

MAYOR OF LONDON

**SOCIAL
INTEGRATION
MEASUREMENT
TOOLKIT**

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YFL summer project visit. Credit: Caroline Teo

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INTRODUCTION

WHAT IS THE SOCIAL INTEGRATION MEASUREMENT TOOLKIT?



People shopping at a market in Lewisham. Credit: Luca Marino

BACKGROUND

The Mayor of London is committed to breaking down barriers to social integration across the city. As the city recovers from the impact of Covid-19, this becomes even more important. Social integration will be fundamental in ensuring that impacts and challenges are not disproportionately felt by those who have been historically excluded.

While mainstream approaches to social integration focus on specific groups in the population, such as migrants, at the GLA we employ an 'All of Us' approach to social integration, defined as:

'The extent to which people positively interact and connect with others who are different to themselves. It is determined by the level of equality between people, the nature of their relationships, and their degree of participation in the communities in which they live.'

The creation of an improved social evidence base has a key role to play in supporting this approach, and is one of the four core components of 'All of Us', the [Mayor of London's Social Integration Strategy](#).

Again, better understanding social integration will be critical to support London to recover in a fair and equitable way.

Providing evidence-based analysis of the state of social integration will allow the GLA and its partners to better understand the city as a whole, providing a clear account of the social trends and issues facing Londoners.

It will help to track the specific impact of policies and projects, improving strategic planning, and supporting the development of better initiatives to support Londoners. It will also enable the Mayor to advocate for policy change by central government and other decision makers.

To better understand and improve levels of social integration, it is important that partners collect and share the best possible evidence and insight. By doing this collectively, policy makers, investors, deliverers of services and communities themselves will be able to play a more meaningful role in helping to enhance relationships, equality and participation across the city.

This is about more than just measuring success; it is about helping Londoners to become aware of how social integration affects our wellbeing and prosperity. It puts into context the powerful contribution that all Londoners make to the success of our city. It reveals the extent to which we are all able to share in that success.

WHAT IS THE TOOLKIT FOR?

The toolkit provides practical advice to support the collection of broader and deeper information on social integration in a range of different contexts across London.

It aims to help establish a better understanding of the circumstances of individuals and communities, focusing on three core themes: relationships, participation and equality.

The toolkit is designed to support collaboration in the collection of information. It cannot be the sole responsibility of the GLA to do this and, as such, this guidance has been produced to help others contribute to the creation of a rich and consistent database to support the wider objectives of the Social Integration Strategy.

More specifically, this toolkit is designed to help plan research to:

1. Understand **the experience of people living in London**, particularly in terms of their ability to access the economic and social opportunities the city has to offer.
2. Understand **local areas and communities, how they are changing, and how change is impacting on social integration**
3. Understand the **impact of investments, initiatives or organisations** on social integration within London's places and communities.

The toolkit should not be used in isolation. It should be used alongside the suite of GLA documents on impact and measurement – including the Good Growth Impact and Evaluation Handbook.

It should also be seen as complementary to the evolving approaches to measuring social and public value in policy and project delivery.

WHO SHOULD USE THE TOOLKIT AND WHY?

Social integration is relevant to all aspects of London life – from the built environment, infrastructure and urban regeneration, to business and enterprise, employment and skills, culture and leisure, health and wellbeing, and community development. In a recession and recovering city, it becomes even more important to approach this in a systematic way.

The Mayor is just one of several actors who will shape the future of social integration in London and will need the support of partners to achieve his vision. In this way, the toolkit is targeted at a broad range of organisations – from the largest public sector institutions to small civil society organisations. These include:

- Mayoral family and local authorities
- Education and healthcare providers
- Cultural groups and institutions
- Development industry (e.g. developers, housing associations)
- Businesses and business groups
- Charity and community groups
- Trusts and foundations.

More so than ever, there is a need for all types of organisations across London to have a better understanding of the factors that influence social integration. By exploring this collectively we stand a better chance of making progress and ultimately sharing in the benefits of a fairer and more equitable city.

HOW CAN IT HELP YOU AND YOUR ORGANISATION PRACTICALLY?

Better information and evidence creates insight and empathy, which in turn can support better projects. The research you carry out will help tailor the approaches your organisation takes, identify important lessons, and support the case for future action. And, it will contribute to a shared knowledge base that will benefit all Londoners. This toolkit can help you and your organisation to:

- Understand and engage with your communities
- Plan future activities and investment
- Target and tailor activity to investment; to be relevant, effective and efficient
- Demonstrate the impact of your actions and / or activities
- Make the case for ongoing and / or future investment.

Figure 1: **Why, What, Who? Social Integration Measurement Toolkit Purpose.** The toolkit is relevant across a diverse range of areas of thematic interest, and is targeted at a diverse range of partners across the city: from large institutions and corporates, down to the smallest grassroots and community organisations.



A LONDON-WIDE CONVERSATION

The Mayor is just one of multiple actors – including communities, civil society organisations, employers and businesses, London borough councils, developers and others – who will shape the future of social integration in London.

The publication of this toolkit aims to provide the starting point for an ongoing conversation which brings together partners across London, linked by a common commitment to evidencing and influencing social integration.

In actively influencing the research activities of organisations across London, the toolkit aims to enable the assembly of a new and deep evidence base which charts the experience of new and existing Londoners in relation to social integration.

WHAT THE GLA WILL DO

As well as providing consistent questions, oversight and advice via this toolkit, the GLA is also committed to being a conduit for the collection, aggregation and analysis of data on social integration.

Through the City Intelligence Unit and Social Integration Teams, the GLA will work to develop an appropriate repository for partner information so that evidence can aid ongoing reflection on how current and future projects can adapt to make the city more inclusive and equitable.

WHAT SOCIAL INTEGRATION PARTNERS CAN DO

There are multiple ways in which partners across London can collaborate in the delivery of the Mayor's Social Integration Strategy.

These include:

- Collect information, using the Mayor's defined Social Integration Measures where you can, and encouraging your peers and partners to get involved
- Share data / information on social integration with the GLA and with other partners across the city
- Participate in co-designing Mayoral initiatives through workshops and events
- Look out for opportunities launched in City Hall's new civil society engagement programme
- Host the Mayor or Deputy Mayor on their borough visits to share examples of best practice in each borough
- Consider bidding to partner through tenders and grant-funding opportunities shared on the GLA website.

USING THE TOOLKIT

The toolkit is structured in four parts:

PART A

DEFINING SOCIAL INTEGRATION

How social integration is defined and an overview of the specific measures which can be used to help understand it.

PART B

GUIDANCE ON SOCIAL INTEGRATION MEASUREMENT

Practical guidance on the social integration measurement process, from initial planning through to communicating findings.

PART C

TOOLS TO SUPPORT SOCIAL INTEGRATION MEASUREMENT

Eleven practical tools which have been developed to support the measurement process: from designing research questions, to choosing research measures, to writing surveys and reports.

PART D

PRACTICAL EXAMPLES OF SOCIAL INTEGRATION MEASUREMENT

Case studies of some of ways which different organisations across the UK are prioritising social integration measurement, and some of the practical approaches which are being applied.

FURTHER INFORMATION AND SUPPORT

The GLA is keen to encourage use of the Social Integration Measures and Measurement Toolkit across London, and will be available to provide information and support where needed.

Please contact us at socialevidence@london.gov.uk for assistance.

PART A

**DEFINING
SOCIAL
INTEGRATION**



Koolkidz Nursery. Credit: Caroline Teo

ALL OF US: DEFINING SOCIAL INTEGRATION

Even before the challenges and reflection created by COVID-19 and Black Lives Matter, Sadiq Khan had stated that “communities have been changing rapidly, inequality has increased and our sense of social cohesion is being put to the test like never before.” It was this acknowledgement that led, for the first time, to the creation of a [Social Integration Strategy](#) for London.

The Mayor’s vision to improve social integration in London is summarised in Figure 2, and includes:

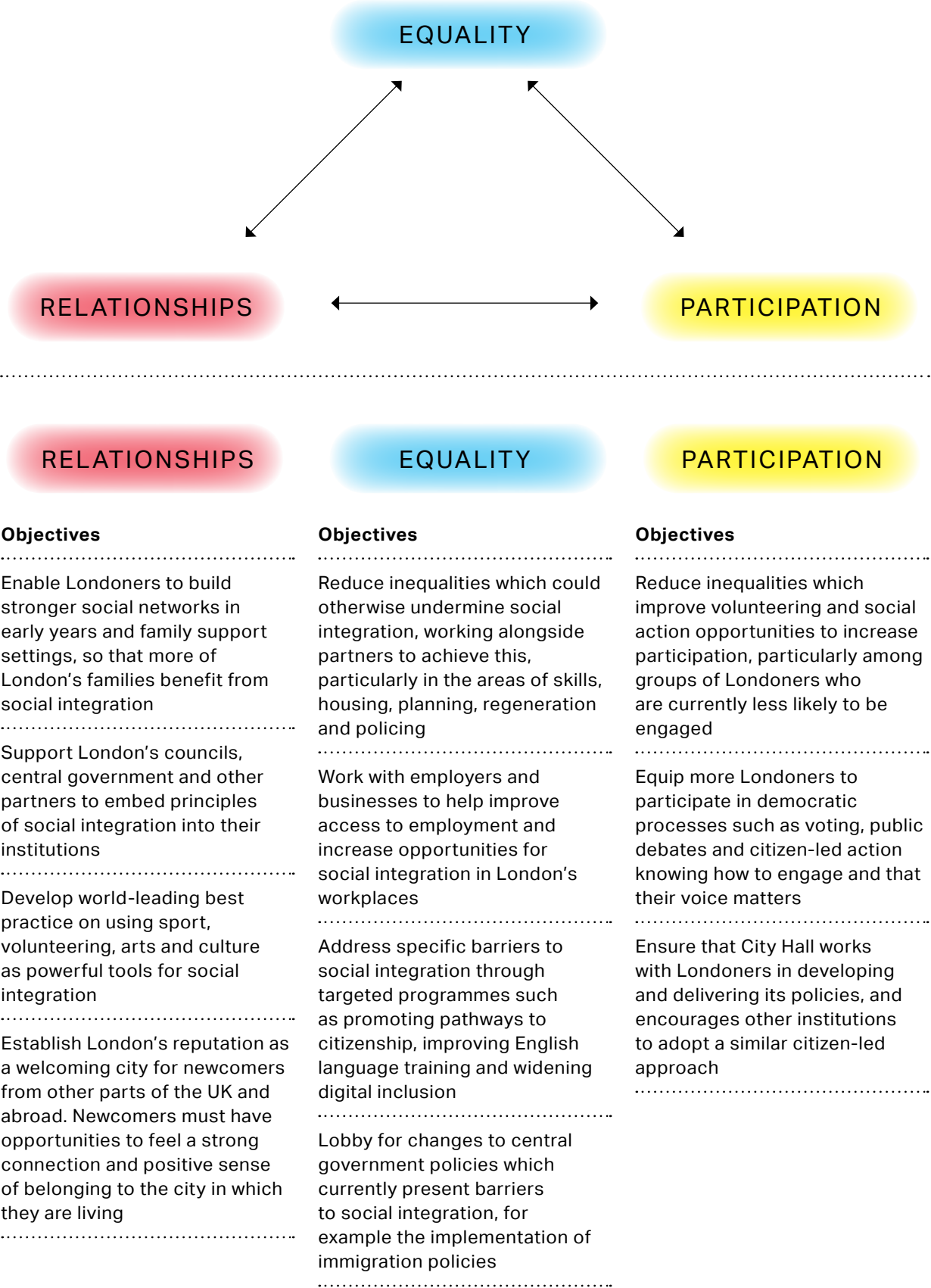
- Enabling people to have more opportunities to connect with each other positively and meaningfully
- Supporting Londoners to play an active part in their communities and the decisions that affect them
- Reducing barriers and inequalities, so that Londoners can relate to each other as equals.

A socially integrated city is a healthier, fairer and safer city.

The Social Integration Strategy has three key themes that relate to life in London: Relationships, Equality and Participation. A fourth theme of the Strategy is the creation of a stronger evidence base, of which this toolkit is a fundamental part.

The Strategy sets out how the Mayor and City Hall will work with others to help improve social integration in London. It recognises that the Mayor cannot change social integration on his own. The Strategy challenges others to play their part, with the promise of support to help them do this.

Figure 2: The Mayor’s Vision for Social Integration



LONDON'S SOCIAL INTEGRATION MEASURES

Since 2018, the GLA has been working with partners across the city to define a consistent set of measures via which social integration can be understood.

In total, there are 40 indicators across 30 measurement themes.

The measures cover the three social integration domains: Relationships, Participation and Equality. In addition, a small number of 'outcome' measures have been identified which sit above and across these three domains.

The measures have been selected from existing datasets, such as large-scale central government surveys, council surveys and local administrative data.

The measures have been selected because they are widely-used, which means:

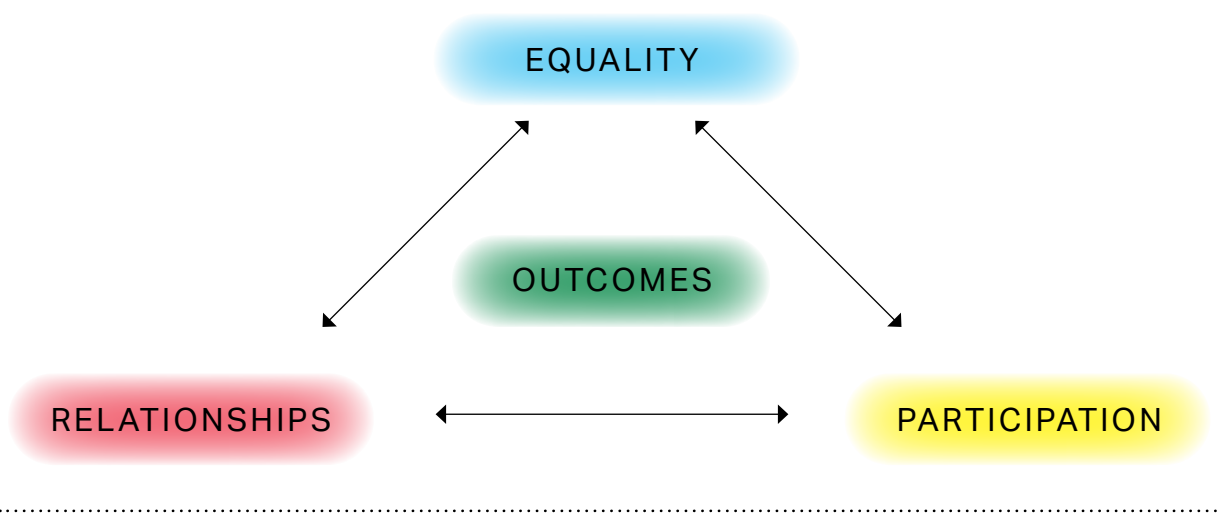
- In many cases, data / evidence about social integration can be collated from existing datasets
- The measures are widely tested so are robust and will be relevant over time.

Many of the measures examine peoples' experiences, perceptions, and social relationships; things that are often described as 'intangible' and thought of as harder to measure. With this toolkit, we want to give organisations guidance to measure these critical aspects of social integration.

The measures are summarised in Figure 3, with further information and detail available at the following link: <https://data.london.gov.uk/dataset/social-integration-headline-measures>

Further information on how to use the measures to understand social integration in relation to your local area or project is provided in Part B of this Toolkit.

