDICATOR

The proportion of people who have taken action to attempt to solve a local problem.

DATA ITEM

Action taken to solve local problem

0. Not applicable
1. Yes
2. No

INDICATOR

3.3.4 Dealing with local problems *continued*

The proportion of people who have taken action to attempt to solve a local problem, by type of action.

DATA ITEMS

Action taken to solve local problem — talked to neighbours

- 0. Not applicable
- 1. Yes
- 2. No

The same form of data item is adopted for the following actions:

- Contacted a local politician (Commonwealth or state government)
- Contacted the appropriate organisation to deal with the problem (e.g. the police, council)
- Attended a public meeting
- Joined an action group.

3.4 Applying Sanctions

DEFINITION

Applying sanctions is the means by which a moral code or social norm is enforced, either positively in the form of rewards or negatively by means of punishment. Sanctions may also be formal, such as legal penalties, or informal, such as ostracism (Jary and Jary 2000).

The operation of social sanctions is an all-pervasive factor in social relations, and they are normally applied if the norms or values of the group or community are disobeyed or ignored.

DISCUSSION

Negative sanctions are applied to those who act without regard to a set of generally agreed upon societal 'rules'. Positive sanctions may be applied to those who observe these rules, or exceed them.

The application of sanctions may be formal, or informal. An example of the application of a formal negative sanction might include legal penalties such as prosecution and imprisonment. Positive formal sanctions might include recognition in the community through awards and accolades such as the award of the Order of Australia medal. Informal negative sanctions may include ostracism and discrimination. Positive informal sanctions might include social popularity and community acceptance.

The sanctions that accompany certain norms and rules are also generally agreed upon, or may at least be predicted, which ensures that those who disregard the social norms and moral code of the group may expect to be punished (Pretty & Ward 2001). Sanctions are enforced by a group or community to demonstrate disapproval of behaviours considered anti-social, or outside of group norms, or to demonstrate approval of behaviours viewed as desirable. Sanctions generally place the interests of the collective above those of the individual (Pretty & Ward, 2001).

POSSIBLE INDICATORS AND DATA ITEMS

The indicators presented below have been selected to denote concepts of conflict resolution and problem solving and the propensity to use negotiation in these processes.

3.4.1 Perception of willingness to intervene in anti-social behaviour

INDICATOR

The proportion of people who believe their neighbours would intervene if children were absent from school without parental consent.

DATA ITEM

Expectation that neighbours would intervene if children were absent from school without parental consent

1. Yes
2. No
3. Don't know

The equivalent indicator using the same form of data item is adopted for the following;

- Someone was spray painting graffiti on a local building
- Children were showing disrespect to an adult
- A fight broke out in front of their house.

3.4.2 Willingness to allow
behaviour against norms

INDICATOR

The proportion of people that would allow people with views outside of the group norm to make a speech in their town, city or community.

DATA ITEM

Attitude to allowing views outside group norms to be expressed in town, city or community

1. Should be allowed
2. Should not be allowed
3. Don't know.

4. NETWORK TYPES

4.1, 4.2, 4.3 Bonding,
Bridging and Linking

DEFINITION

In the ABS Social Capital Framework, network types is a higher level classification, drawing on and relating to many other aspects of the framework, such as trust, norms, density and openness sharing knowledge, acceptance of diversity, and inclusiveness. These network types are usually divided up into bonding, bridging and linking.

In the framework bonding refers to those relationships that you have with people like you. It produces strong 'in-group' loyalty. (Woolcock 2000) Bonding ties are described as the strong ties that develop between people of similar background and interests, usually include family and friends, provide material and emotional support, and are more inward-looking and protective.

In the framework bridging refers to relations with friends, associates and colleagues with different backgrounds, for example different socioeconomic status, age, generation, race or ethnicity. (Woolcock 2000) Bridging may also refer to those relationships where a single person or a small number of people are members of diverse groups.

Bonding and bridging are not completely mutually exclusive. Groups from a similar background are not similar in every respect, and may provide bridging links across, for instance, generations or sexes or educational achievement. Conversely, in groups from different ethnic backgrounds people may find others of the same age and sex with a common educational background and interests.

In the framework linking refers to relations within a hierarchy of different social layers, where power, social status and wealth are accessed by different groups (OECD 2001a).

Linking social capital involves relationships with those in authority and positions of power and is useful for garnering resources (Stone, Gray & Hughes 2003). Relationships between the government and communities are included here.

DISCUSSION

Bonding, bridging and linking are viewed as significant aspects of social capital, and in particular the level and balance of the different types of networks within a community may be considered as important. Weakness or exaggeration in any of these, leading to lack of balance between them, can be limiting to the people involved, oppressive or dangerous to others or a threat to social harmony.

Social cohesion in part depends on a balance of bonding, bridging, and linking ties. Social cohesion is characterised by "strong levels of trust and norms of reciprocity that bond groups, the abundance of bridging that transgresses social divisions, and mechanisms of conflict management (responsive democracy, an independent judiciary, etc.) that enable just links to exist between unequal groups, including government and communities. Therefore, social cohesion represents the presence of well-integrated horizontal (bonding and bridging) and vertical (linking) social capital" (Cullen & Whiteford 2001).

Strongly bonded groups in a society with no bridging between them may be very disruptive. Strong bonding ties allow particular communities or groups to develop a sense of identity and common purpose, without bridging ties, bonding ties may become a basis for the pursuit of narrow interests, and can actively exclude outsiders. The Ku Klux Klan, the Mafia and terrorist groups have all been used as examples of groups within

4.1, 4.2, 4.3 *Bonding, Bridging and Linking continued*

DISCUSSION *continued*

society that have high levels of bonding ties, but low levels of or lack of interest in developing bridging ties. Marginalised groups experiencing income inequality may or may not have strong bonding ties, but usually have weak bridging and linking ties.

On the other hand, strong linking networks not balanced by bridging ties may provide a range of advantages, perhaps including less strict application of regulations or sanctions or greater access to funding for favoured people or groups. This for the community or society can introduce the potential for or practice of corruption. Corruption can damage a community by eroding justice and trust, and shifting cost burdens. The exaggeration of these types of ties can lead to a breakdown in social cohesion. For social capital to best enhance civility and the community harmony as a whole, the existence of a balance between these types of networks may be best.

It may also be noted that these network types may be more prominent in various life stages or under different circumstances. For example, in childhood and old age, bonding social capital is important to health. Bonding relationships provide opportunities for social support and assistance, which are particularly important to health in these stages of life. As people enter the labour market, bridging social capital becomes important for finding employment, and employment may lead to opportunities for bridging relationships.

POSSIBLE INDICATORS AND DATA ITEMS

The indicators of network types have been selected to reflect aspects of bonding, bridging and linking

4.1 *Bonding*

The following set of indicators relate to expressions of bonding. These include group homogeneity and density of formal networks.

4.1.1 *Group homogeneity*

INDICATOR

The proportion of people whose main group involvement mostly includes people who have the same first language.

DATA ITEMS

Whether members in main group have same first language as respondent

- 0. Not applicable
- 1. All
- 2. Most
- 3. About half
- 4. Few
- 5. None

The same form of indicator and data item is adopted for the following;

- Those from an ethnic group that is visibly different
- Those with roughly the same level of education
- Those from a similar family income level
- Those in the same age group.

4.1.2 Density of formal networks

INDICATORS

The proportion of the population with closed formal networks (if groups contain all the same people).

The proportion of the population with dense formal networks (if groups contain mostly or about half the same people).

DATA ITEM

Density of formal network

- 0. Not applicable
- 1. All
- 2. Most
- 3. About half
- 4. Few
- 5. None

4.2 Bridging

The following set of indicators relate to expressions of bridging. These include group diversity, heterogeneity, density of formal networks, openness of local community and low bridging.

4.2.1 Group Diversity

INDICATOR

The proportion of the population who undertake activities with few or no people who have the same first language.

DATA ITEMS

Whether members in main group have the same first language as respondent

- 0. Not applicable
- 1. All
- 2. Most
- 3. About half
- 4. Few
- 5. None

The equivalent indicator and the same form of data item is adopted for the following:

- Those from an ethnic group that is visibly different
- Those with roughly the same level of education
- Those from a similar family income level
- Those in the same age group.

The same indicator and data item are also found in 1.1.5.3 Group Diversity, Acceptance of Diversity.

4.2.2 Density of formal networks

INDICATOR

The proportion of the population who bridge formal networks (if groups participate in contain a few or none of the same people).

4.2.2 *Density of formal networks continued*

DATA ITEM

Density of formal networks

0. Not applicable
1. All of the same people
2. Most of the same people
3. About half of the same people
4. A few of the same people
5. None of the same people

4.2.3 *Openness of local community*

INDICATOR

The proportion of the population who consider their local community to be welcoming of newcomers.

DATA ITEM

Perception of welcoming community

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

4.2.4 *Low bridging*

INDICATOR

The proportion of the population who have felt isolated and cut off from society in the last year due to sexism.

DATA ITEMS

Low bridging ties due to sexism

0. Not applicable
1. Yes
2. No

The same form of indicator and data item is adopted for the following;

- Racism
- Homophobia
- Discrimination relating to disability
- Other.

4.3 *Linking*

The following indicator relates to links to institutions as an expression of linking.

4.3.1 *Links to institutions*

INDICATORS

The proportion of people who have personal links to institutions.

The proportion of people who have personal links to institutions, by type of institution.

4.3.1 *Links to institutions*
continued

DATA ITEMS

Have personal links to institutions

1. Yes
2. No

Type of institution has personal link to: Legal system

1. Yes, have personal link to the legal system
2. No, do not have personal link to the legal system

The same forms of the data item is adopted for the following types of institutions:

- The legal system
- A religious institution
- The police
- The media
- Unions
- Government
- Political parties
- Universities
- Business.

4.4 *Isolation*

The following set of indicators relate to expressions of isolation. These include lack of activity in groups and feelings of social isolation.

4.4.1 *Lack of activity in groups*

INDICATOR

The proportion of the population with no formal networks (if not active in groups).

DATA ITEM

Whether belongs to a group

1. Yes
2. No

4.4.2 *Feelings of social isolation*

INDICATOR

The proportion of the population who have felt isolated and cut off from society in the last year, by type of reason.

DATA ITEMS

Reason for feeling isolated: Paid work

0. Not applicable
1. Yes
2. No

The same form of data item is adopted for the following:

- Child care responsibilities
- Other caring responsibilities
- Lack of own transport
- Irregular or expensive public transport
- No friends

4.4.2 *Feelings of social isolation continued*

- No family
- Problems with physical access
- Other.

OTHER RELATED INDICATORS

The following indicators are additional indicators related to bonding, bridging and linking which may be found in 1.1.5 Acceptance of diversity and inclusiveness, 2.5 Power relationships and 3.2.1 Sharing support (Knowledge, information and introductions)

1.1.5.1 Acceptance of different lifestyles

2.5.1 Contact with organisations

3.2.1.3 Job search methods

APPENDIX 1 SOCIAL AND OTHER CAPITALS

APPENDIX 1 — SOCIAL AND OTHER CAPITALS

In recent years, the OECD has progressed work in the areas of human and social capital. They have described the role of human capital and social capital in contributing to human wellbeing, and the related policy implications OECD (2001a). The OECD has also examined in detail the concept of sustainable development and the relevant issues and policy implications OECD (2001b). Recognition of the complex interactions between economic, environmental and social dimensions, and the capacity of stocks of the different types of capital (natural; produced economic; human; and social) to fulfil the needs current generations without compromising the capacity to fulfil the needs of future generations are key to the concept of sustainable development, and are themes reflected in both of these OECD publications.