Figure 3: Overview of London's Social Integration Measures



Measurement Themes:

RELATIONSHIPS	EQUALITY	PARTICIPATION
R1 - Diverse relationships	E1 - Employment rate gap*	P1 - Participation in leisure activities
R2 - Social mixing	E2 - Occupational segregation*	P2 - Volunteering
R3 - Neighbourhood cohesion	E3 - Educational attainment*	P3 - Informal help
R4 - Social Trust	E4 - School exclusions*	P4 - Political participation*
R5 - Hate crime*	E5 - NEET*	P5 - Civic participation
R6 - Social isolation	E6 - English language proficiency	P6 - Citizenship
R7 - Loneliness	E7 - Early years childcare uptake*	
R8 - Use of digital network	E8 - Unfair treatment	
R9 - Educational segregation*	E9 - Housing affordability	
R10 - Childcare segregation*	E10 - Insecurity of private-rented sector accommodation	
	E11 - Financial resilience	
	E12 - Digital skills	
		OUTCOMES
		O1 - Feeling of belonging
		O2 - Personal wellbeing

WHAT DO WE KNOW ALREADY?

There is already a good amount of information which can help drive an understanding of social integration in London.

The Survey of Londoners (2018/19) was commissioned by the GLA to provide a more complete picture of social integration across the city. It uses the new social integration measures as a starting point and provides valuable insights and benchmarks for future research.

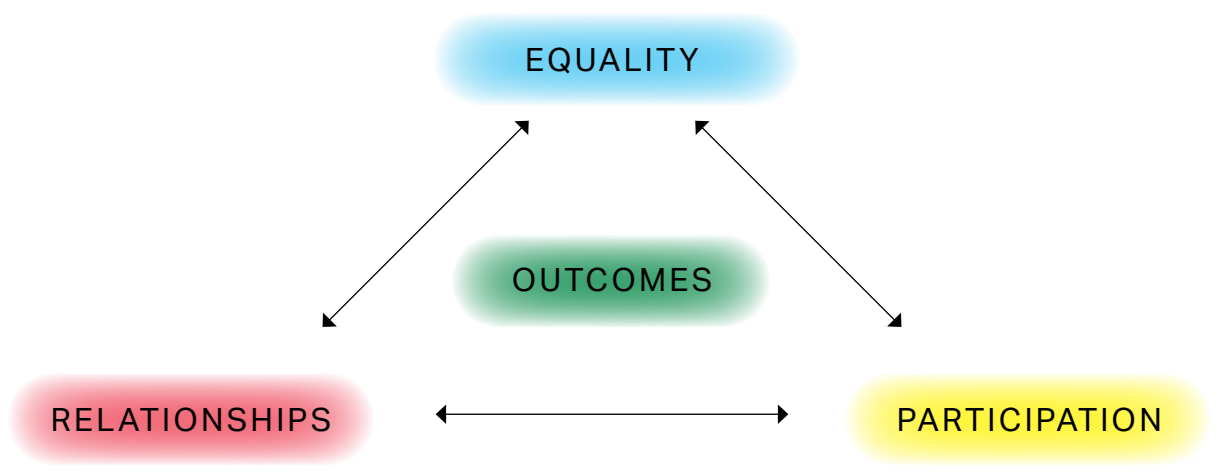
The findings highlight some of the social integration challenges and barriers which currently exist across London, including high levels of inequality, employment rate gaps, a shortage of affordable housing, challenges accessing support to learn English, and legal rights to citizenship and residency.

A snapshot of these findings is provided in Figure 4, with full detail in the [Survey of Londoners Headline Findings report](#). Further baseline facts on social integration in the city are provided in the [Mayor's Social Integration Snapshot](#).

This early evidence provides a useful starting point for the city as a whole. All over London however, boroughs, civil society organisations, town centre managers, developers, facilities managers, sports organisations and park authorities are carrying out research that can contribute to a deeper and more localised understanding.

Uniting these many diverse approaches is one of the key functions of this toolkit.

Figure 4: **Social Integration in London - A Snapshot**



Measurement Themes:

RELATIONSHIPS	EQUALITY	PARTICIPATION
<p>92% of Londoners agree that people from different backgrounds get on together locally</p>	<p>The employment rate for BAME Londoners is 20% lower than their White British peers</p>	<p>Two thirds of Londoners have participated in leisure activities in the past month</p>
<p>More than a quarter of Londoners feel they have no one close to rely on</p>	<p>Over a third of Londoners have been unfairly treated in the past year because of their characteristics or class</p>	<p>28% of Londoners regularly volunteer formally but volunteering amongst 25-34 year olds is half the rate it is for 55-64 year olds</p>
<p>45% of Londoners borrow and exchange favours with their neighbours</p>	<p>46% of Londoners have savings of less than £1,500</p>	<p>86% of Londoners are registered to vote</p>
<p>9% of Londoners have frequent positive contact with people from a different social class</p>	<p>7% of Londoners report that their language is not very good when they need to speak English</p>	<p style="text-align: center;">OUTCOMES</p> <p>60% of Londoners have a high or very high life satisfaction</p> <p>73% of Londoners feel they belong in their neighbourhood</p>

PART B

GUIDANCE ON SOCIAL INTEGRATION MEASUREMENT

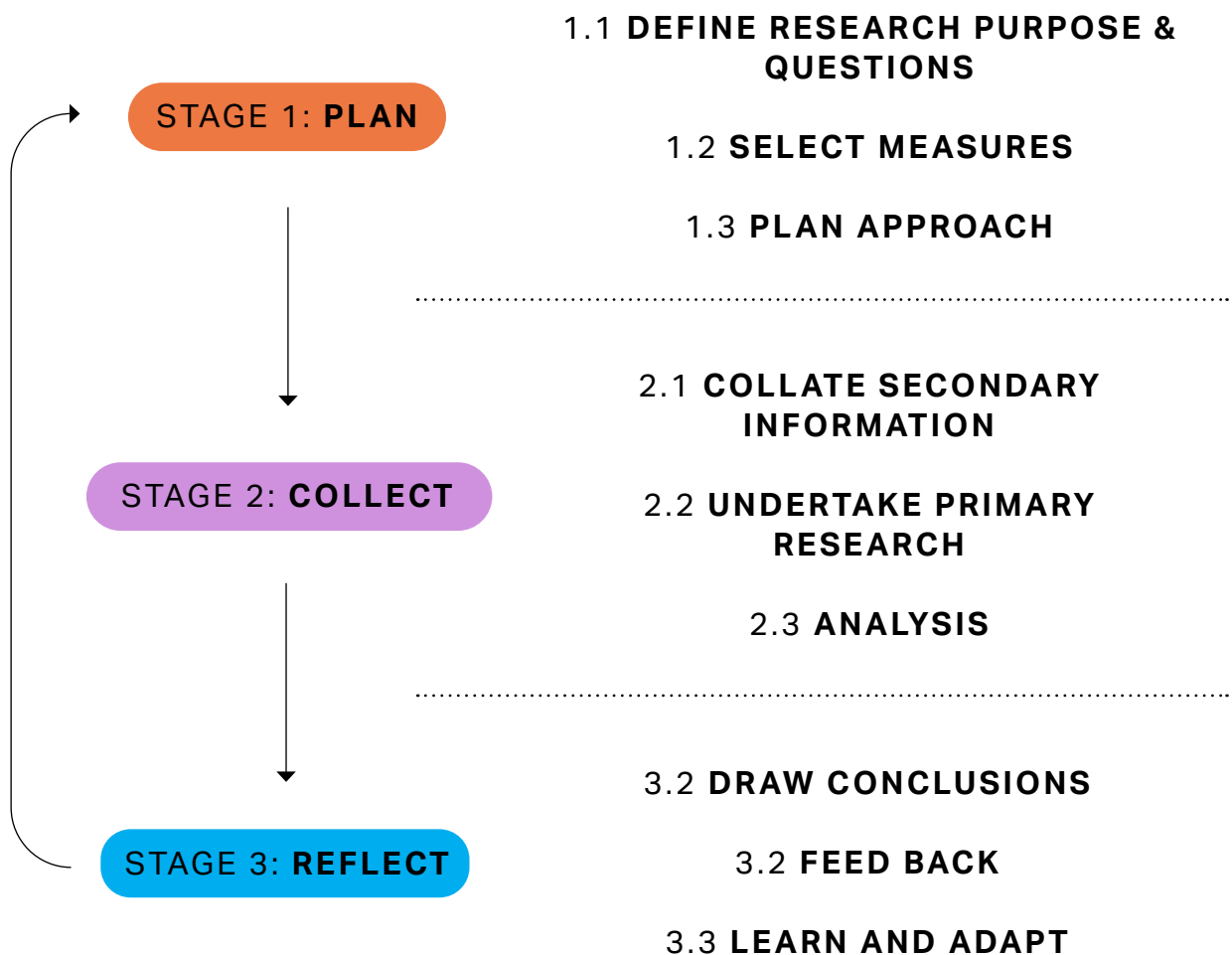
THE MEASUREMENT PROCESS

Broadly speaking, all good evidence collection encompasses three main research stages: planning, collection, and reflection.

The social integration measurement process is no different.

While the specific approach to measurement will vary from one project to the next, following these three stages, and the nine steps identified within these, will help you to tailor the research to your local context, ensure the collection of information that responds directly to your needs, and to do so in a way which is robust and replicable.

Figure 5: **Overview of the Measurement Process**





MTS Walking South Bank, London SE1. Bankside. Credit: Eleanor Bentall

STAGE 1: PLAN

A focused planning stage is vital in any information collection exercise. It will underpin the research and help ensure the collection of robust and relevant information.

The planning stage should comprise three key steps: initial work to define the purpose of the research; scoping of the measures and indicators to be used; and finalisation of research approaches.

This research process is summarised below. Six tools have been developed to help you plan your research; these are provided in Part C of this toolkit, with links provided below.

See ↓

TOOL 1. DEVELOPING YOUR THEORY OF CHANGE: CANVAS

TOOL 2. DEFINING YOUR RESEARCH QUESTIONS: CANVAS

TOOL 3. SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

TOOL 4. SELECTING YOUR MEASURES 2: SOCIAL INTEGRATION MEASURE DECISION TREE

TOOL 5. DECIDING ON YOUR RESEARCH APPROACH (QUANTITATIVE AND QUALITATIVE)

TOOL 6. FINALISING YOUR RESEARCH STRATEGY: TEMPLATE

STEP 1.1 DEFINING RESEARCH PURPOSE AND QUESTIONS

The key first step in any research process is to establish a clear idea of what it is you want to understand, and why.

Developing a theory of change can be an important starting point in helping you define the purpose of your organisation or initiative, and in establishing initial research parameters.

Social integration itself can be measured in very different contexts and at different points in time. In all cases, you should aim to establish a clear research purpose (i.e. what is it you want to understand), and a set of supporting research questions. This will help to establish clarity and to develop the most efficient strategy for measuring social integration as part of your project.

In some cases, social integration may form the sole area of interest or focus for your research. In other cases, however, social integration may only be one aspect within a wider set of research interests: be it economic, social or environmental considerations.

Either way, aim to map out clearly the relationship between social integration and the context of your project, place or organisation. One, two or all three of the Mayor's social integration domains (relationships, equality and participation) may be relevant.

In considering the purpose of your research, you should consider whether you are looking for quantitative or qualitative insights, or a mixture of both. The difference between the two is summarised in Figure 6. In simple terms:

- Quantitative insights will help you to measure things and understand questions about scale. For example, how many people feel something or are excluded from something.
- Qualitative insights will help you to understand in-depth the reasons, barriers, experiences driving social integration.

Figure 6: **Basic Comparison Between Quantitative and Qualitative Insights and Research**

Quantitative	Qualitative
<i>Deals with numbers and statistics</i>	<i>Deals with words and meanings</i>
<i>Primary focus is on testing theories and hypothesis</i>	<i>Focus is on exploring ideas and formulating theories</i>
<i>Requires many respondents</i>	<i>Requires few respondents</i>
<i>Closed multiple choice questions</i>	<i>Open ended questions</i>
<i>Data collection methods include surveys, experiments, and observations</i>	<i>Data collection methods include interviews, focus groups, case studies and literature review</i>
<i>Data analysis methods include finding common patterns in the data using tools such as R, SPSS, Excel etc.</i>	<i>Data analysis methods include thematic analysis, discourse analysis and content analysis.</i>

Once you have established a clear research objective, and set of research questions, aim to test these with relevant partners. Securing wider buy-in from the outset can be influential in securing support and input as the research process progresses.

To identify the core aim of the research, consider the following questions:

- What is your organisation or initiative trying to achieve?
- What are the places, communities and people which you or your initiative aims to engage?
- What characteristics do you want to understand?
- If relevant, what long-term difference do you want / expect to see?

STEP 1.2 SELECTING SOCIAL INTEGRATION MEASURES

The Social Integration Measures aim to provide a balanced view on social integration and to have pan-London and pan-thematic relevance.

As highlighted by Tool 3, it is possible to use existing data sources (e.g. government surveys) to gather evidence in relation to some of the social integration measures.

However, in many cases, and particularly at the most local scales, primary research will be needed to supplement existing information, to fill gaps and to create new insight.

At the broadest level, your aim should be to select a bespoke basket of metrics which best suits your needs and context.

The three Social Integration Domains (Relationships, Equality and Inclusion), are all core to our definition of Social Integration; a full and balanced assessment of social integration should therefore aspire to collect at least some evidence in relation to each of these three domains.

However, the listed measures are in no way intended to be mandatory and the choice of which measures to collect should be guided by: priorities in a particular context, the key research questions to be answered, as well as the practical resources to gather and handle the information.

There is no set guidance for how many measures you should select for your research. While encouraging a balanced set of measures across the three domains, even if you can only collect information against one measure, this will still provide valuable insight to feed into the local and London-wide understanding of social integration.

Consideration of each of these questions will help you filter down the full basket of 40 measures into a basket which is appropriate and manageable for your research purposes:

- Within the context of your overall research purpose, what aspects of social integration are most relevant and important?
- What information is already available, and can this be reused?
- How easily can new information be collected?
- What resource do you have available to collect new information (where relevant, taking into account any wider research)?

STEP 1.3 PLAN APPROACH

Once you have a clear research purpose and questions, and an agreed set of measures, you will be ready to scope and plan the research in more granular detail.

This is where you will need to consider the technical details of how you are going to collect information and your resources for doing so.

Key factors to consider are summarised in Figure 7. An important area of focus will be establishing the balance between quantitative and qualitative research (informed in part by your choice of measures), and planning your approach to each. Guidance on this process is provided within Tool 5.

More broadly, development of a simple research strategy or plan will help you to establish and set out the methodology in a structured way; a template for this is provided in Tool 6.

Summary of Questions to Consider in Planning your Research

- Study area: Are there any geographic parameters for your research?
- Local context: Are there any key local groups / individuals who could play a role in shaping or delivering your research?
- Timeframe & timescales: Is your research longitudinal or one off? What is the overall research timeframe? How frequently will you return?
- Types of information: What will be the balance between quantitative and qualitative information? Will you need to undertake primary research?
- Primary research approach: If undertaking primary research, what type of research will it be? How many people do you need to speak to? Who will it be undertaken by and when?
- Resource: What are the costs involved in the research?
- Analysis: How will you collate and use the data when collected?

Figure 7: **Key Considerations in Planning Your Research**

Study area

Are there any geographic parameters for your research?



For pieces of research which are place based, it is important to establish a clear definition of the geography that you are focusing on. This may be a formal administrative area (e.g. a Borough, or a ward), a local community (which is likely to need bespoke definition), or a catchment area (e.g. the area from which project beneficiaries are drawn from). The size of the geography will have direct implications on the number of people you will need to engage and hence the resource implications of the research. Once selected, it is ideal to keep geographies consistent throughout the research – particularly where this is being undertaken across multiple points in time.