The work of the OECD in the area of human and social capital, and the work describing the linkages of the different types of capital to wellbeing and sustainable development have been an important influence on the way in which the types of capital and the interactions between them are presented and described in the ABS Social Capital Framework. The following material drawn from the work of the OECD complements the material presented in Chapter 3 of this information paper describing the types of capital and their interactions, in providing additional detail and relevant background material. The following paragraphs draw on the OECD perspective to provide a summary of the different types of capital and their interactions and the role of the types of capital in contributing to wellbeing and the goal of sustainable development.

TYPES OF CAPITAL

OECD suggests that the capacity to satisfy a society's needs depends on the different types of capital available to it. The four types of capital identified in the ABS Social Capital Framework and also reflected in the OECD framework are:

Produced economic capital — the produced means of production like machinery, equipment and structures, but also non-production related infrastructures, non-tangible assets, and the financial assets that provide command over current and future output streams;

Natural capital — the renewable and non-renewable resources which enter the production process and satisfy consumption needs, as well as environmental assets that have amenity and productive use, and are essential for the life support system;

Human capital — the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal wellbeing.

Social capital — Networks, together with shared norms, values and understanding that facilitate co-operation within and between groups.

A characteristic of all types of capital is that stocks depreciate over time and increase through investment and (in some cases) natural regeneration. For all of these resources, changes in flows take time to affect underlying stock. Another common feature of all types of capital is that they accumulate and are restored slowly, while they can be dissipated quickly if not used sustainably (OECD 2001b).

As noted in the discussion of the ABS Social Capital Framework in Chapter 3, the interactions between different types of capital affect wellbeing through a variety of different channels and produce different types of returns. The returns can be of an economic or non-economic nature, and accrue to individuals or groups. Education for example, increases the earnings capacity of individuals and in doing so confers a private benefit to the individual. However, education may also impact favourably on non-economic variables, e.g. by lowering crime rates, and in this way confer a benefit to a wider group or society as a whole (OECD 2001b).

A further feature of capital is that the returns gained from investment in capital can accrue to different sources:

- directly to their owners, as is the case in produced economic capital

APPENDIX 1 SOCIAL AND OTHER CAPITALS *continued*

TYPES OF CAPITAL *continued*

- or to other family members, as in the case of the impact of parent's education on their children
- to the community where individuals live, for example the impact of social capital on neighbourhood crime
- or to societies at large such as in the case of natural capital.

It is also important to note that the effects of different types of capital on human wellbeing are mediated by political, institutional and legal arrangements (such as those establishing property rights and enforcing contracts and obligations) and by the extent to which these institutions are accountable and democratic (OECD 2001b).

The concept of sustainability emphasises the interactions between the environment, economy and society, and therefore the interactions between the different types of capital. The criteria for each dimension of sustainability are somewhat different and not always mutually compatible in the short term.

The requirements for economic sustainability include strong and durable economic growth, such as preserving financial stability, a low and stable inflationary environment, and capacities to invest and innovate. Environmental sustainability focuses on maintaining the integrity, productivity and resilience of biological and physical systems, and preserving access to a healthy environment. Social sustainability emphasises the importance of high employment, of safety nets capable to adapt to major demographic and structural changes, of equity and of democratic participation in decision making (OECD 2001b). Where these objectives are not compatible in the short term, the goal of societies is to balance various needs, optimise wellbeing, and find solutions to deal with the unavoidable trade offs that this process entails.

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS

APPENDIX 2 — SELECTED SOCIAL CAPITAL SURVEYS

This appendix presents information about a selected range of existing surveys that include questions that measure different aspects of social capital. Examination of questions from these surveys has informed our development and selection of the social capital indicators and data items that are presented in this discussion paper. The ABS recognises that the surveys listed here do not represent the full range of surveys that have included questions to measure aspects of social capital.

The surveys described represent a range of surveys that have collected social capital related information. These surveys include current ABS surveys, surveys conducted by other national statistical agencies, collections by international statistical organisations, surveys conducted by state government departments in Australia, and surveys conducted by research institutions and academics, both in Australia and overseas. The ABS has not assessed the quality of the non-ABS surveys described in this appendix.

1. AUSTRALIAN SURVEYS

1.1 Australian Business

Generosity Survey 2000–01

Organisations/departments involved: Australian Bureau of Statistics, Prime Minister's Community Business Partnership (CBP).

Social capital aspects: community support — business relationships with community organisations and individuals, donations (with no benefit), social cohesion.

Other areas covered by the survey: also covers types of activities organisations donated, sponsored and gave business to community projects, and barriers to donating, sponsoring and providing business to community projects.

Relevant Publication: *Generosity of Australian Businesses, 2000–01* (cat. no. 8157.0), ABS, Canberra.

Contact:

Director,
Economic Activity Surveys BSC Section
Phone: (02) 6252 5521
Email: <client.services@abs.gov.au>.

1.2 General Social Survey, *Australia, 2002*

Organisations/departments involved: Australian Bureau of Statistics, Family and Community Services.

Social capital aspects: social participation (including IT use), social networks, social support, fear of crime.

Other areas covered by the survey: household information, demographics, marital status, education, employment and labour force status, transport, health, life stressors, crime, information technology, financial stress, income, dwelling questions, assets and liabilities.

Relevant publication: *General Social Survey: Summary Results, Australia* (cat. no. 4159.0).

Contacts:

Director,
Living Standards Section
Phone: (02) 6252 6098
Email: <client.services@abs.gov.au>.

1.3 Labour Force Survey, *including Supplementary survey on Job Search Experience, 2000*

Organisations/departments involved: Australian Bureau of Statistics.

Social capital aspects: job linking networks, economic participation.

Other areas covered by the survey: labour force status, length of unemployment, hours worked, occupation, family type, birthplace, underemployment, demographics.

Relevant Publication: *Job Search Experience, 2000* (cat. no. 6202.0).

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS *continued*

1.3 Labour Force Survey,
including Supplementary
survey on Job Search
Experience, 2000 *continued*

Contact:
Director,
Labour Force and Supplementary Surveys
Phone: (02) 6252 5489
Email: <client.services@abs.gov.au>.

1.4 New South Wales Child
Health Survey

Organisations/departments involved: NSW Department of Health.
Social capital aspects: social participation, voluntary work and activity, trust and trustworthiness, physical assistance and emotional support, inclusiveness and sense of belonging, bridging.

Other areas covered by the survey: health service use, health status, sleeping position, breastfeeding, child nutrition, food security and hunger, immunisation, asthma, emotional and behavioural problems, home visiting, parental support services, sun exposure, disability, family functioning, injury, television watching, school attendance, child care attendance, adult smoking at home or during pregnancy, demographics.

Relevant publication:

<<http://www.health.nsw.gov.au/public-health/phb/NSWChildHealthSurvey2001.pdf>>.

Contact:

email: <nswhealth@doh.health.nsw.gov.au>.

1.5 Survey of Disability,
Ageing and Carers

Organisations/departments involved: Australian Bureau of Statistics.

Social capital aspects: social support, social participation, receipt of assistance needed, provision of care, ability to make and maintain friendships

Other areas covered by the survey: disabling conditions, self-perceptions of health and wellbeing, self-care, aids and assistance required or used, housing, education, assistance needed or received, transport, employment and employment limitations, income.

Relevant Publication: Disability, Ageing and Carers: Summary of Findings, 1998 (cat. no. 4430.0), ABS, Canberra.

Contact:

Director,
Family and Community Statistics
Phone: (02) 6252 6316
Email: <client.services@abs.gov.au>.

1.6 Time Use Survey, 1997

Organisations/departments involved: Australian Bureau of Statistics.

Social capital aspects: social context of activities, time spent on social and civic activities, unpaid work.

Other areas covered by the survey: Time spent on other activities, such as caring for children, fitness and health, travel, technology use and paid work.

Relevant Publication: How Australians Use Their Time, 1997 (cat. no. 4153.0), ABS, Canberra.

Contact:

Director,
Family and Community Statistics
Phone: (02) 6252 6316
Email: <client.services@abs.gov.au>.

1.7 Voluntary Work Survey,
2000

Organisations/departments involved: Australian Bureau of Statistics.

Social capital aspects: organisational involvement, social support, civic participation.

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS *continued*

1.7 Voluntary Work Survey,
2000 *continued*

Other areas covered by the survey: demographics, information on the types of organisations persons volunteered for, regularity of voluntary work, length of time since first volunteered, number of organisations volunteered for.

Relevant Publication: *Voluntary Work, Australia 2000* (cat. no. 4441.0).

Contact:

Director,
Family and Community Statistics
Phone: (02) 6252 6316
Email: <client.services@abs.gov.au>.

1.8 Collaborative Health and
Wellbeing Survey, Australia
(Western Australia, South
Australia, Northern Territory)

Organisations/departments involved: Commonwealth Department of Health and Ageing (DOHA), National Public Health Partnership (NPHP).

Social capital aspects: Sense of efficacy (locus of control).

Other areas covered by the survey: demographics, quality of life (mental and physical health and feelings), health conditions, medication use, health service use, Kessler 10 scale (psychological distress), health risk factors.

Relevant web site publications:

<<http://www.health.wa.gov.au/publications/documents/Designmethod.pdf>>
<<http://www.dhs.sa.gov.au/pehs/PROS/sercis-publications.html>>.

1.9 Community Capacity
Questionnaire, Tasmania,
2001

Organisations/departments involved: Department of Health and Human Services, Tasmania, Department of Human Services, Victoria.

Social capital aspects: trust and trustworthiness, acceptance and tolerance for diversity, physical assistance and emotional support, inclusiveness and sense of belonging, sense of efficacy, network structure, linking.

1.10 Community Participation
Survey, Surf Coast Shire,
2001

Organisations/departments involved: Institute of Social Research at Swinburne University of Technology, funded by the Australian Research Council, local governments and universities.

Social capital aspects: civic participation, social participation, trust/trustworthiness, sharing knowledge and information, inclusiveness and sense of belonging to community, sense of efficacy, network structure (social anchorage), perceptions of a community, importance of local issues and governance, community values and priorities.

Other areas covered by the survey: demographics including educational level and occupation.

Relevant Publication:

<<http://www.sisr.net/programcsp/occasionalpapers/surfcoastSurvey.PDF>>.

Web site: <www.swin.edu.au>.

1.11 Families, Social Capital
and Citizenship Survey, 2001

Organisations/departments involved: Australian Institute of Family Studies.

Social capital aspects: trust, reciprocity, networks, social capital within and beyond the family, provision and availability of services, fear of crime, civic practices, citizenship values.

Other areas covered by the survey: age, gender, ethnicity, class, family functioning, family structure, demographics, crime rate, labour force participation, income, wealth, health.

Relevant publication: <<http://www.aifs.gov.au/institute/pubs/RP27.pdf>>.

Web site: <www.aifs.org.au>.

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS *continued*

1.12 Health and Participation Survey, 1997 (Adelaide Health Development and Social Capital Project)

Organisations/departments involved: The Department of Public Health, Flinders University of South Australia, and the South Australian Community Health Research Unit.

Social capital aspects: civic participation, social participation, voluntary work and activity, trust and trustworthiness, physical assistance and emotional support, sharing knowledge and information, inclusiveness and sense of belonging, sense of efficacy, network structure, bonding, linking.

Other areas covered by the survey: health status, time use, demography.

Contact:

Department of Public Health,
Flinders University of South Australia
email: <public.health@flinders.edu.au>.

1.13 The Australian Longitudinal Study of Women's Health

Organisations/departments involved: University of Newcastle and Australian Department of Health and Ageing.

Social capital aspects: social participation, networks, social and emotional support, violence: trust/trustworthiness.

Other areas covered by the survey: Use of and Satisfaction With Health Care Services, Life Stages and Key Events, Weight and Exercise.

Web site: <<http://www.newcastle.edu.au/centre/wha/>>.

1.14 The Queensland Household Survey

Organisations/departments Involved: Queensland Department of Premier and Cabinet, and other Queensland Government Departments and Agencies.

Social capital aspects: Social and civic participation, community support, linking, community confidence, applying sanctions, acceptance of diversity and inclusiveness.

Other areas covered by the survey: The QHS is an omnibus survey, therefore topics vary considerably between surveys and within surveys. Questions submitted are based on the requirements of the relevant department/agency.

Web site:

<http://www.oesr.qld.gov.au/views/statistics/products/surveys/qhs/qhs_fs.htm>.

1.15 Social Capital Questionnaire, 1998 (Measuring Social Capital in Five Communities in NSW, Onyx and Bullen)

Organisations/departments involved: University of Technology Sydney (provided partial funding), The Local Community Services Association of NSW, Bankstown Community Resource Centre, Deniliquin Council for Social Development, The Harris Centre, West Wyalong Neighbourhood Centre.

Social capital aspects: Civic participation, social participation, voluntary work and activity, trust and trustworthiness, acceptance and tolerance for diversity, physical assistance and emotional support, sharing knowledge and information, inclusiveness and sense of belonging, reciprocity and altruism, sense of efficacy, network structure, bonding, bridging.

Other areas covered by the survey: employment and socioeconomic status, demographics.

1.16 Victorian Population Health Survey, 2001

Organisations/departments involved: Victorian Department of Human Services.

Social capital aspects: social networks and support structures, social and community participation, civic involvement and empowerment, trust in people and social institutions and tolerance for diversity.

Other areas covered by the survey: demographics, health care use, health service issues — access to care and propensity to seek care, nutrition, alcohol, smoking, attitudes to smoking, asthma, blood pressure, diabetes, physical activities, self-reported health status, health conditions.

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS *continued*

1.16 Victorian Population
Health Survey, 2001 *continued*

Web site: <<http://www.dhs.vic.gov.au/phd/healthsurveillance/>>.

2. INTERNATIONAL SURVEYS

2.1 British Crime Survey,
2001, United Kingdom

Organisations/departments involved: Office of National Statistics, Home Office.

Social capital aspects: fear of crime, perceptions of neighbourhood, perceptions of equality and prejudice.

Other areas covered by the survey: experiences of crime — property and personal, security, violence at work, experience of household fires, illegal drug use, sexual victimisation.

Contact:

SSD Project Support Branch

Email: <ssdpsb@ons.gov.uk>

Web site: <<http://www.homeoffice.gov.uk/rds/index.htm>>.

Recent British Crime Survey publications are available on the Home Office Research and Statistics web site.

2.2 Canadian General Social
Survey: Survey on Social
Engagement in Canada, 2003

Organisations/departments involved: Statistics Canada — Housing, Family and Social Statistics Division.

Social capital aspects: social engagement, social participation, civic participation, safety, trust and reciprocity, bridging.

Other areas covered by the survey: health, disability, cultural background, internet use, experiences in youth, employment, educational attainment, dwelling information, income.

Contact:

Email: <infostats@statcan.ca>

Web site: <<http://www.statcan.ca>>.

2.3 Ethnic Diversity Survey,
2002, Statistics Canada

Organisations/departments involved: Statistics Canada

Social capital aspects: identity, social and civic participation, social networks, interaction with society, attitudes, trust and satisfaction.

Other areas covered by the survey: demographics, family and household composition, ethnic ancestry, place of birth, religion, socioeconomic activities, languages, family background.

Contact:

Client Services and Dissemination

Housing, Family and Social Statistics Division

Email: <hfsslf@statcan.ca>

Web site: <<http://www.statcan.ca>>.

Information from this survey will be available in September 2003.

2.4 European Social Survey,
2002

Organisations/departments involved: primarily National Centre for Social Research, funded by European Commission's 5th Framework Programme, supplementary funds from the European Science Foundation.

Social capital aspects: trust, civic participation, social participation, values, reciprocity.

Other areas covered by the survey: use of the media, demographics (sex, age, educational level, income, marital status etc.).

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS *continued*

2.4 *European Social Survey, 2002 continued*

Contact:
European Social Survey,
Central Co-ordinating Team,
National Centre for Social Research,
Email: <ess@natcen.ac.uk>
Web site: <<http://www.europeansocialsurvey.org>>.

2.5 *General Household Survey, 2000–01, UK*

Organisations/departments involved: Office of National Statistics (ONS), Health Department Authority, United Kingdom.

Social capital aspects: views about local area, reciprocity, trust, social networks and support.

Other areas covered by the survey: household and family information, housing tenure and household accommodation, consumer durables including vehicle ownership, employment, health and use of health services, smoking and drinking, marriage, cohabitation, fertility, income, demographics.

Relevant publication:

<http://www.statistics.gov.uk/downloads/theme_social/perceptions_social_capital.pdf>.

Web site: <<http://www.statistics.gov.uk/>>.

2.6 *The Internet and Daily Life, October/November 2001*

Organisations/Departments involved: Princeton Survey Research Consultants, Pew Research Centre.

Social capital aspects: Social participation, communication mode, networks of support, network frequency.

Other areas covered by the survey: Time use, use of the internet, internet activities (communication, business, commerce), basic demographics.

2.7 *Millennium Poverty and Social Exclusion Survey, 1999*

Organisations/departments involved: Universities of York, Bristol and Loughborough. Funded by the Joseph Rowntree Foundation and field work and advice undertaken by the Office of National Statistics.

Social capital aspects: social participation, voluntary work and activity, acceptance and tolerance for diversity, physical assistance and emotional support, inclusiveness and sense of belonging, sense of efficacy, network structure, bonding relationships.

Over areas covered by the survey: changes over time (comparison between from when last participated in General Household Survey), housing, health, time use, necessities of life, finance and debt, poverty (intra-household poverty, poverty over time, absolute and overall poverty, area deprivation, local services, crime, school, perceptions of poverty).

Web site: <<http://www.bris.ac.uk/poverty/pse/>>.

2.8 *Social Capital Benchmark Survey (Final and Draft versions), 2000*

Organisations/departments involved: designed by the Saguaro Seminar: Civic Engagement in America, at the John F Kennedy School of Government, Harvard University.

Social capital aspects: civic participation, social participation, voluntary work and activity, trust and trustworthiness, acceptance and tolerance for diversity, physical assistance and emotional support, sharing knowledge and information, inclusiveness and sense of belonging, reciprocity and altruism, sense of efficacy, network structure, bonding, bridging, linking.

Other areas covered by the survey: Draft includes some questions not included in the survey in the introduction to the survey, health, employment status, education level, income.

Web site: <<http://www.cfsv.org/communitysurvey/>>.

APPENDIX 2 SELECTED SOCIAL CAPITAL SURVEYS *continued*

2.9 World Bank Social Capital Survey, Republic of Uganda, 1998–1999

This Global Social Capital Survey, which includes questions on: groups and networks; subjective wellbeing; political engagement; sociability and everyday social interactions; community activities; relations with government; identity; violence and crime; communications; and demographics, was conducted in Uganda (and a similar version in Ghana) during 1998–99. It was designed by Deepa Narayan, Senior Advisor in the Poverty Reduction and Economic Management Network of the World Bank.

There is currently no information available on survey methodology, response rates and sample sizes for this survey.

2.10 World Values Survey, 2000–01

Organisations/departments involved: many research institutes, universities etc. involved in each country. The project is guided by a steering committee representing all regions of the world. Coordination and the distribution of WVS data is based at the Institute for Social Research, University of Michigan.

Social capital aspects: life satisfaction, bonding, bridging, trust, civic participation, social participation, voluntary work, tolerance for diversity, values, sense of belonging.

Other areas covered by the survey: covers a broad range of subject matter, such as work, attitudes to life, family, social and political opinions, demographics.

3. PUBLICATIONS

3.1 Black, A & Hughes, P (2001) *The Identification and Analysis of Indicators of Community Strength and Outcomes*

This publication contains various indicators of social capital from a wide variety of sources. Surveys or research project cited in this publication include: Australian Community Survey, conducted in 1998 by Black and Hughes; Trust and Citizen Engagement in Metropolitan Philadelphia, conducted in 1997 by the Pew Research Center; Social Capital Household Management Survey, conducted in 1999 by Krishna and Shrader; Social Capital Assessment Tool, also by Krishna and Shrader, developed in 1999; Short Version of the Sense of Community Index (SCI), developed by McMillan and Chaus in 1986; and Neighbourhood and Community Scale, developed by Glynn in 1981.

These measurement tools cover many aspects of social capital, including: civic participation, social participation, trust and trustworthiness, acceptance and tolerance for diversity, physical assistance and emotional support, sharing knowledge and information, inclusiveness and sense of belonging, reciprocity and altruism, sense of efficacy, bonding and linking.

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS

INTRODUCTION

This appendix presents information about a selected range of existing surveys that include questions that measure different aspects of social capital. The ABS recognises that the surveys listed here do not represent the full range of surveys that have included questions to measure aspects of social capital. A social capital question bank containing a wider range of social capital related questions drawn from existing surveys was compiled as part of the indicator development process. This question bank will soon be available on the social capital theme page of the ABS web site.

The development of the majority of the indicators and data items presented in this information paper has been informed by the examination of a range of existing surveys that contain questions on social capital. These surveys include current ABS surveys, surveys conducted by other national statistical agencies such as Statistics Canada and the Office of National Statistics in UK, collections by international statistical organisations, surveys conducted by state government departments in Australia, and surveys conducted by research institutions and academics, both in Australia and overseas. Example questions selected from these surveys for each of the framework elements are presented in this appendix. These example questions have been provided to illustrate how some agencies/researchers have collected such information. The ABS has not assessed the quality of these interview questions and does not endorse the use of any of the listed survey questions without rigorous testing in the Australian context.

1. NETWORK QUALITIES

1.1 Norms

The following example questions relate to: trust and trustworthiness; reciprocity; sense of efficacy; cooperation; and acceptance of diversity and inclusiveness.

1.1.1 Trust and Trustworthiness

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring trust and trustworthiness.

1.1.1.1 Generalised Trust

Example question:

Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?

- Most people can be trusted.
- Cannot be too careful with dealing with people.