Local Context

What groups / people will you approach?



An initial mapping of the local / project context will help you to understand the population that you will need to engage. This might include review of government statistics providing intelligence on the local population, working with local partners to access any locally-held intelligence, or (in the case of projects) interrogating your own intelligence.

Further information on key sources of secondary intelligence is provided within Tool 7.

Types of Information and Approach



At an early point you will need to decide on the types of information that you want to collect and your approach to doing so. The balance between quantitative and qualitative insights is an important element of this, as is the need for (and extent of) primary research. Ultimately these decisions will be informed by your specific research purpose and questions. Tool 5 provides a checklist of considerations to support with this process.

Primary Research Approach

Who will undertake primary research and when will it be undertaken?

If undertaking primary research, clarity on the approach should be sought from an early point. Your approach will be informed by the balance you are seeking between quantitative and qualitative insights. Key initial considerations in planning your primary research include:

- **Research approach:** deciding on the main methods for data collection. A range of possible approaches exist from door to door and street surveys, through to telephone surveys and online surveys. Each of these approaches have relative benefits and disbenefits in terms of reach, cost and quality which need to be weighed up at the outset. In most cases the Social Integration Measures will require structured one to one surveys. However, in some cases, group research and more semi-structured approaches could add further value and insight.
- **Establishing who will undertake the research.** This might be a community group leader, a project officer, local residents who are trained / supported, or an external organisation commissioned.
- **Communications / publicity:** consideration of how the research will be communicated to local groups and people. This might include information via existing local communication channels (e.g. newsletters or mailouts), or more bespoke communications (e.g. social media or leafletting). In many cases, it will be important to work collaboratively with other local partners and individuals (e.g. community gatekeepers) to publicise the research and to access local networks.
- **Research timings:** consideration of the best approach to accessing people to engage. This should consider if there are any local events which can be 'piggybacked' and the best days of the week and times of day to reach individuals.
- **Language:** consideration of any language barriers in terms of literacy and non-English speakers. Is there a need to re-phrase questions if using them with children, or use more creative techniques to try and engage people?
- **Informed consent and data sensitivity.** It will be necessary to obtain informed consent from respondents. First, this means that you should inform respondents fully about the purpose of the exercise and what you are going to do with the well-being data about them. Second, it means you should seek consent to collect data from them, and only collect such data if they have consented to it. Clarity will be needed from the outset on the level of anonymity of the survey, and how data will be used and stored once collected. Consideration of GDPR regulations is an important part of this; please refer to the Further Reading section of this toolkit for more information.

Further information on the approach to primary research is included in the next section, under the 'Collect' stage of the Measurement Process.

Primary Research Sampling

How many people will you involve?



Your approach to sampling will be an important element of planning your primary research. The approach to sampling varies depending on whether you are undertaking primary quantitative or primary qualitative research:

- Primary quantitative research: for this type of research, it is important to aim for a sample which is as representative as possible of the group of people (the 'population') you are seeking to understand. There are a broad range of established tools which can help you establish the number of people you need to speak to for your research to be representative. Please refer to Tool 5 for more information and also the Further Reading section at the end of this document
- Primary qualitative research: here, the focus is more on the depth of insight. While it is still important to try to capture insights that represent the breath of your target population, the absolute number of responses is less important.

Timeframes and timescales

Is your research longitudinal or one off?
What is the overall research timeframe? How frequently will you return?



Deciding on overall research timeframes is an important early priority: in some cases, this will be a one-off process, while in other cases it will involve repeated measurement / tracking over an extended period. You should look to define the overall research period, and the frequency of measurement within this. More frequent measurement will allow more detailed tracking of levels of social integration, picking up short-term variation in response to particular events and periods. This may not be necessary for overall monitoring, but on the other hand the time gap between measures should be short enough to enable a meaningful time series to be built up. It is important to repeat the same contact methodology and question ordering to be able to compare survey data collected at different times.

Resource

What are the costs involved in the research?



In tandem with all the consideration above, it will be important from an early point to consider the costs of the research and how these will be covered. These will relate both to the staffing needed to plan, manage and analyse the research, and any additional costs relating to undertaking survey work and communications. Where research is longitudinal, a resource plan should be developed to cover the whole research period, recognising possible changes in access to resource over time.

Analysis How will you collate and use the data when collected?

Initial consideration of how you are going to collate and analyse your intelligence once collected, and how the findings will be reported and communicated. This is explored in more detail in the next section.



Free trees giveaway launch. Bankside. Credit: Caroline Teo

STAGE 2: COLLECT

The data collection stage is the core part of the research process.

There are three key steps to the data collection process: work to collate secondary information, primary research (where relevant), and information analysis. The extent to which you focus on one, two or all three of these steps, will depend on your specific research context and purpose.

Two tools have been developed to help you undertake your research; these are provided in Part C of this toolkit, with links provided below.

See ↓

TOOL 7. COLLATING SECONDARY INFORMATION ON SOCIAL INTEGRATION: DATA INDEX

TOOL 8. BUILDING YOUR QUESTIONNAIRE FOR PRIMARY RESEARCH

STEP 2.1 COLLATING SECONDARY INFORMATION

Drawing together existing information to establish a good baseline understanding of context and conditions is an important early step in the collection stage.

Using secondary information can fulfil two purposes:

- Providing information on conditions / characteristics at a single point in time (whether or not you to plan to supplement this with primary research)
- Providing a baseline position from which to track to change over time or the impact of an initiative (again, whether or not you to plan to supplement this with primary research).

In either case, research should include a review of all materials that you already have, including:

- Information from government datasets
- Information held by the GLA or your Borough
- Information held within your organisation or by partner organisations.

An initial review of available data and information should have formed part of your research planning process – including, where relevant, discussion with key partners about the availability of any bespoke data which can be drawn down or shared.

At this point in time all relevant data should be collated centrally to allow interrogation and analysis.

In doing so, key consideration will need to include the geographic coverage of the data, how up to date it is, how frequently it will be updated in the future (in cases where you are tracking change), and the availability of information for comparator areas to allow you to benchmark performance (this might be similar local areas, your Borough, and / or London as a whole).

Make sure that you keep a clear record of your baseline research, clearly documenting the information which has been collated, the time period / point in time that it relates to, and any supporting notes or definitions needed to support with potential future scrutiny / revisits.

Information on data sources which can help you with social integration measurement is included within the Tools section of this Toolkit.

STEP 2.2 UNDERTAKING PRIMARY RESEARCH

In most instances – whether you are tracking change or measuring social integration at a single point in time – this will form the most resource-intensive part of the research process.

Key considerations in undertaking the research are set out below.

2.2.1 Tracking Change and Setting Goals

Social integration journeys are diverse and complex in nature. Different individuals and groups have different trajectories, experiences, and perceptions.

For this reason, the identified measures do not specify targets or timeframes for when particular outcomes should be achieved and any target setting needs to be considered very carefully.

That said, the measures are particularly valuable when used to measure change and can be used to establish bespoke goals for your organisation or project.

In these instances, you will need to think clearly about your theory of change (please refer back to Tool 1): how your project or intervention is designed to reach specific goals, and hence the outcome indicators which will be most relevant in allowing you to track progress or performance.

Over time, progress against the goals can be measured and causal relationships to be rethought where they are no longer supported by the evidence.

Using the indicators in this way firstly requires the collection of baseline data against which to measure changes. Further measurements should then be taken at suitable points to capture changes.

2.2.2 Undertaking Primary Research

As noted previously, there are several different options for how primary research is undertaken. These include:

Door to door surveys	Effective for reaching diverse and representative groups, but relatively resource intensive.
Street / locational surveys	More efficient than door to door, but harder to reach a representative sample.
Telephone surveys	Effective for large scale research but requires good contact database and challenges in ensuring data quality.
Web surveys	Resource efficient, but challenges in timeliness and in ensuring representation and information quality.

Each method offers relative advantages and disadvantages in terms of accessing participants, quality of information, and resource implications. You will need to weigh these up carefully and consider which is most appropriate for your specific research task.

Generally speaking, given the complex and often sensitive nature of social integration topics, face to face research techniques are typically the best option.

In instances where you are undertaking quantitative primary research, you will need to continually refer back to your sample targets. In some cases you may need to adjust your approach to respond to emerging gaps in the types and numbers of people that you are engaging.

Community / Local Researchers

The practical approach to primary research will need to be tailored to reflect the specific context of the study.

For smaller pieces of research, it may be easiest for structured surveys to be undertaken by the core project team, as part of existing engagement activities.

In other instances, however, there will be a need for larger scale field work activity, and in these instances, you will need to consider how this work will be resourced.

If additional research support is needed, the use of local researchers can offer multiple benefits: both in terms of engaging with the community, of local knowledge and networks, and of retaining value locally. From a process perspective it can also be more efficient than procuring external support.

It is important that researchers are engaged on a formal basis and are provided with the training and support needed to support their own learning and development while ensuring research standards are maintained.

Beyond professional development, in all cases, community researchers should be compensated for their time, ideally at or above the London Living Wage.

2.2.3 Designing Primary Research: Quantitative Approaches (Surveys)

Structured surveys are likely to form a key part of your approach to capturing quantitative information on social integration. The questionnaires that you design will play an important role in determining the success of your primary research.

Key considerations in designing your questionnaire include:

- **Introducing the research:** think carefully about what you can say or write upfront to make sure people can follow and understand the survey. The way you introduce the survey will play a key role in making respondents feel comfortable and well informed
- **Audience and Language:** Once you've worked out what questions you want to ask, think about how you want to phrase them. You could try more creative ways to present them for different groups. Some people may need help with some words – for example, if English isn't their first language or if some words mean different things for them. You don't always need to use social integration 'language' to communicate with your participants, even if this is how you will be thinking about or reporting the findings yourself
- **Longitudinal research:** questionnaires offer the advantage that they can be repeated at different times to show trends and patterns in results. Take this into account in designing your survey, asking questions in a format, language and tone which have future repetition in mind
- **Answer scales:** think carefully about the best scales to use within your questions. For example, is a number scale the best option for your audience? While commonly used, some people may be unfamiliar or struggle with using numbers to explain how they feel. You can teach them how; but you need to do that before you ask the questions, and it could be time-consuming and complicated
- **Bringing in other measures:** in many cases, social integration may only form part of your survey. You will need to think carefully about what other information you want to collect to help design a balanced survey. This may include wider socio-demographic information which allows you to explore, for example, how social integration varies among your target group according to gender, age, ethnicity, working status, post code etc. You will need to think about what you want to know and how you will analyse your data, and ask the relevant additional questions
- **Allowing for comparison:** benchmarking of performance can play an important role in helping to analyse and interpret findings, helping you to understand the difference between your study area / object wider areas. Take time to design questions to be consistent with existing available data / surveys so findings can be compared reliably to national / regional / other local figures.

As noted previously, it is important that your survey design builds in the need for informed consent from respondents. Please refer to the Further Reading section of this toolkit for more information on this.

Further guidance on designing questionnaires for Social Integration Research is provided within the tools section of this toolkit.

2.2.4 Designing Primary Research: Qualitative Approaches

Beyond structured surveys, there are a range of other ways of gathering information on social integration .

These include:

- research interviews
- discussion groups and focus groups
- community consultation events
- research diaries (where people write down their feelings, behaviours and activities over a set timeframe).

Depending on when they are scheduled within your research process, they can play an important role in helping you to access new audiences and, potentially, survey participants.

They can also help add much greater depth to your research process. Most of these wider methods provide information in the form of words (qualitative data) which can be used alongside questionnaire data to help explore findings in more detail.

2.2.5 Standards of Evidence

Standards of evidence are important but often overlooked. They provide structure and scale which can help partners think about the difference they are making.

In the case of social integration, they can provide the basis for understanding change over time (where relevant), but also for understanding how partners can make the most difference.

Nesta and the Alliance for Useful Evidence have identified five levels of evidence which enable those seeking to measure their impact to assess the strength of the data they collect.

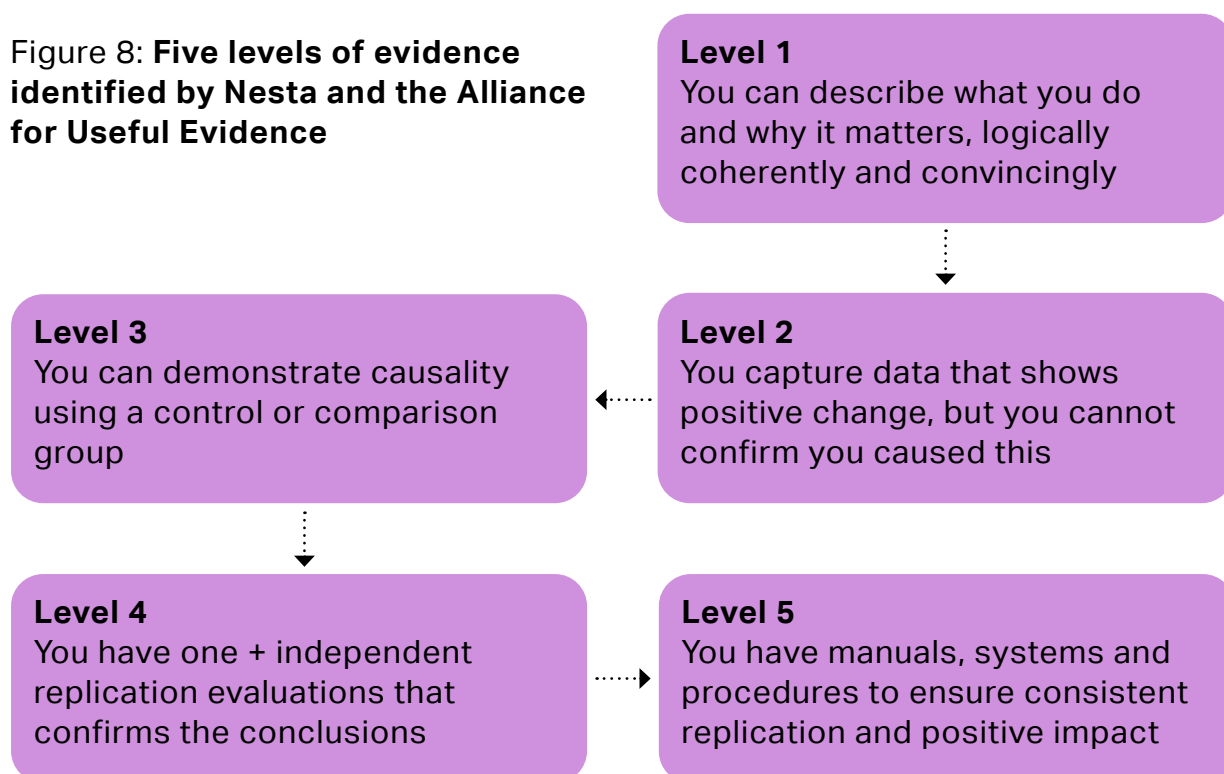
The levels range from one, where partners can make informed observations of positive impact, through to five, where they can provide definitive evidence that an innovation or action can be replicated and scaled elsewhere. The key challenge for most projects is moving beyond level two where you would normally require an external control group to show progress or impact.

It is important to note that these (and other) standards of evidence are not a test. In some cases (particularly where projects are small) it is perfectly reasonable to operate at level one, taking time to reflect and make observational judgments.

However, if projects are actively seeking to pilot innovative activity to scale up for the benefit of the city, evidence collection and insight should reflect this and seek to make a more rigorous assessment of change.

In developing strategies for evidence, insights and reflection, partners need to be honest about the level of evidence that can be gathered. The temptation, understandably, can be to reach for the highest possible impact figure, when better more accurate evidence could be of more value to inform future intervention and lead to better policy.