Source: World Values Survey 2000–01, Institute of Social Research, University of Michigan.

1.1.1.2 Informal Trust

Example question:

Using a scale of 1 to 5, where 1 means cannot be trusted at all and 5 means can be trusted a lot, how much do you trust each of the following groups of people?

- People in your immediate family
- People in your wider family
- Friends
- People in your neighbourhood
- People you work with or go to school with

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

1.1.1.3 Institutional Trust

Example question:

I'd like to ask you about the level of confidence you have in various institutions. For each type of institution I name, could you tell me whether you have a great deal of confidence, quite a lot of confidence, not very much confidence, or no confidence at all.

- The Police Force
- The Legal System and the Courts
- The Health Care System
- The school system

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.1.1.3 Institutional Trust *continued*

- The Welfare System
- Federal parliament
- Banks
- Major Corporations
- Local Trade and Business people

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

1.1.1.4 Generalised Trustworthiness

Example question:

If you lost a wallet or purse that contained two hundred dollars, how likely is it to be returned with the money in it if it was found:

By someone who lives close by?

By a complete stranger?

- Very likely
- Somewhat likely
- Not at all likely
- Don't know

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

Example question:

Now I'd like to ask you to what extent you think various behaviours can be justified.

Using a scale of 1 to 5, where 1 means it can never be justified, and 5 means it can always be justified:

Do you think lying in your own interest can be justified?

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

1.1.1.7 Feelings of safety at home after dark

Example question:

How safe or unsafe do you feel at home after dark?

- Very unsafe
- Unsafe
- Neither safe nor unsafe
- Safe
- Very safe

Source: General Social Survey 2002, ABS.

1.1.2 Reciprocity

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring reciprocity.

1.1.2.1 Perception of reciprocity in the community

Example question:

Do you think that most people in your local community would be willing to contribute money and/or time to projects from which they would not receive any personal benefit?

- Will not contribute time
- Will contribute time
- Don't know/not sure.
 - Will not contribute money
 - Will contribute money
 - Don't know/not sure.

Source: Adapted from Social Capital Household Measurement Survey, Krishna & Shrader, 1999, cited in Black & Hughes 2001.

1.1.2.1 Perception of reciprocity in the community *continued*

This adaption in response categories is to allow the split of the contribution of time/money.

1.1.2.2 Donating time or money

Example question:

In the last three months have you

- Personally signed a cheque donating money to any of these types of organisations?
- Personally used a credit card to donate money to any of these types of organisations?
- Personally given a cash donation to any of these types of organisations?
- Personally donated money in other form to ant of these types of organisations?

(Donations exclude the purchasing of goods and raffle tickets, but includes doorknocks and sponsoring walkathons etc.)

- Yes
- No

Source: *Survey of Voluntary Work, 2000, ABS.*

Example question:

These are examples of the types of organisations or groups that people may do voluntary work for.

In the last 12 months, did you do do any unpaid voluntary work for one of these types of organisations?

- Yes
- No

Source: *Survey of Voluntary Work, 2000, ABS.*

1.1.2.3 Attitude towards contributing to the community

Example question:

Level of agreement with the statement:

I feel a responsibility to make a contribution to the community I live in.

I feel a responsibility to make a contribution, but not necessarily to the community where I live.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree.

Source: *Adapted from The Social Capital Benchmark Survey Draft, 2000, John F Kennedy School of Government, Harvard University.*

The adaption is the inclusion of scaled response categories.

1.1.3 Sense of Efficacy

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring sense of efficacy.

1.1.3.1 Perceptions of community efficacy

Example question:

Level of agreement with the statement:

If there was a serious problem in this community, people would get together and solve it.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.1.3.1 Perceptions of community efficacy *continued*

Source: Adapted from Neighbourhood Sense of Community Scale, cited in The identification and analysis of indicators of community strength and outcomes (Black & Hughes, 2001).

The adaption is to provide scaled response categories.

1.1.3.2 Sense of personal efficacy in the community

Example question:

Level of agreement with the statement:

Generally speaking, how much do you feel that you can influence things that are happening in your local community?

Scale from 1 (not at all) to 5 (a great deal).

Source: Community Participation Survey, Surf Coast Shire 2001, Institute for Social Research, Swinburne University of Technology.

1.1.3.3 Personal/community efficacy

Example question:

In the past year, have you taken any of the following actions to solve a local problem?

- Talked to neighbours about it
- Contacted a local politician
- Contacted the appropriate organisation to deal with the problem eg police, council
- Attended a public meeting
- Joined an action group

Source: Health and Participation Survey 1997, Department of Public Health, Flinders University of South Australia.

1.1.3.4 Efficacy in local decision making

Example question:

Thinking now about your own local community in Surf Coast Shire, how would you rate it on the item below?

People have opportunities to participate in the decisions made by their local government.

Scale from Very poor to very good

Source: Community Participation Survey, Surf Coast Shire 2001, Institute for Social Research, Swinburne University of Technology.

1.1.3.5 Perception of Efficacy

Example question:

Thinking now about your own local community in Surf Coast Shire, how would you rate it on the item below?

It's an active community, people do things and get involved in local issues and activities.

Scale from Very poor to very good

Source: Community Participation Survey, Surf Coast Shire 2001, Institute for Social Research, Swinburne University of Technology.

1.1.4 Cooperation

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring cooperation.

1.1.4.1 Cooperation in conservation of water resources and electricity

Example question:

If public officials asked everyone to conserve water or electricity because of some emergency, such as severe drought, how likely is it that people in your community would cooperate?

- Very likely
- Likely
- Neither/depends

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.1.4.1 Cooperation in conservation of water resources and electricity
continued

- Unlikely
- Very unlikely
- Don't know.

Source: The Social Capital Community Benchmark Survey Final Version 2000, John F Kennedy School of Government, Harvard University.

1.1.4.2 Support for community events

Example question:

Level of agreement with the following statement

There is strong local support for community events, such as show days and festivals.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree.

Source: Adapted from the Community Capacity Questionnaire 2001, Tasmanian Department of Health and Human Services.

The adaption is the inclusion of a five point named response scale.

1.1.4.4 Attitude to social and civic cooperation

Example question:

Please tell me for each of the following statements whether you think it can be justified, never justified or something in between.

- Claiming government benefits to which you are not entitled
- Avoiding a fare on public transport
- Cheating on taxes if you have a chance
- Someone accepting a bribe in the course of their duties.

Source: World Values Survey 2000–01, Institute of Social Research, University of Michigan.

1.1.5 Acceptance of Diversity and Inclusiveness

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring acceptance of diversity and inclusiveness.

1.1.5.1 Acceptance of different lifestyles

Example question:

Do you enjoy living among people of different lifestyles?

- No, not at all
- Not often
- Sometimes
- Yes, definitely.

Source: Victorian Population Health Survey 2001, Originally from Social Capital Questionnaire, Measuring Social Capital in Five Communities in NSW, 1998, J Onyx & P Bullen.

1.1.5.2 Support for Cultural Diversity

Example question:

Would you say that Australia's cultural life is generally enriched or undermined by people coming to live here from other countries?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree.

Source: Adapted from the European Social Survey, 2000.

The adaption is the inclusion of named scaled response categories.

1.1.5.3 Group diversity

Example question:

(Suite of questions related to the organisation that people are most active in)

Thinking of all of the people you met through this organisation...

How many have the same mother tongue as you?

How many come from an ethnic group that is visibly different from you?

How many are the same sex as you?

How many have roughly the same level of education as you?

How many are from a similar family income level as you?

How many are in the same age group as you?

- All
- Most
- About half
- A Few
- None.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

1.1.5.4 Expressions of negative behaviours toward cultural diversity

Example question:

Have you seen or experienced any negative attitudes towards yourself or other people, because of cultural or ethnic background?

- Yes
- No

Where have you seen or experienced negative attitudes?

- At work
- At school/university/TAFE
- In the community
- In the media
- Private opinions/family/friends
- Transport/taxis
- Public events
- Government services
- Real estate agents/private businesses
- Hotels/clubs
- Other.

Source: The Queensland Household Survey 2001, Queensland Department of Premier and Cabinet.

1.1.5.5 Perception of change in negative attitudes toward cultural diversity

Example question:

Do you feel that negative attitudes towards yourself or other people, because of cultural or ethnic background is increasing, decreasing or staying the same in your neighbourhood?

- Increasing
- Decreasing
- Staying the same.

Source: The Queensland Household Survey 2001, Queensland Department of Premier and Cabinet.

1.2 Common Purpose

The following example questions relate to: social participation; civic participation; community support; friendship; and economic participation.

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.1 Social Participation

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring social participation.

1.2.1.1 Participation in social activities

Example question:

In the last three months, did you participate in any of the following activities?

- Recreation group/ cultural group activities
- Community or special interest group activities
- Religious or spiritual activities
- Sport or physical activities
- Visited library, museum, or art gallery
- Went out to a restaurant/cafe/bar/club
- Attended sporting event as spectator
- Visited park/botanic gardens, zoo or theme park
- Cinema, theatre or concert
- Doing continuing education courses or classes
- Internet chatroom activities
- Visiting friends or being visited by friends
- Going out with a group of friends.

Source: Adapted from General Social Survey 2002, ABS.

The adaption has been to add some activities to the response category list. These additional categories would need to be tested.

1.2.1.2 Barriers to social participation

Example question:

Which of the following factors is important in preventing you from doing these activities?

- Not interested
- Can't afford to
- Fear of burglary, vandalism or personal attack
- Lack of time due to child caring responsibilities
- Lack of time due to other caring responsibilities
- Too sick, old or disabled
- Lack of time due to paid work
- No vehicle/poor public transport
- No one to go with (social)
- Feel unwelcome (due to disability, cultural difference, gender, age, etc.)
- None of these

Source: Millennium Poverty and Social Exclusion Questionnaire 1999, Townsend Centre for International Poverty Research, University of Bristol, UK

1.2.1.3 Membership in clubs, organisations or associations

Example question:

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

- A trade union or professional organisation
- A political party or group
- A sports or recreation organisation (such as hockey league, health club, golf club)
- A cultural, education or hobby organisation (such as theatre group, book club or bridge club)
- A religious affiliated group (such as church youth group or choir)
- A school group, neighbourhood, civic or community association (such as PTA, alumni, block parents, neighbourhood watch)
- A service club or fraternal organisation (such as Kiwanis, Knights of Columbus, The Legion)
- Any other type of organisation.

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.1.3 Membership in clubs, organisations or associations
continued

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

1.2.1.5 Number of groups active in

Example question:

Of how many such groups were you a member or participant in the past twelve months?
(Count)

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

1.2.1.6 Religious affiliation, if any

Example question:

What is your religion?

- Catholic (not Eastern Churches)
- Anglican (Church of England)
- Uniting Church
- Presbyterian
- Greek Orthodox
- Baptist
- Lutheran
- Islam
- Buddhism
- Other — please specify
- No religion

Source: *Standard ABS question on religion, for use in Census of Population and Housing 2001, ABS.*

1.2.1.7 Religious attendance

Example question:

Other than on special occasions (such as weddings, funerals or baptisms) how often did you attend religious services or meetings in the last 12 months? Was it:

- At least once a week
- At least once a month
- A few times a year
- At least once a year
- Not at all.
- Don't know

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

1.2.1.8 Duration of religious attendance

Example question:

Thinking of the place of worship you attended the most, how many years have you been attending religious services or meetings? Would it be:

- Less than 1 year
- 1 year to less than 2
- 2 years to less than 3
- 3 years to less than 4
- 4 years to less than 5
- Over 5 years
- Don't know

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.2 Civic Participation

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring civic participation.

1.2.2.1 Level of civic participation

Example question:

There are different ways of trying to improve things in (Australia) or help prevent things from going wrong.

During the past twelve months have you done any of the following?

- Contacted a politician, government or local government official
- Worked in a political party or action group
- Worked in another organisation or association
- Wore or displayed a campaign sticker or badge
- Signed a petition
- Taken part in a lawful public demonstration
- Boycotted certain products for political, ethical or environmental reasons
- Donated money to a political organisation or group
- Participated in illegal protest activities.

Source: European Social Survey, 2001.

1.2.2.3 Membership of clubs, organisations or associations

Same question has been included in 1.2.1 Social participation (see 1.2.1.3 Membership of clubs, organisations or associations).

1.2.2.5 Number of groups active in

Same question has been included in 1.2.1 Social participation (see 1.2.1.5 Number of groups active in).

1.2.2.6 Involvement in a committee

Example question:

In the past 12 months have you served as an officer or served on a committee for any local club or organisation?

Source: The Social Capital Community Benchmark Survey Final Version 2000, John F Kennedy School of Government, Harvard University.

1.2.2.7 Barriers to civic participation

Example question:

Which of the following factors is important in preventing you from doing these activities?

- Not interested
- Can't afford to
- Fear of burglary, vandalism or personal attack
- Lack of time due to child caring responsibilities
- Lack of time due to other caring responsibilities
- Too sick, old or disabled
- Lack of time due to paid work
- No vehicle/poor public transport
- No one to go with (social)
- Feel unwelcome (due to disability, cultural difference, gender, age, etc.)
- None of these.

Source: Millennium Poverty and Social Exclusion Questionnaire 1999, Townsend Centre for International Poverty Research, University of Bristol, UK

1.2.2.9 Knowledge of current affairs and news

Example question:

How frequently do you follow news and current affairs? (eg international, national, regional or local). Is it:

- Daily
- Several times each week
- Several times each month
- Rarely or never

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.2.9 Knowledge of current affairs and news
continued

- Don't know.

Example question:

What media do you use for this? Do you use: (Mark all that apply)

- The newspaper
- The magazines
- The television
- The radio
- The Internet.

Source: General Social Survey: Survey on Social Engagement in Canada, 2003, Statistics Canada.

1.2.2.10 Trade Union Membership

Example question:

Are you a trade union member?

- Yes
- No
- Don't know

Source: Employee Earnings, Benefits and Trade Union Membership 2002, ABS.

1.2.3 Community Support

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring community support.

1.2.3.1 Providing care outside the household

Example question:

Do you provide help with any of these tasks to anyone living outside this household, on a regular, unpaid basis?

- Self care
- Mobility
- Communication
- Health care
- Home help
- Home maintenance
- Meals
- Financial assistance
- Cognitive or emotional support
- Transport

What are the main reasons that you provide help with these tasks?

- Long-term illness or disability
- Old age
- Other.

Source: Survey of Disability, Ageing and Carers 2003, ABS.

1.2.3.2 Providing care in the household

Example question:

Do you provide help with any of these tasks to anyone living in this household, on a regular, unpaid basis?

- Self care
- Mobility
- Communication
- Health care
- Home help
- Home maintenance
- Meals
- Financial assistance
- Cognitive or emotional support

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.3.2 Providing care in the household *continued*

- Transport

What are the main reasons that you provide help with these tasks?

- Long-term illness or disability
- Old age
- Other.

Source: Survey of Disability, Ageing and Carers 2003, ABS.

1.2.3.3 Participation in voluntary work and activities

Example question:

The next question is about unpaid voluntary work, that is, help willingly given in the form of time, service or skills to a club, organisation or association. Please exclude any voluntary work done overseas.

These are examples of the types of organisations or groups that people may do voluntary work for. (prompt card)

In the last twelve months, did you do any unpaid voluntary work for one of these types of organisations?

- Sport/recreation/hobby
- Welfare/community
- Health
- Emergency services
- Education/training/youth development
- Religious
- Environmental/animal welfare
- Business/professional/union
- Law/justice/political
- Arts/culture
- Foreign/international (excluding work done overseas)
- Other organisation.

Source: Voluntary Work Survey, 2000, ABS.

1.2.3.4 Frequency of voluntary work

Example question:

Over the last 12 months how often have you usually worked for (specify organisation)?

- At least once a week
- At least once a fortnight
- At least once a month
- Several times a year
- Less regularly.

Source: Voluntary Work Survey, 2000, ABS.

1.2.3.6 Personal donations to any organisation or charity

Example question:

In the last three months have you

Personally signed a cheque donating money to any of these types of organisations?

Personally used a credit card to donate money to any of these types of organisations?

Personally given a cash donation to any of these types of organisations?

Personally donated money in other form to any of these types of organisations?

(Donations exclude the purchasing of goods and raffle tickets, but includes doorknocks and sponsoring walkathons etc.)

- Yes
- No

Source: Survey of Voluntary Work, 2000, ABS.

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.3.7 Business donations to any organisation or charity

Example question:

Did this business make any donations to organisations or individuals during the period covered by this form?

Was this business involved in any business to community projects during the period covered by this form?

Did this business sponsor any organisations or individuals during the period covered by this form?

Source: Business Generosity Survey 2000–01, ABS.

1.2.3.8 Membership in clubs, organisations or associations.

The same question has been included in 1.2.1 Social participation (see 1.2.1.3 Membership in clubs, organisations or associations)

1.2.4 Friendship

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring friendship.

1.2.4.1 Number of close relatives

Example question:

How many relatives do you have who you feel close to, that is, who you feel at ease with, can talk to about what is on your mind, or call on for help?

- None
- 1 or 2
- 3 to 5
- 6 to 10
- 11 to 20
- More than 20
- Don't know.

Source: General Social Survey: Survey on Social Engagement 2003, Statistics Canada.

1.2.4.2 Number of close friendships

Example question:

How many close friends do you have, that is, people who are not your relatives, but who you feel at ease with, can talk to about what is on your mind, or call on for help?

- None
- 1 or 2
- 3 to 5
- 6 to 10
- 11 to 20
- More than 20
- Don't know.

Source: General Survey, Survey on Social Engagement 2003, Statistics Canada.

1.2.4.3 Number of other friendships

Example question:

How many other friends do you have who are not relatives or close friends?

- None
- 1 or 2
- 3 to 5
- 6 to 10
- 11 to 20
- More than 20
- Don't know.

Source: General Social Survey: Survey on Social Engagement 2003, Statistics Canada.

1.2.4.4 Satisfaction with friendships

Example question:

How satisfied are you with the friends you have?

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

1.2.4.4 Satisfaction with friendships *continued*

- The number of friends you have
- The level of closeness you have with your friends.
- Not at all satisfied
 - Somewhat dissatisfied
 - Neither dissatisfied nor satisfied
 - Mostly satisfied
 - Very satisfied.

Source: Adapted from Tasmanian Healthy Communities Survey, 1998.

The adaption is to provide named scaled response categories.

1.2.4.5 Work friendship

Example question

About how many of these close friends are co-workers, either now or at some time in the past?

- All of them
- Most of them
- Less than half of them
- Only a few of them
- None of them.

Source: The Social Capital Benchmark Survey Draft 2000, John F Kennedy School of Government, Harvard University.

1.2.5 Economic participation

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring economic participation.

1.2.5.2 Previous work colleagues in current social network

Example question:

Number of previous workmates/associates that you keep in touch with

Count

Source: Families, Social Capital and Citizenship Survey 2001, AIFS.

1.2.5.3 Trust in work colleagues

Example question:

To what extent do you trust your work mates or associates to act in your best interests?

11 point scale ranging from '0 = Not at all' to '10 = Completely'

Source: Families, Social Capital and Citizenship Survey 2001, AIFS.

1.2.5.4 Friends and relatives as sources of finance and business information

Example question:

How helpful are your friends and relatives as a source of advice on finances and business?

- Very helpful
- Somewhat helpful
- Only a little helpful
- Not helpful at all

Source: Draft Social Capital Community Benchmark Survey 2000, John F Kennedy School of Government, Harvard University.

1.2.5.6 Membership and participation in unions, professional or technical associations

Example question:

In the past 12 months, were you a member of or participant in a union or professional organisation?

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2. NETWORK STRUCTURE

2.1 Network size

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring network size.

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

2.1.1 Source of support in a crisis

Example question:

If you needed to, could you ask someone (who does not live with you) for any of these types of support in time of crisis?

- advice on what to do
- emotional support
- help out when you have a serious illness or injury
- help in maintaining family or work responsibilities
- provide emergency money
- provide emergency accommodation
- provide emergency food.

Who could you ask for this support in a crisis? (if yes)

- friend
- neighbour
- family member
- work colleague
- community, charity or religious organisation
- local council or other government service
- health, legal or financial profession
- other.

Source: *General Social Survey, 2002, ABS.*

2.1.2 Close relatives or friends who live nearby

Example question:

Apart from the people that you live with, how many relatives and friends that you feel close to, live within a 15–20 minute walk or a 5–10 minute drive away from you?

- One or two
- Three or four
- Five or more
- None

Source: *General Household Survey 2000, Office of National Statistics, United Kingdom.*

2.1.3 Acquaintance with neighbours

Example question:

Would you say that you know...

- Most of the people in your neighbourhood
- Many of the people in your neighbourhood
- A few of the people in your neighbourhood
- Or that you do not know people in your neighbourhood

Source: *General Household Survey 2000, Office of National Statistics, United Kingdom.*

2.1.4 Links to institutions

Example question:

Do you have personal ties to any of the following: ('yes' or 'no' to each)

- The legal system
- A religious institution
- The police
- The media
- Unions
- Government
- Political parties
- Universities
- Big business.

Source: *Families, Social Capital and Citizenship Project, 2000–01, AIFS.*

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

2.2 Frequency and mode of communication

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring frequency and mode of communication.

2.2.1 Frequency of face-to-face contact with relatives

Example question:

In the last month, how often did you see relatives (outside of people you live with)? Was it:

- Every day
- A few times a week
- A few times a month
- Once a month
- Not in the last month.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.2.2 Frequency of face-to-face contact with friends

Example question:

In the last month, how often did you see friends (outside of people you live with)? Was it:

- Every day
- A few times a week
- A few times a month
- Once a month
- Not in the last month.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.2.3 Frequency of telephone contact with relatives

Example question:

In the last month, how often did you communicate by telephone with relatives (outside of the people you live with)? Was it:

- Every day
- A few times a week
- A few times a month
- Once a month
- Not in the last month.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.2.4 Frequency of telephone contact with friends

Example question:

In the last month, how often did you communicate by telephone with friends (outside of the people you live with)? Was it:

- Every day
- A few times a week
- A few times a month
- Once a month
- Not in the last month.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.2.5 Frequency of email/Internet contact with relatives

Example question:

In the last month, how often did you communicate with relatives on the internet (including by email)? Was it:

- Every day
- A few times a week

2.2.5 Frequency of email/Internet contact with relatives *continued*

- A few times a month
- Once a month
- Not in the last month.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.2.6 Frequency of email/Internet contact with friends

Example question:

In the last month, how often did you communicate with friends via the internet or email?
Was it:

- Every day
- A few times a week
- A few times a month
- Once a month
- Not in the last month.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.3 Density and openness

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring density and openness.