Figure 8: **Five levels of evidence identified by Nesta and the Alliance for Useful Evidence**



STEP 2.3 ANALYSIS

The analysis step will allow you to make judgements on the breadth and coverage of the research, the quality of the information, and the insights that it provides.

Key considerations in undertaking analysis include:

- **Reliability:** if you have undertaken quantitative primary research, revisit your initial sampling targets and check the extent to which it reflects population characteristics. Are any caveats within the analysis required to reflect smaller gaps?
- **Data coverage and quality:** how strong is the coverage of the data you have collected against the selected measures. Are there certain measures where the data collected is not complete or reliable enough to report on?
- **Quantitative and qualitative forms of analysis:** in many cases, your research will have provided a mix of quantitative and qualitative analysis. Where the research allows for quantitative analysis, always bear in mind, and reference the sample that you are working with. For qualitative insights, explore different ways in which these can be 'coded' to allow common messages to be drawn through. Consider how numbers (quantitative data) and descriptions or narrative (qualitative data) can be combined for a better picture of what is happening. Similarly, consider how different perspectives – subjective (e.g. people's perceptions and opinions) and objective can be combined to tell a story.
- **Demographic analysis:** where the sample allows, explore whether you can disaggregate the data you have collected by meaningful identity / demographic markers to ensure that social integration is understood in deeper granularity. In doing so, make sure that all analysis conforms with the consent you have received from your respondents (usually this will mean ensuring all analysis is anonymised).
- **Change analysis:** where social integration data aims to capture change over time, recognise that the measures chosen will only reflect a small part of the true, 'messy' reality of change in people's lives. Be realistic in the depth of understanding you can hope to achieve, aiming to understand: overall scores / performance in context (are they generally high or low), the direction of social integration change (getting better or getting worse over time), and the magnitude of change (a big change or a small change over time).

Across the analysis of information, it is imperative that the integrity and confidentiality of the information that you have collected remains at the fore.

Ensure you have a robust plan in place for how you manage and store the information, who has access to it, and how you use and report on it. This must align fully with the wording used on your questionnaires and engagement tools regarding the use of personal data and information.

Again, please refer to the Further Reading section of this toolkit for more information on matters of data confidentiality and security.



Vaisakhi 2018. Credit: Caroline Teo

STAGE 3: REFLECT

Reporting and feeding back your research should be viewed as a central part of the research process.

Having collected and analysed your information, you should be able to return to the purpose that you identified at the outset, and report back to your partners with clarity and honesty.

Ideally this should include an interim feedback phase: if surveys or focus groups have taken place, go back and discuss initial findings, including how the community / place / project is being represented, the conclusions that are being drawn, and the implications and what should happen next.

It is important that adequate resource is set aside to enable a thorough and robust reporting process, which does justice to the time that you, your partners and your participants have contributed.

Three tools have been developed to help you report on your research; these are provided in Part C of this toolkit, with links provided below.

See ↓

TOOL 9. WRITING YOUR PLACE FOCUSED RESEARCH REPORT: TEMPLATE

TOOL 10. WRITING YOUR EVALUATION REPORT: TEMPLATE

TOOL 11. WRITING CASE STUDIES: TEMPLATE

STEP 3.1 DRAW CONCLUSIONS

As noted previously, social integration is a complex area, and it is likely that the information you have gathered will be multi-layered and multifaceted.

However, where possible, it is important to try to distil clear and simple messages from the analysis you have undertaken which can be communicated to your different partners and audiences.

Returning to the research questions that you posed at the outset provides a clear framework via which to draw these conclusions.

Key considerations should include:

- Are the results surprising in any way? Do they show you what you expected to see? Did you expect results to be different? If there weren't surprises, what did you know in advance that allowed you to be accurate in expecting what the analysis would show?
- Can you see patterns within the overall results? Did some questions produce answers which were not in line with the others? Why? Did some types or groups of people answer questions very differently than other types or groups? Why?
- Where relevant, how did results change over time? Why do you think this is the case? Did they change for some people and not others?
- How does your sample compare with wider averages (where information for comparators is available)? If there are differences, how significant are these and what might explain them?

While it is important to draw conclusions, always bear in mind the size of your sample and the reliability of the data; where there is uncertainty or lack of clarity, be honest about this.

STEP 3.2 FEED BACK

Measuring social integration is of greater benefit if you share the results with your audiences. In this way, the research will provide value far beyond the direct needs and purpose of your organisations.

Begin by considering the audiences you would like to share your findings with. The list will vary from one context to the next, but may include: local residents, service users, community and voluntary groups, local statutory organisations, funding bodies.

As noted previously, depending on the scale of the research and resource available, you should consider multiple feedback steps along the way: this might include interim updates on research progress or emerging findings and conclusions.

How you share your findings will depend on your specific context, but options could include:

- Using existing newsletters, mailouts and media channels to share findings to those who participated or were contacted
- Writing blogs on your website, or disseminating 'findings snapshots' via social media
- Developing short case studies which summarise the findings for certain groups or individuals (where permissions allow)
- Creating short videos to tell the story of your research, your participants, and your findings
- Distributing a short report to local residents / local media / local agencies
- Presenting at events or meetings
- More formal methods of reporting to funders (e.g. evaluation reports or funding bids).

No matter who you are sharing information with, or in what context, always consider the relative interests and needs of different audiences and consider tailoring your communications to reflect these.

Generally speaking, messaging should aim to be concise, balanced, and honest. It should also be written in a way which is easily accessible, and ideally jargon free.

Think carefully about what information is relevant, and which messages are most compelling. Returning to your key research questions can help to focus the messages and avoid any risk of information or data overload.

STEP 3.3 LEARN AND ADAPT

Finally, make sure that you set aside adequate time to use the findings to inform the future work of you and your partners.

Use the conclusions you have drawn and the underpinning information to identify the key lessons learnt from the research, the implications for future delivery or engagement activities, and any additional / future research needed.

Use the data you have gathered to underpin decision making.

Where you can, share findings with your partners (and ideally more widely) to help ensure that your research delivers value above and beyond that delivered directly to your organisation.



Africa on the Square. Credit: Eleanor Bentall

FURTHER RESEARCH TIPS AND READING

TEN OVERARCHING TIPS FOR PLANNING AND DELIVERING YOUR RESEARCH

- 1.** Make sure you have a clear research objective / purpose in mind from the outset and use this to define an agreed set of research questions.
- 2.** Select only the social integration measures which are relevant to your research questions: as many or as few measures as you feel comfortable with.
- 3.** Identify what is already known about your question(s): work with your partners to help scope the research and collate baseline information.
- 4.** If new research is needed, ensure that the scale of primary research is proportionate to your context and resource.
- 5.** Consider if participatory research approaches are appropriate to help secure buy-in and embed research locally.
- 6.** Be clear and open about how data and information is being used from the outset, ensuring alignment with all rules and regulations regarding sharing and confidentiality.
- 7.** Make sure you are balanced in reporting and honest about any gaps or weaknesses in the information collected.
- 8.** Identify clear conclusions and lessons to inform future delivery.
- 9.** Where appropriate share your findings beyond your networks to multiply the value added of the research.
- 10.** Adapt the language of your communications & research to ensure it is appropriate to your participants.

FURTHER TIPS TO HELP YOU TAILOR YOUR RESEARCH

The Social Integration Measures have been designed to have pan-London relevance: in terms of the types of research they are used for, the context to which they apply, and the types of organisations to which they are relevant.

The diversity of contexts means that there is no single approach or methodology for the measurement of social integration. In each instance, you will need to tailor the research to the specific needs of your organisation / project, and to the nuances of your place or community.

Tool 12 identifies three 'filters' and supporting questions to help you tailor and plan your research:

- What is your research purpose?
- What is your research focus?
- What type of organisation are you?

See ↓

TOOL 12. TAILORING YOUR RESEARCH TO YOUR CONTEXT: QUESTIONS TO CONSIDER

FREQUENTLY ASKED QUESTIONS

1. Do I need to gather information against all social integration measures?

No. Select as many measures as you feel comfortable with. The number you select should reflect the overall purpose of your research and the resource you have available to undertake the research.

2. Are some social integration measures more important than others?

No. There is deliberately no hierarchy within the measures as each research context will be very different. Where possible, you should aim to collect information across a balance of social integration domains and themes – but this is not imperative.

3. Can I use the social integration measures alongside a wider set of measures?

Yes. The social integration measures can be used either on their own, or as part of a wider piece of research. They are designed to be used as flexibly as possible to support research in different contexts. In many cases, there will be value in collecting a more holistic set of information.

4. Can I adapt the GLA social integration 'language' to suit my context?

Yes. While we want to maintain as much consistency in measurement as possible, it is fine to adapt language where necessary within surveys and reporting to best fit your context and audience. Make sure you keep a track on any changes made, so that any possible discrepancies are understood.

5. Is there any support available to help me measuring social integration?

Yes. This toolkit aims to act as an overarching guidance and signposting document to support your work. Please contact: socialevidence@london.gov.uk at the GLA if you have any specific questions about the content of the guidance or the social integration measures themselves.

FURTHER READING

This toolkit introduces the overall process which can be used to understand social integration.

The Mayor's [All of Us Social Integration Strategy](#) and [2020 Social Integration Snapshot](#) provide a useful starting point in helping you to define and plan your research. Similarly, the GLA's [database of social integration intelligence](#) provides useful baseline intelligence to help you conceptualise and frame your work.

At a more practical level, the London Prosperity Board's [2019 research report](#) provides inspiration for planning and delivering hyper-local research within London's neighbourhoods.

Aside from this, there are many wider external resources available which will support your work. These are referred to where relevant throughout this toolkit and include:

Guidance on Collecting Good Information

The [National Centre for Research Methods](#), is a good starting point for information on social research, providing a range of tools and guidance documents on approaches to quantitative and qualitative research.

[Nesta](#) and the [Alliance for Useful Information](#) have developed a range of guides and tools to help you plan, deliver and analyse your research. Good starting points include the '[DIY Toolkit](#)', which includes a range of tools and 'canvases', and '[Using Research Evidence: A Practice Guide](#)', which provides more in-depth information on different approaches to undertaking research.

What Works Centre for Local Economic Growth: a research body established by government to support local economic development provides a wide library of resources, including a [series of blogs on how to undertake good evaluation](#) and wider resources on how to [evaluate projects across a range of policy areas](#)

Similarly, the What Works Centre for Wellbeing provides a range of guidance documents, including a summary of approaches to [measuring and understanding wellbeing](#) in different contexts.

At a more practical level, the Scottish Government's [Social Researchers' Method Guides](#) provides short introductions to some of the most common methods used in social science research.

UK Data Service provide information on securing 'informed consent' for your surveys here: [UK Data Service](#). They also provide a helpful guide of how GDPR regulations can be applied to research here: [UK Data Service » Data protection in research](#).

Guidance on Undertaking Evaluation

Magenta Book: central government guidance on designing and undertaking evaluation. Chapter 4 onwards refers to best practice for conducting the evaluation process.

Magenta Book supplementary guidance: Quality in qualitative evaluation – central government guidance on assessing qualitative research evidence for evaluation. It was developed with particular reference to evaluations of social policy and programmes.



Dalston Kingsland station and Ridley Road market. Credit: Eleanor Bentall

PART C

**TOOLS TO
SUPPORT
SOCIAL
INTEGRATION
MEASUREMENT**

Twelve practical tools have been developed to support with the social integration measurement process. These are designed to be used alongside the guidance provided in Part B of this toolkit.

For further information on how to undertake social research, please refer to the Further Reading links on p52. The National Centre for Research Methods, is a particularly valuable resources, providing a range of tools and guidance documents on approaches to quantitative and qualitative research.

TOOL 1. DEVELOPING YOUR THEORY OF CHANGE: CANVAS

A template to help you develop a bespoke theory of change (where relevant)

TOOL 2. DEFINING YOUR RESEARCH QUESTIONS: CANVAS

A template to help you define your research questions

TOOL 3. SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

An index of Social Integration Measures, information sources and research questions

TOOL 4. SELECTING YOUR MEASURES 2: SOCIAL INTEGRATION MEASURE DECISION TREE

A tool to help you identify a bespoke basket of Social Integration Measures

TOOL 5. DECIDING ON YOUR RESEARCH APPROACH (QUANTITATIVE AND QUALITATIVE)

A tool to help you compare and decide on quantitative and qualitative research approaches

TOOL 6. FINALISING YOUR RESEARCH STRATEGY: TEMPLATE

A template to help you plan your measurement process

TOOL 7. BUILDING YOUR QUESTIONNAIRE FOR PRIMARY RESEARCH

A collated list of possible sources for collecting information from secondary datasets

TOOL 8. BUILDING YOUR QUESTIONNAIRE FOR PRIMARY RESEARCH

A template to help you develop a social integration questionnaire

TOOL 9. WRITING YOUR PLACE FOCUSED RESEARCH REPORT: TEMPLATE

A template to help you report findings of area-focused research

TOOL 10. WRITING YOUR EVALUATION REPORT: TEMPLATE

A template to help you plan project evaluation reports

TOOL 11. WRITING CASE STUDIES: TEMPLATE

A template to help you develop case studies

TOOL 12. TAILORING YOUR RESEARCH TO YOUR CONTEXT: QUESTIONS TO CONSIDER

A series of filters and questions to help you tailor you research to your specific organisational and thematic context

TOOL 1.

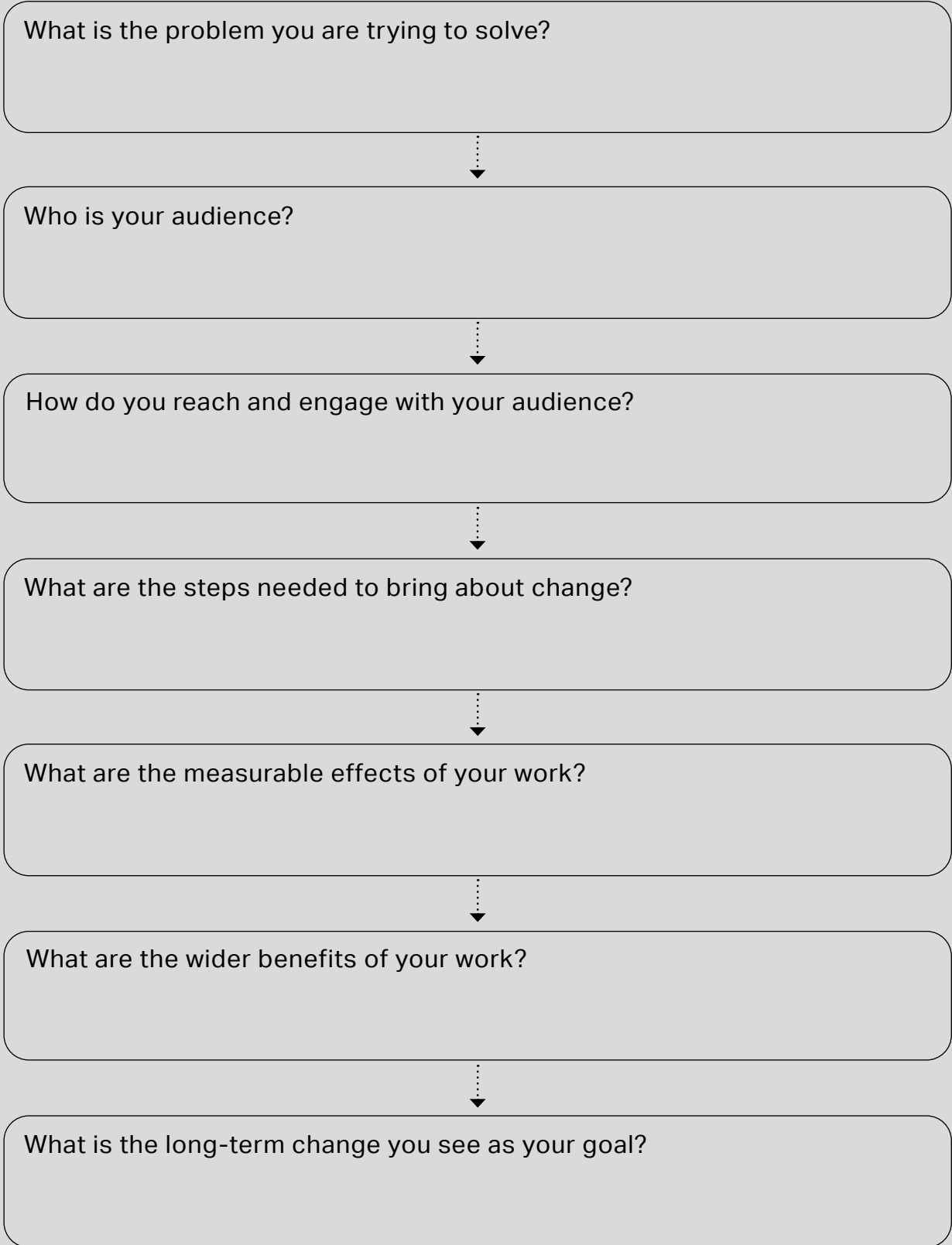
DEVELOPING YOUR THEORY OF CHANGE: CANVAS

A theory of change explains how an organisation or initiative has an impact on its beneficiaries. It outlines all the things that a programme does for of its beneficiaries, the ultimate impact that it aims to have on them, and all the separate outcomes that lead or contribute to that impact.