2.3.1 Nature of Informal Networks — family and friends

To what extent do the members of your family know each other's close friends?
(11-point scale of 0–10, where 0 = Not at all, and 10 = Completely)

Source: Families, Social Capital and Citizenship Project 2000–01, AIFS.

2.3.2 Nature of informal networks — friends

Example question:

Are your friends also friends with each other?

- Yes, all
- Mostly
- Some
- A Few
- No

Source: Families, Social Capital and Citizenship Project 2000–01, AIFS.

2.4 Network transience and mobility

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring network transience and mobility.

2.4.1 Length of residence in current locality

Example question:

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

- Less than 1 year
- 1 year to less than 3
- 3 years to less than 5
- 5 years to less than 10
- 10 years or more.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.4.2 Geographic mobility

Example question:

How often have you moved to a different local area or city in the past 3 years?
(Number of times)

Source: Adapted from Longitudinal Survey of Women's Health, March 2000.

2.4.3 Changes in intensity of involvement with organisations

Example question:

Over the past five years, would you say that your involvement with organisations has:

- Increased
- Decreased
- Stayed the same

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

2.4.4 Duration of involvement with organisation most active in

Example question:

I'd like to ask you a few questions about the organisation that you are most active in.

How long have you been involved with this organisation?

(Report number of years)

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

2.4.5 Change in intensity of involvement with organisation most active in

Example question:

Compared with last year, would you say your involvement with this organisation has:

- Increased
- Decreased,
- Stayed the same

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

2.4.6 Youth experiences in social, civic and community support activities

Example question:

Did you do any of the following when you were in primary school or high school?

(Answer 'Yes' or 'No' to each)

- Participate in an organised team sport
- Belong to a youth group (such as guides, scouts, a choir)
- Do some kind of volunteer work
- Go door-to-door to raise money for a cause or organisation
- Were you active in student government
- Were you active in a religious organisation.

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

2.4.7 Youth background — parent's voluntary work

Example question:

Did one or both of your parents do volunteer work in the community?

- Yes
- No

Source: *General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.*

2.4.8 Youth background — type of area of residence

Example question:

Which of the following best describe the community in which you lived when you were 15 years of age?

- A village or rural area (fewer than 3,000 people)
- A small town (3,000 to about 15,000 people)
- A town (15,000 to about 100,000 people)
- A city (100,000 to 1,000,000 people)
- close to the centre of a city with over 1,000,000 people
- elsewhere in a city with over 1,000,000 people

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

2.4.8 Youth background —
type of area of residence
continued

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.4.9 Youth background —
geographic mobility

Example question:

Up to the age of 15 years, how many times did you move from one neighbourhood to another?

0....15

Don't know.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

2.5 Power relationships

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring power relationships.

2.5.1 Contact with
organisations

Example question:

The following question is about institutions and organisations. For each one, could you tell me whether you know of someone in that organisation you would feel comfortable contacting if you needed information or advice?

- Queensland Parliament
- Members of Parliament
- Ministers
- Federal Government Agencies
- Queensland Government Agencies
- Local government Agencies
- Legal System
- Trade Unions
- Political Parties
- Media
- Universities
- Church or other Religious/spiritual Group
- School related group
- Volunteer Organisation or group (e.g. Rotary)
- Service Clubs
- Women's Organisations (e.g. Country Women's Association)
- Rural Industry Organisation (e.g. AgForce, CANEGrowers)
- Landcare
- Resident or Community Action Group
- Campaign/action group
- Local government group.

Source: Queensland Household Survey 2002, Queensland Department of Premier and Cabinet.

2.5.2 Perception of access to
public services and facilities

Example question:

Perception of ease of access to government services and facilities in your local area or the closest available to your local area. How easy is it to access:

- Education
- Health
- Community and family
- Housing

5 point response scale from '1=very easy' to '5=very difficult'

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

2.5.2 Perception of access to public services and facilities
continued

Source: Adapted from the Queensland Household Survey 2002, Queensland Department of Premier and Cabinet.

The adaption is the inclusion of a named five point response scale.

2.5.3 Personal sense of efficacy

Example question:

During the last four weeks, how much of the time did you feel a lack of control over your life in general?

- Never
- Rarely
- Sometimes
- Often
- Always

Source: Collaborative Health and Wellbeing Survey, 2000.

3. NETWORK TRANSACTIONS

3.1 Sharing Support

The following example questions relate to: physical, financial and emotional support; integration into the community; and common action.

3.1.1 Physical, Financial, Emotional Support

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring physical, financial and emotional support.

3.1.1.1 Provision of support

Example question:

The following questions are about unpaid work you gave to other people in the last month, not counting those you live with. Do not include help you gave as a volunteer for an organisation.

In the last month did you help anyone:

- By doing domestic work, home maintenance work or outdoor work
- By providing transport or running errands
- By helping with child care
- By teaching, coaching or giving practical advice
- By giving someone emotional support
- By helping a person in some other way.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

This question is followed by a question establishing to whom the respondent provided help.

Example question:

Who did you help? Were they a:

- Relative
- Friend
- Neighbour
- Another person.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

3.1.1.2 Receipt of support

Example question:

The following questions are about unpaid work you received from other people in the last month not counting those you live with. Don't count help obtained through an organisation.

In the past month did anyone help you:

- By doing domestic work, home maintenance or outdoor work
- By providing transport or running errands

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

3.1.1.2 Receipt of support *continued*

- By helping with child care
- By teaching, coaching or giving you practical advice
- By giving you emotional support
- By helping in some other way.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

Who helped you? Were they a:

- Relative
- Friend
- Neighbour
- Another person.

Source: General Social Survey: Survey on Social Engagement in Canada 2003, Statistics Canada.

3.1.1.3 Provision of help to work colleague

Example question:

In the past week at work, have you helped a workmate even though it might not be in your job description?

4-point scale ranging from '1= No, not at all' to '4= Yes, several times'

Source: Social Capital Questionnaire, 1998.

3.1.1.5 Capacity to seek support

Example question:

If all of a sudden (you/members of this household) had to get \$2,000 for something important, could the money be obtained within a week?

Source: General Social Survey 2002, ABS.

Example question:

I am going to read a list of situations where people might need help. For each one, could you tell me if you would ask anyone for help?

- You need a lift to be somewhere urgently. Could you ask anyone for help?
- You are ill in bed and need help at home. Could you ask anyone for help?

Source: General Household Survey, 2000–01, Office of National Statistics, United Kingdom.

3.1.2 Integration into the Community

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring integration into the community.

3.1.2.1 Provision and use of community facilities

Example question:

Have you used any of the services or facilities at the following places?

- Community health centre
- Community centre or neighbourhood house
- Local library

Source: Health and Participation Survey 1997, Department of Public Health, Flinders University of South Australia.

3.1.2.2 Attendance at community activities

Example question:

Have you attended a local community event (e.g. school fete, school concert, craft exhibition) in the past year?

4 point scale ranging from 1= 'No, not at all' to 4 = Yes, several (at least three)

Source: Social Capital Questionnaire, 1998.

3.1.2.3 *Sense of belonging to ethnic or cultural groups, state or territory, and Australia*

Example question:

Some people have a stronger sense of belonging to some things than others.

Using a scale of 1 to 5, where 1 is not strong at all and 5 is very strong, how strong is your sense of belonging to:

- Your ethnic or cultural groups
- Your state or territory
- Australia

Source: Adapted from Canadian Ethnic Diversity Survey 2002, Statistics Canada.

Categories have been adapted to be relevant to Australia.

3.1.2.5 *Extent of acquaintance and friendship networks in local area*

Example question:

When you go shopping in your local area, how often are you likely to run into friends and acquaintances?

- Nearly always
- Most of the time
- Some of the time
- Rarely or never
- Don't know.

Source: Social Capital Questionnaire, 1998; Victorian Population Health Survey, 2001; NSW Child Health Survey, 2001.

3.1.3 *Common Action*

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring common action.

3.1.3.1 *Taking action with others to solve local problems*

Example question:

Since (this date last year) how often have you got involved with other people in your area to tackle local issues or solve local problems (e.g. improving the local environment, campaigning on local issue, organising a local event etc.)?

- Never
- At most three or four times a year
- About every other month
- About once a month
- Several times a month, but not every week
- About once a week
- Every day.

Source: British Crime Survey 2001, Office of National Statistics and the Home Office, United Kingdom.

3.1.3.2 *Participation in the development of a new service in local area*

Example question:

Have you been part of a project to develop new services, activities or facilities in your area? (e.g. youth club, scout hall, child care, recreation for the disabled)?

4 point scale ranging from '1= No, not at all' to '5= Yes, several times (at least 3)

Source: Social Capital Questionnaire, 1998.

3.1.3.3 *Group participation for social or political reform.*

Example question:

Did any of the groups that you are involved with take any local action for social or political reform in the past twelve months?

- Yes
- No

Source: The Social Capital Benchmark Survey, Final Version 2000, John F Kennedy School of Government, Harvard University.

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

3.2 Sharing Knowledge: Information and Introductions

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring sharing knowledge, information and introductions.

3.2.1 Use of Internet to contact government

Example question:

Have you contacted the state government via the internet to:

- express your view on an issue or decision made by the state government
- be part of a consultation process on state government policies or legislation
- to find out information about government
- conduct government transactions (e.g. paying car registration, obtaining a permit).

How interested would you be in contacting the state government via the internet to:

- express your views on an issue or decision made by the state government
- be part of a consultation process on state government policies or legislation
- to find out information about government
- conduct government transactions (e.g. paying car registration, obtaining a permit).

Response on a 4 point scale from 'Not interested' to 'Very Interested'

Source: Adapted from The Queensland Household Survey 2002, Queensland Department of Premier and Cabinet.

The adaption is the inclusion of scaled response categories.

3.2.2 Friends as sources of job search information

Example question:

I would now like to ask about all the steps you have taken to look for work since (date).

When looking for work:

- Were you registered with Centrelink for job search assistance?
- Did you write, phone or apply in person to an employer for work?

What (other) steps did you take to find a job?

- Checked Centrelink touchscreens
- Checked factory notice boards
- Contacted an employment agency
- Looked in newspapers
- Searched Internet sites
- Answered a newspaper advertisement for a job
- Advertised or tendered for work
- Contacted friends or relations
- Other steps.

Source: Survey of Job Search Experience 2000, ABS.

3.2.3 Job Search Methods

Example question:

How did you find out about that particular job was available?

- Centrelink job search services/touchscreens
- Employment agency
- School programs (vocational guidance/work experience programs etc.)
- Newspaper advertisements
- Internet sites
- Friends/relatives/company contacts
- Sign/notice on employer's premises
- Other source.

Source: Survey of Job Search Experience 2000, ABS.

3.2.4 Source of information to make life decision

Example question:

When making a life decision, to what extent can you turn to the following sources for information and/or advice?

3.2.4 Source of information to make life decision *continued*

- Newspapers/journal/magazines
- Radio
- Television
- Family/friends
- Clubs/groups/associations
- Business/work associates
- Neighbourhood sources
- Outside of neighbourhood sources.

Source: Adapted from Republic of Uganda, Social Capital Survey 1998–99, World Bank.

The response categories have been adapted to be relevant to Australia.

3.3 Negotiation

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring negotiation.

3.3.1 Resolving conflict through discussion

Example question:

Most conflicts between people can be resolved by discussion.

- Never
- Rarely
- Sometimes
- Often.

Source: Women's Health Australia, Longitudinal Study of Women's Health, 2000.

3.3.2 Confidence in dealing with conflict

Example question:

How much confidence do you have in the following mechanisms for managing conflicts which may emerge in your community?

- Local council/government
- Police
- Legal system
- Ombudsman
- Democratic processes
 - Not effective
 - Moderately effective
 - Effective
 - Mostly effective
 - Very effective.

Source: Adapted from Black and Hughes 'The Identification and analysis of indicators of community strength and outcomes'.

The adaption is the inclusion of scaled response categories.

3.3.3 Willingness to seek mediation

Example question:

If you have a dispute with your neighbours (e.g. over fences, dogs) are you willing to seek mediation?

- No
- Maybe
- Yes
- Yes, definitely.

Source: Social Capital Questionnaire, 1998

3.3.4 Dealing with local problems

Example question:

In the past year, have you taken any of the following actions to try to solve a local problem?

- Talked to neighbours about it

APPENDIX 3 EXAMPLE QUESTIONS FROM EXISTING SURVEYS *continued*

3.3.4 Dealing with local problems *continued*

- Contacted a local politician
- Contacted the appropriate organisation to deal with the problem (e.g. the police, council)
- Attended a public meeting
- Joined an action group.

Source: Health and Participation Survey 1997, Department of Public Health, Flinders University of South Australia.

3.4 Applying Sanctions

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring applying sanctions.

3.4.1 Perception of willingness to intervene in anti-social behaviour

Example question:

Do you think your neighbours would intervene if:

- Children were wagging (absent without parental consent)
- Someone was spray-painting graffiti on a local building
- Children were showing disrespect to an adult
- A fight broke out in front of their house.
- A local service e.g. ambulance was threatened with closure.

Source: Queensland Household Survey 2000, Queensland Department of Premier and Cabinet.

3.4.2 Willingness to allow behaviour against norms

Example question:

There are always some people whose ideas are considered bad or dangerous by other people. If such a person wanted to make a speech in your (city/town/community), should he/she be allowed to speak, or not?

Source: Adapted from General Social Survey, National Opinion Research Centre.

This generic example question has been adapted from a series of highly specific questions.

4. NETWORK TYPES

The following example questions relate to: bonding; bridging; and linking.

4.1 Bonding

The following reference is to an example question which has been used to measure bonding.

4.1.1 Group homogeneity

Same question as for 1.1.5.3 Group Diversity.

4.2 Bridging

The following example questions have been drawn from a range of surveys to illustrate some possible ways of measuring bridging.

4.2.1 Group heterogeneity

Same as question for 4.1.1 Group homogeneity.

Same as for question 4.1.2 Density of formal networks.

4.2.3 Openness of local community

Example question:

Level of agreement with statement.

My local community is friendly towards newcomers.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Source: Community Capacity Questionnaire 2001, Tasmanian Department of Health and Human Services.

4.2.4 *Low bridging*

Example question:

Have there been times in the past year when you have felt isolated and cut off from society for any of the following reasons?

- Paid work
- Child care responsibilities
- Other caring responsibilities
- Lack of own transport
- Irregular or expensive public transport
- No friends
- No family
- Problems with physical access
- Sexism
- Racism
- Homophobia
- Discrimination relating to disability
- Other
- None of these.

Source: Millennium Poverty and Social Exclusion Questionnaire 1999, Office of National Statistics, United Kingdom.

4.3 *Linking*

The following reference is to an example question which has been used to measure linking.

4.3.1 *Links to institutions*

Same question as for 2.1.4 Links to institutions.

4.4 *Isolation*

The following reference is to an example question that has been used to measure isolation.

4.4.1 *Activity in groups*

Same as for question 4.1.2 Density of formal networks.

4.4.2 *Feelings of social isolation*

Same as for question 4.2.4 Low bridging.

APPENDIX 4 GROUP AND ORGANISATION TYPOLOGY

INTRODUCTION

The categories in the suggested draft typology for the ABS Social Capital Framework are as follows:

Social participation

- 1 Sporting or recreation groups or organisations (social participation)
- 2 Arts, culture, or education groups or organisations (social participation)
- 3 Craft or hobby groups or organisations (social participation)
- 4 Religious or spiritual groups or organisations (social participation)
- 5 Social clubs (social participation)
- 6 Ethnic or multicultural clubs, or organisations (social participation)

Civic participation

- 7 A trade union, professional organisation or technical association (civic participation)
- 8 Political parties (civic participation)
- 9 Civic or community groups or organisations (civic participation)
- 10 Environment or animal welfare groups (civic participation)
- 11 Human and civil rights groups (civic participation)
- 12 Body corporate or tenants associations (civic participation)
- 13 Consumer organisations (civic participation)

Community support

- 14 Children, parenting or school related groups (community support)
- 15 Services clubs (community support)
- 16 Humanitarian aid groups (community support)
- 17 Welfare groups (community support)
- 18 Health or disability groups, self development groups (community support)
- 19 Voluntary emergency, rescue or fire services organisations (community support)

The following section provides a description of each category in the typology and a discussion of whether it best fits within social participation, civic participation or community support based on what is perceived to be the primary function of the groups in that category. There is a recognition that most groups and organisations have multiple functions and engage in a range of activities, and that it is difficult to be prescriptive about the implicit nature of participation entailed by membership of the group. The social participation, civic participation and community support label is an attempt to broadly categorise the type of participation.

SOCIAL PARTICIPATION

1 Sporting or recreation groups or organisations

This category includes sporting clubs and associations, which promote, organise and administer the provision of general or sport specific competitions and related activities in the community, for example netball clubs, soccer clubs, cricket clubs, cycling clubs and swimming clubs. This category also includes clubs and associations that promote and organise other recreational activities in the community such as bushwalking and fishing. This category does not include sports social clubs such as those commonly associated with football. These are included in the category 'social clubs'.

2 Arts, culture, or education groups or organisations

This category includes groups providing activities relating to arts, culture, and education, and promoting interest in these activities. Examples are groups and organisations related to visual arts, performing arts, literature, music, museums, libraries, galleries, zoos and aquariums, adult and continuing education.

Participation in arts, culture or education groups are considered as social participation.

APPENDIX 4 GROUP AND ORGANISATION TYPOLOGY *continued*

3 *Craft or hobby groups or organisations*

The category includes craft and hobby groups such as: computer game groups; patchwork and lacemaking groups; woodwork groups; furniture restoration groups; pet and animal breed clubs; birdwatching groups; chess clubs; bridge clubs; cooking and cake decorating groups; sewing and knitting groups; model train, boat and plane clubs; car enthusiast clubs; and gardening clubs.

4 *Religious or spiritual groups or organisations*

This category includes organisations promoting religious beliefs and administering religious services, rituals, retreats and other spiritual practices and includes: churches, mosques, synagogues, temples, shrines, seminaries, monasteries, convents and similar religious institutions. These organisations often have related organisations and auxiliary or adjunct activities or groups such as youth groups and choirs. This category also includes newer forms of spiritual groups such as transcendental meditation groups and Falung Gong.

Religious or spiritual groups or organisations are considered to most closely fit within social participation as the main purpose is the facilitation of participation in common worship or spiritual practices. It is recognised that they also have significant community support functions. Where these are embodied in an organisation with a separate name, such as the Brotherhood of St Lawrence or the St Vincent de Paul Society, these organisations would be categorised to community support.

5 *Social clubs*

This category includes clubs and organisations that are established to provide a social amenity for their members generally with facilities such as restaurants and bars. Clubs such as Tradespersons clubs and Football supporters clubs are included in this category.

6 *Ethnic or multicultural clubs, or organisations*

This category includes groups and organisations that promote social and cultural understanding between people of various countries and historical backgrounds. This includes multicultural social clubs such as an Italo-Australian club, and groups and organisations that promote interest in the languages and culture of particular countries such as Alliance Francaise.

In the ABS Social Capital Framework ethnic or multicultural clubs or organisations are considered to fit most closely within social participation. This is because the primary purpose of these groups is the provision of social and educational activities aimed at promoting understanding of different cultures, with opportunities for social participation in this context.

CIVIC PARTICIPATION

7 *A trade union, professional organisation or technical association*

This category includes trade unions in any industry, as well as professional associations that exist to promote and represent the interests of, and regulate and safeguard specific professional occupation or industry groups. Examples of organisations that fit within this category include: Community and Public Sector Union, state Farmer's Federations, Australian Medical Association and the Royal Australian Institute of Architects.

Trade unions, professional organisations or technical associations are considered to most closely fit within civic participation. While they may offer support for members the primary function of these organisations may be considered to be representing the interests of occupation and industry groups, usually to government.

8 *Political parties*

This category includes all political parties in operation in Australia. Political parties can be considered to be associations that exist with the aim of gaining and exercising political power, through electoral means. Political parties in Australia do not have to be registered, but qualify for certain rights and entitlements if they are registered. Examples of political parties in Australia include: The Australian Democrats; The Australian Greens; The Australian Labor Party; and The Liberal Party of Australia.

Political parties are considered to fit within civic participation. Active membership of a political party is a way of having a role in the type of government elected and possibly even contributing to policy directions.

APPENDIX 4 GROUP AND ORGANISATION TYPOLOGY *continued*

9 Civic or community groups or organisations

This category includes community groups and organisations whose purpose is to facilitate the communication of community concerns to government or to otherwise participate in governance. Organisations such as community councils, residents' action groups and Neighbourhood Watch are included in this category.

Civic or community groups or organisations are considered to fit most closely within civic participation as their main purpose is as a forum for interaction with government or government institutions such as police.

10 Environment or animal welfare groups

This category includes groups and organisations that promote and provide services in environmental conservation, pollution control and prevention, environmental education and health, and animal protection and welfare. Landcare, RSPCA, The Humane Society, and The Wilderness Society fit within this category.

In the ABS Social Capital Framework, environment or animal welfare groups are considered to fit most closely with civic participation. The reason for this is that these groups and organisations have as their primary function the representation and promotion of the rights and interest of animals and the environment, entities that are unable to represent themselves. This involves representations to government or working with government in the provision of services.

11 Human and civil rights groups

This category includes groups that promote and protect, represent, monitor, report on, and campaign for human and civil rights. This category includes groups with a universal interest in human rights such as Amnesty International and Human Rights Watch, and groups with an interest in the rights of specific constituent groups such as gay and lesbian rights lobby groups, women's rights lobby groups, and civil liberties groups.

Human and civil rights groups or organisations are considered to fit most closely within civic participation. This is because the primary purpose of these groups often requires political activity to defend or change policies.