In the context of understanding the impact of investment or initiatives on social integration, it can help you clearly identify the key things that you want to understand and measure.

Nesta has developed detailed guidance on developing theory of change, including the standard template provided overleaf. Further information on the process of developing your theory of change is provided by Nesta here: <https://diytoolkit.org/media/Theory-of-Change-Size-A4.pdf>

TOOL 1.
DEVELOPING YOUR THEORY OF CHANGE: CANVAS



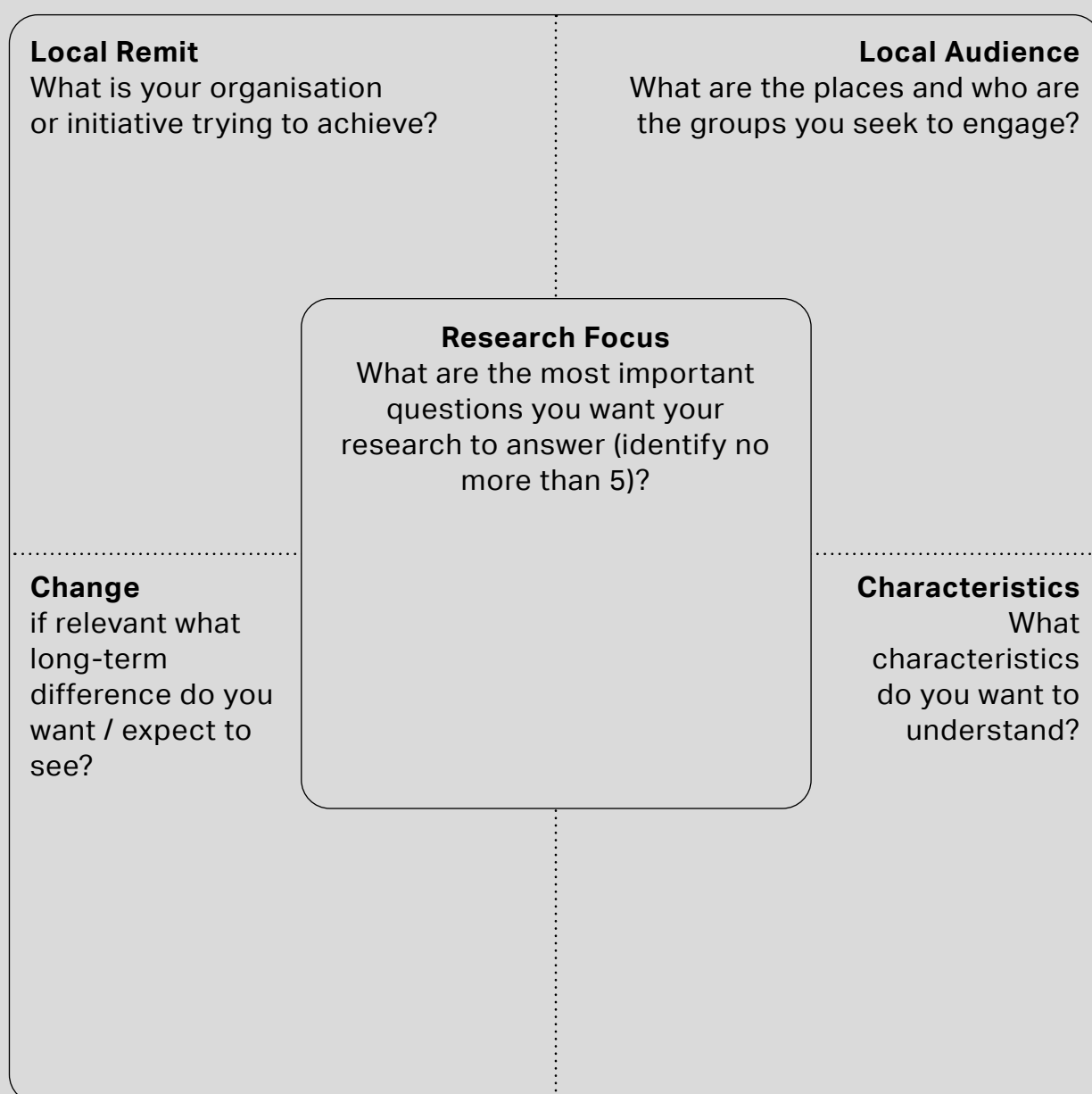
Source: template by Nesta

TOOL 2.

DEFINING YOUR RESEARCH QUESTIONS: CANVAS

Identifying a clear set of questions to frame your research will help you to develop your approach, maintain focus throughout the research process, and structure your analysis and reporting.

The 'canvas' below aims to help you summarise the context that you are working within, and, from this, to define the focus of your research.



TOOL 3.

SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

The full list of Social Integration Measures is provided in the table overleaf, with links to possible data sources (where relevant) and sample survey questions.

The survey questions are quantitative with answers and are largely scored on a standard likert or binary scale (see summary tables below).

Further detail on the measures can be accessed from the GLA via the following link: <https://data.london.gov.uk/dataset/social-integration-headline-measures>

The spreadsheet contains the full list of measures and definitions and baseline data for each measure for London, drawing on government datasets, and the result of the survey of Londoners.

Survey Response: Likert Scale		
Agreement	Frequency	Proportion
1 = Definitely disagree 2 = Tend to disagree 3 = Tend to agree 4 = Definitely agree	1 = Never 2 = Infrequent 3 = Often 4 = All the time	1 = Not at all 2 = A little 3 = Somewhat 4 = A lot

Survey Response: Binary Scale	
Yes/No	Agree/Disagree
1 = Yes 2 = No	1 = Agree 2 = Disagree

TOOL 3.

SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

Relationships				
Theme	Measure	Existing source	Geography coverage	Standard survey question(s)
Diverse relationships	Proportion of adults whose friends have the same characteristics as them	Survey of Londoners 18-19	London	What proportion of your friends: are of a similar age as you/ are of the same ethnic group as you / have a similar level of education as you / have similar incomes to you? <i>(1.All similar 2.More than half 3.About half 4.Less than half)</i>
Social mixing	Proportion of adults reporting positive frequent contact with people with different characteristics than them	Survey of Londoners 18-19	London	As part of your wider social group (e.g. colleagues at work, other parents at the school gate, neighbours you chat with regularly), how often do you spend time with adults who are; much younger than you/much older than you/of a different social class to you/of a different ethnicity to you? <i>(1.Never 2.Occasionally 3.Sometimes 4.Quite a lot 5.All the time)</i> Would you say that this time is: <i>1.Very positive (only good experiences, they are friendly to you) 2.Mostly positive 3.Neutral 4.Mostly negative 5.Very negative (only bad experiences, they are mean to you)</i>
Neighbourhood cohesion	Proportion who agree that this local area is a place where people from different backgrounds get on well together	MOPAC Public attitude survey	Local authority & above	To what extent do you agree or disagree with the following: My local area is a place where people from different backgrounds get on well together. <i>(1.Definitely agree 2. Tend to agree 3. Tend to disagree 4. Definitely disagree)</i>
Helping neighbours/ Social trust	Proportion reporting that, generally, they borrow things and exchange favours with their neighbours	Survey of Londoners 18-19	London	How strongly do you agree or disagree with the following statement: Generally I borrow things and exchange favours with my neighbours <i>(1.Definitely agree 2.Tend to agree 3.Tend to disagree 4.Definitely disagree)</i>

Relationships				
Hate crime	Population projections – hate crime per 1,000 people	MPS End of Year Crime Statistics / GLA Mid-year pop estimates	Wards & above	<i>N/A (covered by secondary data)</i> <i>Could be completed by survey questions around crime perceptions and feeling of safety</i>
Social isolation	Proportion of people that do not have a spouse or partner, family member or friend to rely on a lot if they have a serious problem	Survey of Londoners 18-19	London	Please think about the people close to you such as your spouse/partner, immediate family and friends. How much can you rely on them if you have a serious problem? <i>(1.A lot 2.Somewhat 3.A little 4.Not at all 5.I don't have partner, immediate family and friends)</i>
Loneliness	Proportion who feel lonely often / always	Survey of Londoners 18-19	London	How often do you feel lonely? <i>(1.Often / always 2.Some of the time 3. Occasionally 4.Hardly ever 5.Never)</i>
Use of digital networks	Proportion accessing social media and messaging accounts several times a day	Survey of Londoners 18-19	London	Have you accessed any social messaging sites or applications in the last 12 months (e.g. Whatsapp, Skype, Facebook, Snapchat)? Y/N How often do you access sites or applications such as these <i>(1.Several times a day 2.At least once a day 3.Once a week 4.Less than that)</i>
Childcare segregation	Ethnic composition of children by type of childcare setting (entropy index)	National pupil database	Any	<i>N/A (covered by secondary data)</i>
Educational segregation	Index of dissimilarity of pupils eligible for Free School Meals (FSM)	National pupil database	Any	<i>N/A (covered by secondary data)</i>

TOOL 3.

SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

Participation				
Theme	Measure	Existing source	Geography coverage	Standard survey question(s)
Participation in leisure activities	Proportion who have participated in leisure activities in the last month, by type of activity	Taking part survey (2019 - annual)	London & above	<p>We would like you think about the things you do nowadays. Please look at this list and select which things you have done in the last month:</p> <p><i>1. Spend time with friends/family 2.Go to pubs/bars/clubs 3.Watch TV 4.Go to parks 5.Play sports 6.Exercise 7.Go to cinema 8.Attend church/mosque/place of worship 9.Visit museums/galleries 10.Go to theatre/music concerts 11.Play video/computer games 12.Attend local community festivals and events 13. None of these</i></p>
Volunteering	Proportion of adults who have done any voluntary work in the last 12 months	Taking part survey (2019 - annual)	London & above	In the last 12 months, have you done any voluntary work? Y/N
Informal help	Proportion of adults who have given unpaid help to a person, such as a friend, a neighbour or anybody else who is not a family member in the last 12 months	Survey of Londoners 18-19 (annual)	Local authority & above	In the last 12 months, have you given unpaid help to a person, such as a friend, a neighbour or anybody else who is not a family member? Y/N
Political participation	Proportion of eligible adults aged 18 and over who are registered for local elections	Electoral statistics for UK; mid-year pop estimates	Parliamentary constituency & above	N/A (covered by secondary data) <i>Could be completed by survey question on voter registration</i>

Participation

Civic participation	Proportion of adults who have taken part in civic life in the last 12 months, by type of activity	Survey of Londoners 18-19 (annual)	London & above	<p>Have you been involved in any of the following activities, in the last 12 months? Please only include those activities that were unpaid and select all that apply.</p> <p>1. Campaigning on behalf of a political party 2. Trying to set up a new service/amenity for local residents 3. Trying to stop something else happening in your local area 4. Running local services on a voluntary basis (e.g. childcare, youth services, parks, community centres) 5. Organising a community event (e.g. street party) 6. Another local issue (specify) 7. None of them</p>
Citizenship	Proportion of non-national population who have attended a citizenship ceremony	Home Office Immigration Statistics	Local authority & above	<p>N/A (covered by secondary data)</p> <p>Could be completed by survey question around citizenship (e.g. if you are not a British citizen, how important is it to you to gain British citizenship? How difficult do you think it is for you to gain British citizenship?)</p>

TOOL 3.

SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

Equality				
Theme	Measure	Existing source	Geography coverage	Standard survey question(s)
Employment rate gap	Inequalities in working-age employment rates by demographic profiles (e.g. female vs male, white vs BAME, age groups)	Population survey (annual)	Local authority & above	<i>N/A (Covered by secondary data)</i>
Occupational segregation	Gap between proportion employed in high and low pay occupations by demographic profiles	Population survey (annual)	Local authority & above	<i>N/A (Covered by secondary data)</i>
Educational attainment	Average attainment 9 score gap between free school meal (FSM) and non-FSM incl. pupil characteristics (ethnicity, first language, special education needs)	GCSE and equivalent results	Local authority & above	<i>N/A (Covered by secondary data)</i>
School exclusions	Permanent and fixed-term school exclusion rates	Permanent and fixed period exclusions in England	Local authority & above	<i>N/A (Covered by secondary data)</i>
NEET	Proportion of young people aged 18-24 not in education, employment, or training	NEET statistics annual brief	Local authority & above	<i>N/A (Covered by secondary data)</i>

Equality				
English language proficiency	Proportion of those who speak a language other than English at home who report that their language is not very good or not good when they need to speak English	Survey of Londoners 18-19 (annual)	London	In day-to-day life, how good are you at speaking English when you need to? For example, have a conversation on the telephone or talk to a professional such as a teacher or a doctor? 1. Very good 2. Good 3. Not very good 4. Not good at all
Early years childcare uptake	Uptake of 3- and 4- year-old free early education entitlement	Childcare and early years statistics, GLA projections	Local authority & above	<i>N/A (Covered by secondary data)</i>
Unfair treatment	Proportion who have been treated unfairly by others in the last 12 months because one or several protected characteristics or because of their social class	Survey of Londoners 18-19 (annual)	London	In the last 12 months, do you feel that you have been treated unfairly by people, other than your friends or family, for any of the reasons below? Please select all that apply: 1.Your age 2.Your sex 3.Your ethnicity 4.Your religion 5.Your sexual orientation 6.Your social class 7.Being or becoming a transsexual person 8.Being married or in a civil partnership 9.Being pregnant or on maternity leave 10.Disability related reasons 11.Another reason not listed 12.None of these reasons
Housing affordability	Proportion of people in households spending more than a third of their income on housing	Households below average income	Local authority & above	<i>N/A (Covered by secondary data)</i>

Equality				
Insecurity of private-rented sector accommodation	Proportion of private renters who in their last tenancy were asked to leave by their landlord/agent, or left due to rent increases, poor conditions or because of a poor relationship with their landlord/agent	Survey of Londoners 18-19 (annual)	London	<p>Thinking back to when you first moved into this household, why did your previous tenancy end? Please select all that apply:</p> <ol style="list-style-type: none"> 1. I/we wanted to move because the accommodation was in poor condition 2. We wanted to move due to another reason 3. The landlord asked me/us to leave 4. Accommodation was tied to a job and the job ended 5. By mutual agreement 6. The tenancy was for a fixed period 7. Because of rent increases by the landlord 8. Because of poor relationship with landlord <p>Not applicable – this is my/our first tenancy</p>
Financial resilience	Proportion of people in families with less than £1,500 in savings	Family resource survey (annual)	Local authority & above	<p>Do you [and your partner] have savings of at least £1,500? Y/N</p>
Digital skills	Proportion with full Essential Digital Skills for Life	UK Consumer Digital Index (quadrennial)	London and above	<p><i>N/A (Covered by secondary data)</i></p> <p><i>Could be completed by survey questions around use of digital devices and connectivity (e.g. How often do you go online?)</i></p>

TOOL 3.