12 Body corporate and tenants associations

This category includes groups and organisations that provide body corporate or tenant's governance functions in housing estates, or provide a representative forum for tenants.

Body corporates and tenants associations are considered to most closely fit within civic participation as their purpose is the governance of housing estates, or a representative function for tenants.

13 Consumer organisations

This category includes groups and organisations which represent the interests of consumer groups such as motor vehicle associations and the Australian Consumer Association.

Consumer organisations are classified to civic participation. The primary purpose of these groups is to provide representation for consumers.

COMMUNITY SUPPORT

14 Children, parenting or school related groups

This category includes groups and organisations that are involved with schools such as Parents and Citizens Associations and school tuck shops, groups that relate to providing support or services in relation to parenting responsibilities such as Nursing Mothers' Associations, Parent Effectiveness Groups, Sole Parent Support Groups, and Playgroups.

Children, parenting or school related groups are considered to most closely fit within community support. This is because the function of these types of groups is to provide support including mutual support networks to parents and children.

15 Services clubs

This category includes clubs that are developed with a focus on fellowship, service and contributing to community life through working for the wider social benefit of society. These clubs are generally involved in programs or the provision of services. Examples of these programs and services include: international assistance projects such as recycling of eyeglasses for use in other countries and establishing water treatment programs;

APPENDIX 4 GROUP AND ORGANISATION TYPOLOGY *continued*

15 *Services clubs continued*

domestic projects and programs such as the provision of student hostels and aged care facilities; and providing crisis, disaster and emergency relief. This category includes organisations such as Rotary, Apex, Lions and Country Women's Associations.

Although friendship and fellowship and social activities are a strong element of the culture of these types of organisations, they appear in their public information to place a primary emphasis on community service. They have therefore been classified to community support.

16 *Humanitarian aid groups*

This category includes groups and organisations whose purpose is to provide relief and development, usually but not always international in focus. These organisations generally provide relief during emergencies such as floods, wars and earthquakes as well as promoting welfare and engaging in longer term development projects abroad. World Vision and Care Australia are examples of humanitarian aid groups.

Humanitarian aid groups are classified to community support. The primary purpose of these groups is to provide services to the community (usually the broader global community) in the form of disaster relief and development projects.

17 *Welfare groups*

This category includes groups and organisations providing services to the general community and specific target groups. This includes those groups and organisations providing material assistance, personal care and advice such as Lifeline, the Smith Family, Brotherhood of St Lawrence, Legacy, Royal Blind Societies and Meals on Wheels.

As a result of these service activities, welfare groups are classified to community support.

18 *Health or disability groups, self development groups*

This category includes specific health conditions support groups, health promotion groups such as the Cancer Council, Heart Foundation and the Alzheimers Association, 12 step groups such as Alcoholics Anonymous, disability support groups, eating disorder groups and Quit Smoking Groups.

Health or disability groups, and self development groups are considered to most closely fit within community support. The primary purpose of these groups is the provision of support networks and research and educational services to individuals and groups in the community.

19 *Voluntary emergency, rescue or fire services organisations*

This category includes groups and organisations involved in search and rescue, fire and emergency services and disaster relief. Organisations such as Voluntary Fire Brigades, Voluntary Emergency Services and Voluntary Search and Rescue Associations fit within this category.

Because of their services to the community, rescue or fire services organisations are classified to community support.

GLOSSARY

| | |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Barter and barter economy | Barter and barter economy: A form of economic exchange and a related form of economy in which goods are exchanged for goods rather than for money. (Jary and Jary 2000) |
| Care | Informal assistance in terms of help or supervision with one or more of a range of specified activities, ongoing or expected to be ongoing for six months or more, to persons who need the assistance because of a disability or long-term health condition, or because they are elderly (i.e. aged 60 years and over). |
| Closed network | A closed network is one in which social relations exist between and among all parties (Coleman 1988). |
| Colleague | A fellow member of a profession, staff, or academic faculty < www.yourdictionary.com >. |
| Community breakdown | Community breakdown refers to an amalgam of social problems, which may include a lack of community resilience, conflict and crime, corruption, social exclusion, diminished locus of control, reduced family functioning, and lack of confidence in the community to achieve goals. |
| Community resilience | Community resilience refers to the capacity of a community to cope with change, whilst maintaining community identity. It may refer to the ability of a community to withstand or recover from loss or adversity, or to absorb and include a changing population. |
| Cooperatives | <p>A cooperative is a type of legal entity, set up for a specific purpose, by a group of people wanting to achieve a common social, economic or cultural goal. Cooperatives are found in a variety of industries including child care, publishing, housing, travel, agriculture, research and development, labour hire, finance and tourism.</p> <p>Co-operatives are founded on principles including voluntary association and open membership, democratic control by members, limited interest on capital and equitable division of surplus. Specific legislation governs the operation of co-operatives in each state.</p> |
| Corruption | Corruption is the behaviour of private individuals or public officials who deviate from set responsibilities and use their position of power in order to serve private ends and secure private gains. Such behaviour can have long-term effects including social polarisation, lack of respect for human rights and diversion of funds intended for development and essential services — securing private gains for some parts of society whilst being harmful for others, and therefore impacting on social capital. (Lebanon Anti-Corruption Initiative Report, 1999, in the United Nations Office for Drug Control and Crime Prevention, 2002, < http://www.undcp.org/corruption.html >). |
| Dense network | A dense network is one in which network members overlap and know one another (Stone, Gray & Hughes, 2003). |
| Digital Divide | A shorthand term for the social divide created where certain sections of groups or communities have access to Information Technology infrastructure and knowledge, and others do not. This has implications for equity of access to information and opportunities. |
| Donations | A voluntary transfer of funds made in the preceeding 12 months by a person, on an individual not a business basis. The donor should not have received any benefit in return. Excludes purchases of goods and raffle tickets but includes door-knocks and sponsoring walkathons etc. |
| Family functioning | Family functioning refers to how well families are doing and the impact that changes in the social, economic and cultural environments in which families live have on their levels of functioning (Zubrick et al. 2000). |
| Formal network | Formal networks are those that occur within the context of social or civic groups, organisations, or associations. |
| Generalised trust | Generalised trust refers to trust that individuals have toward other people in general. |

GLOSSARY *continued*

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|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governance | Method or system of government or management. |
| Government | <p>A legal entity, which is established by legislation, regulation or government administrative action; financed mainly from taxation or government transfers; exercises legislative, judicial, or other government authority over other units within a given area; and mainly provides its services free or at economically insignificant prices.</p> <p>Generally, the government sector is divided into three subsectors representing three levels of government (central, state and local). In Australia, the corresponding levels of government are described as national, state/territory and local. (<i>Standard Economic Sector Classifications of Australia (SESCA), 2002</i>, cat. no. 1218.0)</p> |
| Heterogeneity | Heterogeneity refers to cultural, social, biological, or other differences within a group. |
| Homogeneity | Homogeneity refers to cultural, social, biological, or other similarities within a group. |
| Human capital | Human capital refers to the productive capacity of a human being, 'the knowledge, skills, competencies and attributes embodied in individuals which facilitate the creation of personal, social and economic wellbeing'. This includes skills and abilities, and also the health status, values (such as honesty and self-reliance) and personality characteristics (such as optimism, self-confidence, perseverance and friendliness) that enable the skills and abilities to be used effectively. |
| Informal network | Informal networks are those that occur outside of any formal social or civic groups, organisations, or associations. This includes friendships between individuals and family members. |
| Informal trust | Informal trust refers to trust that individuals may have towards people in their social network, such as family members, friends, neighbours, work colleagues, and fellow members or participants in the clubs and organisations they belong to or participate in. |
| Institutional trust | Institutional trust refers to levels of trust that individuals may have in the honesty, openness and fair dealing of a range of societal institutions, such as government, police, hospitals, and the courts. It also refers to confidence in the capacity of these institutions to take reasonable actions in the administration of their duties, which enhances the ease of acceptance of the results of these actions. |
| Labour force participation rate | For any group, the labour force expressed as a percentage of the civilian population aged 15 years and over in the same group. |
| Locus of control | An individual's, group or community beliefs about whether the outcome of their actions are dependent on what they do (internal) or are determined by events outside their personal control (external). |
| Mentor | <p>A mentor is a wise and trusted advisor and helper to an inexperienced person. A mentoring relationship fosters caring and supporting relationships; encourages individuals to develop to their full potential; helps an individual to develop his/her vision for the future; and helps develop active community partnerships.</p> <p><http://www.tl.tts.psu.edu/suggestions/mentor/definition.html>.</p> |
| Natural capital | The renewable and non-renewable resources which enter the production process and satisfy consumption needs, as well as environmental assets that have amenity and productive use, and are essential for the life support system. |
| Network | A social network is a set of people or groups of people, with some pattern of interactions or ties between them (Scott 2000). |
| Non-Government | Any institution which may be owned and controlled by a private body, not controlled by the general government sector. May be divided into the commercial sector and the nonprofit sector. |

GLOSSARY *continued*

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| Commercial/corporation | A legal entity that: is created for the purpose of producing goods and services for the market; may be a source of profit or other financial gain to its owner(s); and is collectively owned by shareholders who have the authority to appoint directors responsible for its general management. (<i>Standard Economic Sector Classifications of Australia (SESCA), 2002</i> , cat. no. 1218.0). |
| Non-profit Institutions (NPIs) | Legal or social entities created for the purpose of producing goods or services whose status does not permit them to be a source of income, profit or other financial gain for the units that establish, control or finance them (Non-Profit Institutions Satellite Account, 1999–2000). |
| Norms | Standards or rules that regulate behaviour in a social setting (Collins Dictionary of Sociology). They are shared values and accepted behaviours and expectations that may exist within networks, and which serve to enhance the functioning of networks. These include, but are not limited to, trust, reciprocity, cooperation, and acceptance of diversity. These norms and values provide the basis for rules and sanctions that govern people's behaviour, as well as reducing transaction costs. |
| Organisation or group | An organisation or group is any body with a formal structure. It may be as large as a national charity or as small as a local book club. Purely ad hoc, informal and temporary gatherings of people do not constitute an organisation. (Voluntary Work Survey 2000, ABS). |
| Open network | An open network may refer to a group in which members know only a small number, if any, of the other members; it may also refer to a number of groups linked loosely with one or a very few members in common, acting as bridges. |
| Produced economic capital | The produced means of production like machinery, equipment and structures, but also non-production related infrastructures, non-tangible assets, and the financial assets the provide command over current and future output streams. |
| Sense of belonging | Sense of belonging refers to having a relationship of affinity to a community, sharing values, identity and feelings of commitment, and being accepted by others. |
| Social capital | Networks, together with shared norms, values and understandings which facilitate cooperation within and among groups. (OECD 2001a) |
| Social exclusion | Social exclusion is a form of social disadvantage encompassing economic and non-economic factors. Excluded individuals and groups are separated from institutions and wider society, and consequently from both rights and duties. (Jary and Jary 2000). |
| Voluntary work | A volunteer is someone who willingly gave unpaid help, in the form of time, service or skills, through an organisation or group (Voluntary Work 2000). Voluntary work activities are those activities which are performed for community organisations without pay (Time Use 1997). |
| Wellbeing | A state of health or sufficiency in all aspects of life. |

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