SELECTING YOUR MEASURES 1: FULL INDEX OF SOCIAL INTEGRATION MEASURES

Outcomes				
Theme	Measure	Existing source	Geography coverage	Standard survey question(s)
Feeling of belonging	Proportion who feel they belong to their local area / to London very strongly or fairly strongly	Survey of Londoners 18-19 (annual)	London	How strongly do you feel you belong to your local area? And London? <i>1. Very strongly 2. Fairly strongly 3. Not very strongly 4. Not at all strongly</i>
Personal well-being	Proportion who reported a 'High' or 'Very high' rating for life satisfaction	Family resource survey (annual)	Local authority & above	Overall, how satisfied are you with your life nowadays? <i>Scale: 0 (not at all satisfied) to 10 (completely satisfied)</i>

TOOL 4.

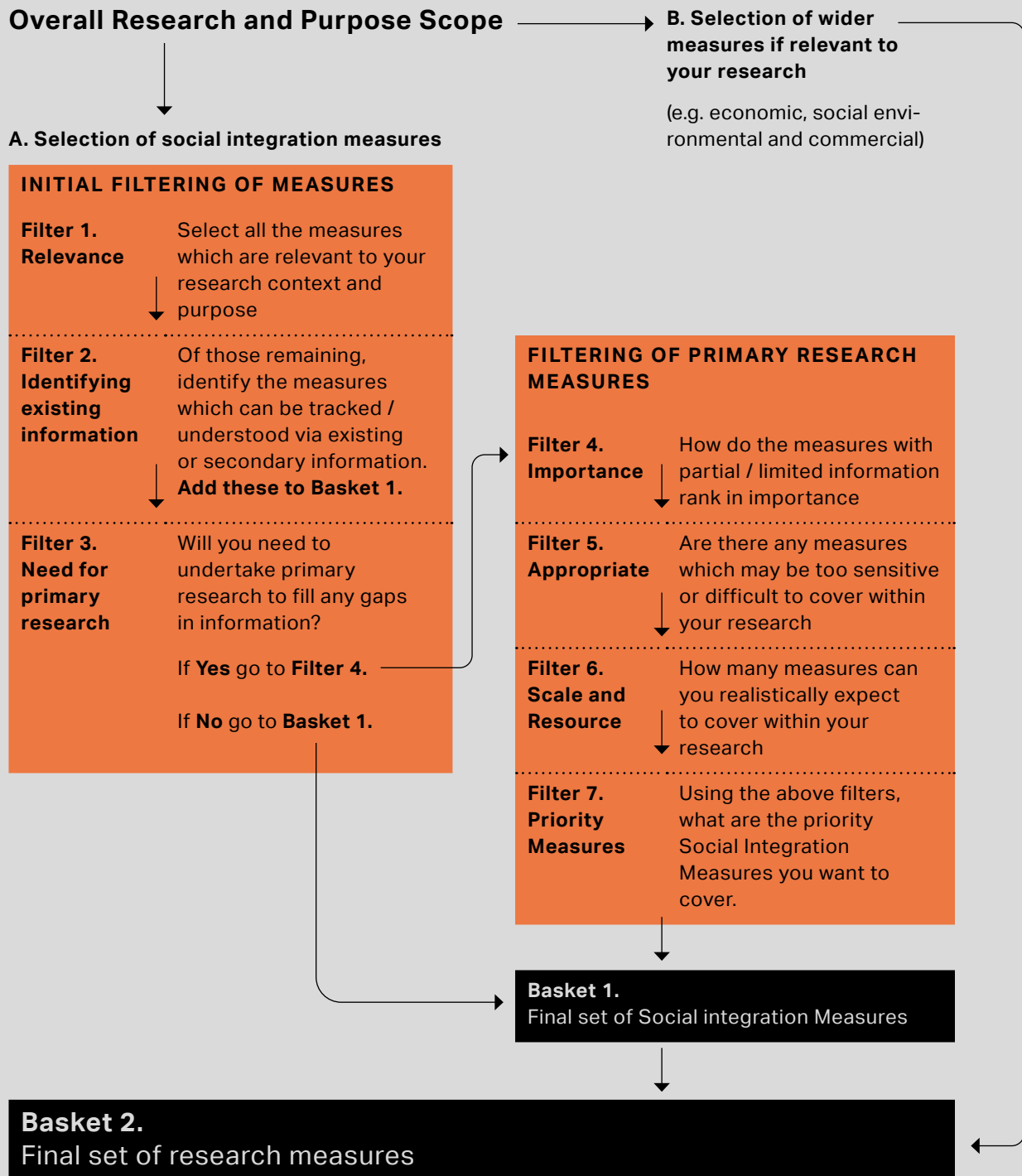
SELECTING YOUR MEASURES 2: SOCIAL INTEGRATION MEASURE DECISION TREE

Selecting a bespoke basket of Social Integration Measures is a key element of the research design process.

You should aim to focus on those which are most relevant, important and 'appropriate' to your context or project, while also being realistic about your resource and capacity (i.e. how many social integration measures can you collect information for when set in the context of your wider research).

The accompanying Social Integration Measure Basket Builder Spreadsheet Tool aims to help you define your basket of indicators, working through a set of six logical 'filters'. The filtration process is summarised in the diagram overleaf, and will help you to swiftly move from the full set of 40 measures down to a basket which suits your requirements.

TOOL 4.
SELECTING YOUR MEASURES 2: SOCIAL INTEGRATION MEASURE
DECISION TREE



TOOL 5.

DECIDING ON YOUR RESEARCH APPROACH (QUANTITATIVE AND QUALITATIVE APPROACHES)

The purpose of your research will dictate the balance you require between quantitative or qualitative insights.

Tool 5 summarises the differences between the two, and implications for how you plan and approach your research.

TOOL 5.

DECIDING ON YOUR RESEARCH APPROACH (QUANTITATIVE AND QUALITATIVE APPROACHES)

	Quantitative Research	Qualitative Research
What	Uses numbers and statistics to measure how widespread certain behaviours or conditions are	Uses words and descriptions to explore in detail the qualities of different behaviours and experiences
How	Focuses on measurable comparisons - WHAT is happening in different places, across different groups	Focuses on exploring meanings, motivations and reasons – HOW things happen, WHY they happen, and HOW they are understood by the people they are happening to
	↓	↓
Research methods	Surveys, polls, questionnaires, experiments	Semi-structured interviews, focus groups, observation, ethnography
Sampling	Typically larger numbers of people (e.g. 100+); representative sampling methods to allow generalisation from the sample to wider places or groups	Typically smaller numbers of people; selecting information-rich cases to explore meanings and behaviours in some depth
Question types	Generally closed-ended and standardised questions that allow for comparison across groups or places	Generally open-ended questions designed to encourage rich descriptions, stories and perceptions, often using semi-structured discussion guides to prompt responses
	↓	↓
Analysis methods	Statistical analysis	Thematic, sentiment, content analysis

Further Reading: [The National Centre for Research Methods](#) provides a range of tools and guidance documents on approaches to quantitative and qualitative research approaches.

TOOL 6.

FINALISING YOUR RESEARCH STRATEGY: TEMPLATE

The purpose of a research strategy is to support and simplify the process of planning your research.

We have identified seven key areas of focus which act as a checklist, and which taken together will to help you establish measures and clear evidence collections processes.

TOOL 6.

FINALISING YOUR RESEARCH STRATEGY: TEMPLATE

**Part 1.
Research
Purpose**

Set out briefly the overall purpose and focus of the research, and a set of specific research questions which identify 3-5 Key areas of focus.

**Part 2.
Research
Context**

Record the socio-demographic conditions your research is responding to and where relevant, the local strategic / policy context.

**Part 3.
Research
Targeting**

Provide a clear mapping of the individuals, groups and places which the research is targeting. This should be as specific as possible, outlining boundaries and populations where relevant.

**Part 4.
Measures**

Identify the measures which you will use within your research - both social integration focused and any wider measures you want to introduce. Where relevant, you should include any baseline information which exists, and set out any goals which you expect / hope to see / achieve (and by when).

**Part 5.
Approach to
Data Collection**

Summarise how you will collect data to measure performance against each of the measures, and to understand wider qualitative and strategic aspects of relevance. This should include a detailed plan of the approach to primary research.

**Part 6.
Resources and
Practicalities**

Set out the resources you will use to collect evidence, focusing on the need for robust and timely reporting.

**Part 7.
Future
Tracking**

Consider how you might track change in the longer term, beyond the timeframes of the current piece of research.

TOOL 7.

COLLATING SECONDARY INFORMATION ON SOCIAL INTEGRATION: DATA INDEX

Secondary data and intelligence has an important role to play in:

- Helping you to plan your research and set your baseline by helping you to understand the socio-demographic context of your local area or the individuals / groups that you are working with
- Providing more focused intelligence for certain social integration measures
- Providing intelligence to help you benchmark and compare your social integration intelligence to wider London averages.

Key data sets and sources are provided in the table; please also refer to the full measures index (Tool 3) for a list of data sources for each measure.

TOOL 7.

COLLATING SECONDARY INFORMATION ON SOCIAL INTEGRATION: DATA INDEX

Collated London Wide Intelligence on Social Integration

London Social Integration Database: baseline data against all 40 social integration measures for London, drawn from government datasets and from primary research via the Survey of Londoners. Key considerations:

- Data is currently largely at either the London or Borough spatial scale
- There are plans to update the information annually
- There are plans to update the information to include more localised intelligence as further information is collected and submitted.

<https://data.london.gov.uk/dataset/social-integration-headline-measures>

Understanding Your Area

Socio-demographic data portals / mappers: there are several data portals and mapping tools which act as helpful resources as you undertake initial research in your area. These cover a broad range of topics, and in many cases provide up to date intelligence at 'local' geographic scales:

- NOMIS: The official ONS website for up-to-date demographic and UK labour market statistics. Datasets are free and include the Annual Population Survey, UK Business Counts, the Business Register and Employment Survey, the Census etc. Data is available at different geographical scales. <https://www.nomisweb.co.uk/>
- London Datastore: a free and open data-sharing portal for data relating to London created by the GLA. Data covers a wide range of areas including jobs and the economy, communities, and housing. You can search for data by topic, geography, and publisher: <https://data.london.gov.uk/dataset>
- London Datastore Ward / LSOA mapper: the London datastore also provides a number of interactive data tools which allow local analysis of baseline performance. The ward data mapper is available at <https://data.london.gov.uk/dataset/ward-profiles-and-atlas>, and the LSOA data mapper is available at <https://data.london.gov.uk/dataset/lsoaatlas>
- Consumer Research Data Centre Mapping: a free to use mapping resource which collates government data across a range of themes relevant to social integration at the hyper-local level. A useful tool in helping you to familiarise yourself with your local context as you plan your research: <https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTTFFT/10/-0.1500/51.5200/>

Key socio-demographic datasets: the portals on the previous page typically collate data across a common set of socio-demographic datasets which can help you understand your area. While the specific datasets you use will depend on your local context and the specific focus of your research, those which are most commonly used include:

- **ONS Census:** a broad range of intelligence on the local population – covering overall demography and population density, labour market characteristics (economic activity and skills), and lifestyle characteristics (home tenure and living conditions). Data available to the most local spatial scales and accurate. Now relatively out of date (2011 with results from the 2021 Census due from 2023) – but still useful in helping to understand the overall character of an area. Access via NOMIS here: <https://www.nomisweb.co.uk/query/select/getdatasetbytheme.asp?theme=75&subgrp=Key+Statistics>
- **ONS Annual Population Survey:** up to date intelligence on key demographic and labour market characteristics. Data only at Borough level, and survey based so some caution needed in analysis. Access via NOMIS here: <https://www.nomisweb.co.uk/query/construct/summary.asp?mode=construct&version=0&dataset=17>
- **Mid-Year Population Estimates:** up to date estimates of the age profile of the local population; data available at the most local spatial scale. Access via NOMIS here: <https://www.nomisweb.co.uk/query/construct/summary.asp?mode=construct&version=0&dataset=2010>
- **Claimant Count:** information on the number and rate of people claiming benefits (Universal Credit and Job Seekers Allowance), by age and sex. Data available monthly, and down to the smallest geographical scale. Access via NOMIS here: <https://www.nomisweb.co.uk/query/construct/summary.asp?mode=construct&version=0&dataset=162>
- **Department for Education Schools Census:** data on the characteristics of pupils – including ethnicity, language spoken and eligibility for free school meals. Data available annually, and at both the level of the individual school and Borough. **Access here:** <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>. The GLA's London Schools Atlas is also very useful in helping you to find your local schools and research key information on pupil numbers and catchments.
- **NHS Practice Profiles:** up to date intelligence on health outcomes for residents registered at GP Surgeries. Up to date intelligence, and available at both the level of the individual school and Borough. Access here: <https://fingertips.phe.org.uk/profile/general-practice//page-options/map-ao-4>

Social Integration Data

The Survey of Londoners provides baseline findings for all Social Integration Measures. Where response rates allowed, data is provided at the level of the London Borough. Latest data is for 2018/19, and the GLA plans to update the research periodically. Baseline data for the Social Integration Measures can be accessed here <https://data.london.gov.uk/dataset/social-integration-headline-measures>, with full research findings here: <https://data.london.gov.uk/dataset/survey-of-londoners-headline-findings>

Relationships Theme. Key datasets include:

- **MOPAC Public Attitude Survey:** information on a range of themes including neighbourhood cohesion. Survey takes place annual, with information at the Borough level.
- **Met Crime Data:** information on recorded crime, with information updated annually and available down to the neighbourhood level. Access here: <https://www.met.police.uk/sd/stats-and-data/met/crime-data-dashboard/>
- **Department for Education Schools Census:** data on the characteristics of pupils – including ethnicity, language spoken and eligibility for free school meals. Data available annually, and at both the level of the individual school and Borough. Access here: <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

Participation Theme. Key datasets include:

- **Taking part survey:** annual survey by DCMS providing information on participation in leisure activities. Data available annually but only for London and above. Access here: <https://www.gov.uk/government/statistics/taking-part-201819-statistical-release>
- **Electoral statistics for UK:** information on participation rates in elections, available annually and for parliamentary constituencies. Access here: <https://www.ons.gov.uk/peoplepopulationandcommunity/elections/electoralregistration/datasets/electoralstatisticsforuk>
- **Home Office Immigration Statistics:** information on citizenship, with quarterly information at Borough level and above. Access here: <https://www.gov.uk/government/collections/immigration-statistics-quarterly-release>

Equality Theme. Key datasets include:

- **Annual Population Survey:** information on employment rate and occupation. Data only at Borough level, and survey based so some caution needed in analysis. Access via NOMIS here: <https://www.nomisweb.co.uk/query/construct/summary.asp?mode=construct&version=0&dataset=17>
- **DfE Compare Schools Service:** information on local education attainment. Data available at the school and Borough level and updated annually. Access here: https://www.compare-school-performance.service.gov.uk/?_ga=2.70775506.373662673.1588054764-2146490879.1585642333
- **Exclusion Statistics:** government data on exclusion from schools. Available annually and at the schools and Borough level from here: <https://www.gov.uk/government/publications/exclusions-statistics-guide>
- **NEET Statistics Annual Brief:** information on those not in employment education or training. Data for regions only, annually. Available here: <https://www.gov.uk/government/statistics/neet-statistics-annual-brief-2019>
- **Childcare and early years statistics:** take up of childcare places. Data available annually at the Borough level here: <https://www.gov.uk/government/collections/statistics-childcare-and-early-years>
- **Households below average income:** government data available for the UK annually, accessed here: <https://www.gov.uk/government/statistics/households-below-average-income-199495-to-201819>

TOOL 8.

BUILDING YOUR QUESTIONNAIRE FOR PRIMARY RESEARCH

This questionnaire template has been designed to allow users to select the questions that are most relevant for their research purpose.

Questions marked with an asterisk* correspond to the social integration measures.

The template is intended for guidance only.

Additional sections and questions can be added to this questionnaire, depending on your research subject and purpose.

Some relevant questions from this template could also be incorporated into any existing questionnaire you might already use.

Key considerations when designing a survey template

The survey is to collect information that will answer a specific research question or set of questions. The first consideration in designing a survey is to define the objectives of the survey in the context of these questions.

By conducting a social survey and beyond the collection of data on social integration, a large amount of data can be collected on the characteristics of a local area or a specific community/group (e.g. demography, socio-economic).

Collecting this information is key and will help in getting the context and analysis right as well as allow for comparison between different demographic and social-economic groups (*e.g. economically inactive and older groups tend to be more involved in their local area through volunteering than younger groups*).

A social survey will be more focused on qualitative findings, recording peoples' opinions and perceptions, and therefore open questions can be used where respondents can give their own responses to a set question. Open questions will begin with what, why, how, or describe, to elicit rich qualitative information.

Usage	Example
As a follow-on from closed questions, to develop a more detailed response	'If answering yes to question 7, please provide the reason for this'
To find out more about a person, their thoughts, needs, problems, etc.	Why is that important to you?
To get people to realise the extent of their problems.	What effect does this have on your family life?
To get people to reflect on the impact of something or some change.	How has this made a difference to you?

SECTION 1: RELATIONSHIPS & WELLBEING

Social Integration Coverage: Relationships Pillar

SECTION NOTES

In this section, additional questions could be added depending on your research purpose. For example, if you are investigating the health or well-being of a community or group, you could add questions around loneliness (e.g. *How often, if at all are you in face-to-face contact with 1. Family members / 2. Friends you do not live with?*).

If you are more interested in digital uses, you could ask how people are using internet for (e.g. *access council services, find what to do in my local area, connect with friends etc.*)

EXAMPLE CONTENT

Now some questions about your friends, family and other people you meet in your local area or London.

1.1 What proportion of your friends 1. are of a similar age as you/ 2. are of the same ethnic as you/ 3. have similar incomes to you?*R

1. All similar
2. More than half
3. About half
4. Less than half
5. I don't have any friends

1.2 Now please think about the people close to you such as your spouse or partner, immediate family, and friends. How much can you rely on them if you have a serious problem?*R

- 1 A lot
- 2 Somewhat
- 3 A little
- 4 Not at all

In the previous set of questions we asked about the people closest to you, such as your immediate family and friends. Now we would like you to think more broadly about your wider social group – the different people you spend time with in other situations e.g. colleagues at work, other parents at the school gate, neighbours you chat with regularly etc.

1.3.1 As part of your wider social group, how often do you spend time with adults who are; 1. much younger than you/ 2. much older than you/ 3. of a different social class to you/ 4. of a different ethnicity to you?*R

- 1.Never
- 2.Occasionally
- 3.Sometimes
- 4.Quite a lot
- 5.All the time

1.3.2 Would you say that it is:*R

1. Very positive (for example, only good experiences, they are friendly to you)
2. Mostly positive
3. Neutral
4. Mostly negative
5. Very negative (for example, only bad experiences, they are mean to you)

1.4 How often, if at all, are you in face-to-face contact with 1. family members/ 2. friends you do not live with?

1. At least once a day
2. 4-6 times a week
3. 2-3 times a week
4. Around once a week
5. Around once a fortnight
6. Around once a month
7. Less than once a month
8. Never

1.5. How strongly do you agree or disagree with the following statement: Generally, I borrow things and exchange favours with my neighbours. *R

1. Definitely agree
2. Tend to agree
3. Tend to disagree
4. Definitely disagree

1.6.1 Have you accessed any social messaging sites or applications in the last 12 months (e.g. Whatsapp, Skype, Facebook, Snapchat)?

1. Yes
2. No

1.6.2 How often do you access sites or applications such as these

1. Several times a day
2. At least once a day
3. Once a week
4. Less than that

The next questions ask about your feelings on

aspects of your life. They are included to help measure people's wellbeing and the information produced will not identify you or anyone in your household.

1.7. How often do you feel lonely?*R

1. Often/always
2. Some of the time
3. Occasionally
4. Hardly ever
5. Never

1.8. To what extent do you agree or disagree that this local area is a place where people from different backgrounds get on well together?*R

1. Definitely agree
2. Tend to agree
3. Tend to disagree
4. Definitely disagree

SECTION 2: **BEING PART OF YOUR COMMUNITY**

Social Integration Coverage: Participation Pillar

SECTION NOTES

The government Community Life Survey is held annually to track trends and developments in areas such as volunteering, charitable giving, local action and networks and wellbeing.

While the data cannot be aggregated at a very local level, using some of the Community Life Survey questions in your questionnaire can be useful for comparing your findings with findings at a regional and national level. <https://www.gov.uk/government/collections/community-life-survey>

EXAMPLE CONTENT

Firstly, we'd like to ask some questions about your experience of living in your local area. Please think of the area within 15- 20 minutes walking distance from your home.

2.1 How long have you lived in your local area?

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

2.2. Do you think that over the past two years your area has ...?

1. Got better to live in
2. Got worse to live in
3. Not changed much (hasn't got better or worse)
4. Have not lived here long enough to say

2.3 We would now like you to think about the things you do nowadays. Please look at this list and select which things you have done in the last month. Please select all that apply*P

1. Spend time with friends/family
2. Go to pubs/bars/clubs
3. Watch TV
4. Go to parks
5. Play sport
6. Exercise
7. Go to cinema
8. Attend church / mosque / place of worship
9. Visit museums / galleries
10. Go to theatre / music concerts
11. Play video / computer games
12. Attend local community festivals and events
13. None of these

The next set of questions are about any unpaid help and work you may have done.

2.4 In the last 12 months, have you given any unpaid help to a person, such as a friend, a neighbour or anybody else who is not a family member?*P

1. Yes
2. No

2.5 In the last 12 months, have you done any forms of voluntary work ?*P

1. Yes
2. No

2.6 Have you been involved in any of the following activities, in the last 12 months? Please only include those activities that were unpaid. Please don't include anything where you signed a petition but took no further action. Please select all that apply.*P

1. Campaigning on behalf of a political party
2. Trying to set up a new service/amenity for local residents
3. Trying to stop something else happening in your local area
4. Running local services on a voluntary basis (e.g. childcare, youth services, parks, community centres)
5. Organising a community event (e.g. street party)
6. Another local issue (specify)
7. None of these

2.7 How strongly do you feel you belong to your local area? *O

1. Very strongly
2. Fairly strongly
3. Not very strongly
4. Not at all strongly

SECTION 3: YOURSELF

Social Integration Coverage: Equality and Outcome 2

SECTION NOTES

When designing a survey, the research needs to assess who to survey and how to breakdown overall survey response data into meaningful groups of respondents. Both assessments are based on demographic/socio-economic considerations so collecting these data is key.

However, asking too many questions can backfire. Some respondents may become concerned or aggravated by having to answer a large number of demographic questions.

Additionally, they may feel that they will compromise their confidentiality, and others may perceive the questions as an invasion of privacy. Thoroughly review all survey questions during the design process. Decide which guest demographics are the most critical to your study.

For questions on financial resilience (5.11, 5.12 and 5.13), the Financial Life Survey (FCA) is held biennially to track UK adults needs and experiences with financial services and their financial situation.

While the data cannot be aggregated at a very local level, using some of Financial Life Survey questions in your questionnaire can be useful for comparing your findings with findings at national level. <https://www.fca.org.uk/publications/research/understanding-financial-lives-uk-adults>

EXAMPLE CONTENT

Now, some questions about you.

3.1 How would you classify yourself?

1. Man
2. Woman
3. Transman
4. Transwoman
5. Non binary/ Genderqueer/ Agender/ Gender Fluid/ Intersex

3.2 What was your age at your last birthday?

16...99

3.3 What is your nationality?

List

3.4 Which country you were born in?

List

3.5 Which language do you speak most often at home?

1. English
2. Other language:.....

3.6 In day-to-day life, how good are you at speaking English when you need to? For example to have a conversation on the telephone or talk to a professional such as a teacher or a doctor?*E

1. Very good
2. Fairly good
3. Not very good
4. Not at all good

3.7 Are you a British citizen?

1. Yes
2. No

3.8 What is your highest level of educational attainment?

Please look down the list of qualifications and select the first one you come to that you have passed. If your qualifications were attained overseas, then we are interested to know what the equivalent qualification is in this country.*E

1. University Degree (Bachelor degree) or higher
2. A-levels, or equivalent
3. Trade apprenticeships
4. O level/GCSE grades A*-C / 4-9, or equivalent
5. O level/GCSE grades D-G / 1-3, or equivalent
6. Other – please specify
7. No qualifications

3.9 What is your current working status? Please select your main status.

1. Working full-time
2. Working part-time
3. Unemployed
4. Not working – retired
5. Not working – looking after house/children
6. Not working – long term sick or disabled
7. Student (either full or part time)
8. Other

3.10 If you work, do you work as an employee or are you self-employed?

1. Employee
2. Self-employed with employees
3. Self-employed / freelance without employees

3.10 If you work, which of the following best describes the sort of work you do in your current job?

If you are not working now, please select which best described what you did in your last job.

1. **Modern professional occupations** such as: teacher - nurse - physiotherapist - social worker - welfare officer - artist - musician - police officer (sergeant or above) - software designer
2. **Clerical and intermediate occupations** such as: secretary – personal assistant – clerical worker – office clerk – call centre agent – nursing auxiliary – nursery nurse
3. **Senior managers or administrators** (usually responsible for planning, organising and co-ordinating work, and for finance) such as: finance manager – chief executive
4. **Technical and craft occupations** such as: motor mechanic – fitter – inspector – plumber –

printer – tool maker – electrician – gardener – train driver

5. **Semi-routine manual and service occupations** such as: postal worker – machine operative – security guard – caretaker – farm worker – catering assistant – receptionist – sales assistant

6. **Routine manual and service occupations** such as: HGV driver – van driver – cleaner – porter – packer – sewing machinist – messenger – labourer – waiter / waitress – bar staff

7. **Middle or junior managers** such as: office manager – retail manager – bank manager – restaurant manager – warehouse manager – publican

8. **Traditional professional occupations** such as: accountant – solicitor – medical practitioner – scientist – civil/mechanical engineer

3.11 Which of the following best describes your home?

1. Being bought on a mortgage
2. Owned outright by household
3. Rented from Local Authority
4. Rented from Housing Association / Trust
5. Rented from private landlord
6. Other - please specify

3.12 Thinking back to when you first moved into this household, why did your previous tenancy end? Please select all that apply *E

1. I/we wanted to move because the accommodation was in poor condition
2. I/we wanted to move due to another reason
3. The landlord/agent asked me/us to leave
4. Accommodation was tied to a job and the job ended
5. By mutual agreement
6. The tenancy was for a fixed period
7. Because of rent increases by the landlord
8. Because of poor relationship with landlord
9. Not applicable – this is my/our first tenancy

3.13 Do you [and your partner] have savings of at least £1,500? *E

1. Yes
2. No

3.14 What is your ethnic group? Choose one option that best describes your ethnic group or background. White

1. English / Welsh / Scottish / Northern Irish / British
2. Irish
3. Gypsy or Irish Traveller
4. Any other White background, please describe
5. Mixed / Multiple ethnic groups
6. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other Mixed / Multiple ethnic background, please describe
- Asian / Asian British
9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background, please describe
- Black / African / Caribbean / Black British
14. African
15. Caribbean
16. Any other Black / African / Caribbean background, please describe
- Other ethnic group
17. Arab
18. Latin American
19. Any other ethnic group, please describe

3.15 Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more? Select all that apply

1. Yes, a physical condition
2. Yes, a mental health condition
3. No.

3.16 What is your religion?

1. No religion
2. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
3. Buddhist
4. Hindu
5. Jewish
6. Muslim
7. Sikh
8. Any other religion, please describe

3.17 Which of the following options best describes how you think of yourself?

1. Heterosexual or Straight
2. Gay or Lesbian,
3. Bisexual,
4. Other

3.18 In the last 12 months, do you feel that you have been treated unfairly by people other than your friends or family, for any of the reasons below? Please select all that apply*E

1. Your age
2. Your sex
3. Your ethnicity
4. Your religion
5. Your sexual orientation
6. Your social class
7. Being or becoming a transsexual person
8. Being married or in a civil partnership
9. Being pregnant or on maternity leave
10. Disability related reasons
11. Another reason not listed
12. None of these reasons

3.19. Overall, how satisfied are you with your life nowadays?*O

Scale: 0 (not at all satisfied) to 10 (completely satisfied)

TOOL 9.

WRITING YOUR PLACE FOCUSED RESEARCH REPORT: TEMPLATE

How you wish to report back on area / thematic based research will depend on the specific purpose of the research, and the audience of your reporting.

Reporting may take several forms, from detailed written outputs, to softer forms of communication (e.g. case studies and films).

However, key considerations to think about in undertaking reporting are summarised to the right.

TOOL 9.

WRITING YOUR PLACE FOCUSED RESEARCH REPORT: TEMPLATE

**Part 1.
Project
overview**

A description of the project and what it was trying to achieve and a headline summary of overall performance against objectives.

**Part 2.
Project context**

A refresh on the context for the project and the rationale for intervention.

**Part 3.
Project
design**

A review of how the project was designed to respond to this context, project objectives, and the logic model summarising specifically how it would do this.

**Part 4.
Project
delivery**

A review of the delivery process, including activities delivered, performance in terms of delivery timescales, funding, and outputs (deliverables), and reflections on the efficiency and effectiveness of the delivery and governance mechanisms.

**Part 5.
Project
impacts**

A review of project impacts, focusing on achievement of outcome targets, and any wider strategic, economic and social impacts achieved. Quantitative analysis backed up with qualitative insights (e.g. case studies where possible).

**Part 6.
Achievements
& lessons**

Reflection on performance against objectives, overall achievements, and lessons learnt for the future.

**Part 7.
Project legacy
and forward
plan**

A consideration of the legacy of the project, including any areas of ongoing delivery, and the recommendations to inform future delivery.

TOOL 10.

WRITING YOUR EVALUATION REPORT: TEMPLATE

When the purpose of the research is to understand the performance or impact of a project or investment you may need to complete an evaluation report at the end of your research.

In many cases, specific guidance on what evaluation reports should include will be provided by your funder. However, key areas of typical focus are summarised overleaf.

TOOL 10.

WRITING YOUR EVALUATION REPORT: TEMPLATE

**Component 1.
Research
Purpose**

Make sure you have a clear narrative of what the research was for, what it was trying to achieve and how it was undertaken.

**Component 2.
Research
Context**

Consider providing a little detail about the background to the research - for example information about your local area or topic, the communities / people you have been working with, and any wider processes which have informed the research.

**Section 3.
Research
Findings**

Summarise the key findings from the research , being explicit about any weakness or gaps in the information. What do the findings mean and are they significant (e.g. when set against wider / existing knowledge)? How can they be explained? Use case studies and qualitative information where you can, alongside quantitative findings.

**Section 4.
Research
Implications**

Consider what the implications of the findings are. Can any firm conclusions be drawn, and what recommendations can be made to support future policy development or intervention?

**Section 5.
Next Steps**

Set out how the research findings will be used, and explore whether or not any follow up research is required.

TOOL 11.

WRITING CASE STUDIES: TEMPLATE

Case studies should form a key part of your reporting; they help to bring research to life and connect the findings to your audience.

While there is no set template for case studies, the following principles will help you ensure the case studies you develop add value to your reporting process.

TOOL 11.
WRITING CASE STUDIES: TEMPLATE

**1. Choosing
your case
studies**

Consider how many case studies you want to include in your reporting, and what you want them to communicate. If choosing more than one, consider a selection which articulates a diversity of compelling when used to align with conclusions / recommendations

**2. Drafting
your case
studies**

Case studies should be concise and focus on articulating information which adds value to your wider reporting process. Broadly speaking they should include: 1. Key summary information about the case study (who, what, where, why); 2. Main narrative on findings / experiences; 3. Clear messages / conclusions which can be drawn / extrapolated.

**3. Presenting
your case
studies**

Try to make your case studies as visual as possible - whether they are being written in report format or other forms of media. Use good quality pictures where you can (checking copyright and / or crediting these where they are not your own).

**4. Publishing
your case
studies**

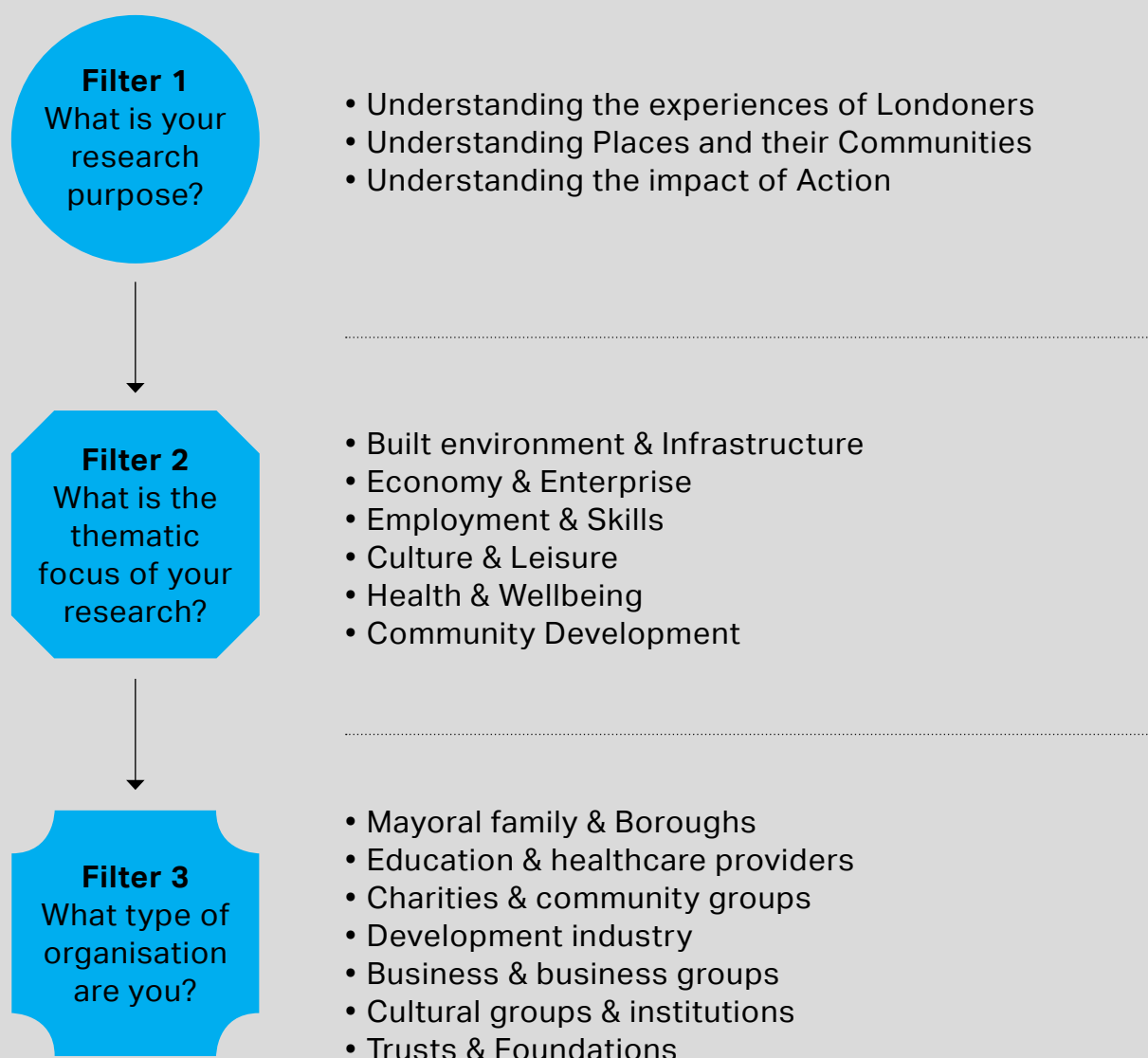
Make sure you secure any necessary sign off before publishing case studies. This might be agreement from groups / individuals that they are happy to be used as a case study, or agreement from those involved in the specific content which has been drafted.

TOOL 12.

TAILORING YOUR RESEARCH TO YOUR CONTEXT: QUESTIONS TO CONSIDER.

It is important that your research is tailored as much as possible to the specific needs of your organisation / project, and to the nuances of your place or community.

We have identified three 'filters' to help you tailor and plan your research. These are summarised in the diagram below, with key questions and considerations then explored in turn over the following pages.



WHAT IS YOUR RESEARCH PURPOSE? KEY QUESTIONS AND CONSIDERATIONS

Defining a clear research purpose should be a key early priority in your research planning process.

The specific purpose of your research will influence all stages and steps of your research from initial planning through to final reporting.

What is your research purpose?	Key Considerations		
	Stage 1 Plan	Stage 2 Collect	Stage 3 Research
Understanding Experiences of Londoners	<p>Who are your target 'Londoners'?</p> <p>What 'experiences' of social integration do you want to understand?</p>	<p>How representative are the views of individuals you have engaged?</p> <p>What are the key personal and external factors influencing findings?</p>	<p>What follow up support is needed for individuals?</p> <p>What lessons can be shared for wider groups and policy makers?</p>
Understanding Places and Communities	<p>Do you have a clear definition of your place / community?</p> <p>What other changes and processes are underway locally?</p>	<p>How is does your place / community differ from other places and communities?</p> <p>How can these differences be explained?</p>	<p>What implications are there for places-based action / investment?</p> <p>What lessons can be shared widely?</p> <p>Is follow on research needed to track change?</p>

What is your research purpose?	Key Considerations		
	Stage 1 Plan	Stage 2 Collect	Stage 3 Research
Understanding the Impact of Action	<p>What are the timescales for your research and how often will you repeat it?</p> <p>Do you have a clear theory of change setting out expected lines of causality between your action and context?</p>	<p>Do you have a clear baseline in place which provides a reference point for future change?</p> <p>Are you being consistent in the way you undertake your research over time?</p>	<p>What change can be attributed to your project?</p> <p>Do you need to adjust future delivery to reflect findings / lessons learnt?</p> <p>What lessons can be shared for wider groups and policy makers?</p>

WHAT IS THE THEMATIC FOCUS OF YOUR RESEARCH? KEY QUESTIONS AND CONSIDERATIONS

The social integration measures are designed to be applicable to a range of thematic research areas.

A degree of tailoring will be needed to ensure the research responds to the needs of these different contexts: not least in terms of the measures selected in response to varying policy agendas.

In determining your research purpose and questions, it is important to be realistic about the degree of causality which can be inferred between your project or intervention and the social integration outcomes you are exploring.

Developing a clear theory of change (see Tool 1) at the outset can help with this process, ensuring that subsequent research and reporting is grounded in a good understanding of change which is being directly targeted / affected, versus change which is more indirect.

What is the thematic focus of your research?	Key Considerations		
	Stage1 Plan	Stage2 Collect	Stage3 Reflect
Built Environment & Infrastructure	<ul style="list-style-type: none"> • How can the built environment bring people together? • How are people and communities impacted by access to transport and digital infrastructure? • How is regeneration investment impacting on social integration locally? • How are wider 'change' processes impacting on people & communities? 		
Economy & Enterprise	<ul style="list-style-type: none"> • How does local economic vibrancy and change impact on people's lives and levels of integration? • What are the main areas of interface between the business and social integration? • How can business groups influence responsibility and inspire collective action? • How can businesses foster social integration themselves? 		

Employment and Skills	<ul style="list-style-type: none"> • How can employment and skills initiatives foster enhanced social integration? • What role does employment and training play in enhancing personal outcomes?
Culture	<ul style="list-style-type: none"> • How can access to culture enhance personal wellbeing and community integration? • What type of culture and participation are most effective and important?
Health and Leisure	<ul style="list-style-type: none"> • How does health and wellbeing affect levels of social integration locally? • How can leisure and active lifestyles improve personal health outcomes and community integration?
Community Development	<ul style="list-style-type: none"> • What are the most effective forms of grass roots action in supporting social integration? • How can community be better embedded within growth, development, and regeneration narratives to support better outcomes?

WHAT TYPE OF ORGANISATION ARE YOU? KEY QUESTIONS AND CONSIDERATIONS

The type of organisation you are / represent will have a significant influence on your approach to the research – both in terms

What type of organisation are you?	Key Considerations		
	Stage 1 Plan	Stage 2 Collect	Stage 3 Reflect
Mayoral Family & Boroughs	<p>What are the key strategic hooks and foci underpinning your research?</p> <p>What existing tools and guidance are in place which can support social integration measurement?</p> <p>What work is being done elsewhere in your organisation which may be relevant?</p>		
Education & Health Institutions	<p>Who are the groups and individuals that you work with and how well do you understand them?</p> <p>What information do you routinely collect which could support London's understanding of social integration?</p>		
Cultural Groups & Institutions	<p>How well do your activities reflect the needs of your target audiences / groups?</p> <p>What more can be done to enhance participation across different groups?</p>		
Development Industry	<p>How well do you understand the area you are working in?</p> <p>Can you commit to tracking the impact of your investment over time?</p> <p>How well are you involving local partners, groups and people in your work?</p>		

<p>Business and Business Groups</p>	<p>What community groups and individuals do you routinely engage with?</p> <p>What existing data / intelligence do you hold?</p> <p>How can you work with your employees & communities to strengthen this?</p>
<p>Trusts and Foundations</p>	<p>How well do you understand the impact of the investments you are making and the communities and places you are working in?</p> <p>How can your investments be targeted to maximise social and community impact?</p>
<p>Charities and Community Groups</p>	<p>How can you work with wider partners (e.g. Borough, developer, institutions) to build your local knowledge and understanding?</p> <p>What level of resource do you have to undertake research? How can the value of this be maximised?</p>

PART D

PRACTICAL EXAMPLES OF SOCIAL INTEGRATION MEASUREMENT

This section provides a small number of examples of some of ways which different organisations across the UK are prioritising social integration measurement, and the practical approaches which are being applied.

We are keen to develop this further as a resource for all those engaged in social integration measurement. To support with this, we encourage you to submit examples of what you are doing to collect social evidence, so that we can develop a rich set of common practical approaches, experiences, and learning.

EMBEDDED SOCIAL UNDERSTANDING AT THE HEART OF COUNCIL DECISION MAKING

1. London Borough of Newham Recovery Plan: Wellbeing Measurement

At a glance:

An example of a council placing social evidence at the heart of decision making to support aspirations to build equality and prosperity across communities.

Background:

Within its Towards a Better Newham Recovery Plan, the London Borough of Newham has committed to wellbeing measurement as its primary means of understanding success and performance in the Borough. This recognises that traditional economic focused measures of success belie the everyday experiences of neighbourhoods and communities, and that there is a need to refocus attention on measures which provide a more relevant and granular understanding of the

experience and issues which matter to the Borough's residents. In response, the Borough is adopting a new set of core indicators which focus on happiness, prosperity and health, and which embed social integration considerations and measures. These will be underpinned by a range of new approaches to capturing evidence which triangulates top down government data, with bottom up ethnographic and longitudinal primary research.

Further information:

<https://mgov.newham.gov.uk/documents/s140351/Appendix%201a%20-%20Towards%20a%20Better%20Newham%20Strategy.pdf>

2. London Borough of Barking and Dagenham Social Progress Index

At a glance:

A Borough-led approach which collates a range of socially focused information to understand and compare characteristics across local communities.

Background:

The London Borough of Barking and Dagenham has developed a social progress index to help understand the social wellbeing of local residents. This pioneering use of data helps decision-makers, businesses, charities and

the general public understand how individuals are living and progressing within the borough and who is being left behind. It provides strong inspiration on how socially focused information can be collated and presented to benefits a range of different local stakeholders.

Further information:

<https://www.lbbd.gov.uk/social-progress-index>

PRIORITISING STRONG SOCIAL RESEARCH WITHIN LONG TERM REGENERATION PROGRAMMES

3. South Acton Regeneration Research

At a glance:

Surveying long-term social impacts of regeneration.

Background:

Acton Gardens is one of London's largest estate regeneration projects. Seeking to test and improve their methods for estate regeneration, the developers are undertaking a series of surveys with local people. The first survey, carried out in October 2015, is being complemented by repeat surveys every two or three years as new phases are

complete. Surveys consider how respondents feel about physical amenities and infrastructure as well as social aspects such as inclusion, networks, cultural life and influence. Surveys are conducted with residents of the South Acton Estate, Acton Gardens, and neighbourhoods next to the regeneration area.

Further information:

http://centaur.reading.ac.uk/82741/8/JSR_1012.pdf

4. Understanding Area Change in the Royal Docks

At a glance:

Embedding social research as a fundamental component of efforts to track the impact of a long-term regeneration programme.

Background:

The Royal Docks is one of London's largest and most important regeneration areas, with potential identified for over 30,000 new homes and 40,000 new jobs over the next two decades. The Royal Docks Team has been established by the GLA and the London Borough of Newham to help guide the regeneration process and is focused on ensuring that delivery tackles the deep rooted social economic challenges which exist within local communities. To support this process, the Royal Docks Team has developed a long-term 'Success Framework' which takes a theory of change approach to identifying the measures and metrics which

can be used to track long-term change and impact. Measures of social integration and community prosperity are embedded at the heart of this, and the Royal Docks Team is developing a range of processes and methodologies by which quantitative and qualitative information can be captured at different scales and over different time periods. This includes collaboration with the London Prosperity Board to undertake hyper-local longitudinal research within a number of different Royal Docks communities. The Royal Docks Team has also committed to reporting back in an open and inclusive way to ensure that the research and delivery continues to be understood and defined by the community.

Further information:

<https://royaldocks.london/articles>

RESEARCH INTO SOCIAL OUTCOMES AND IMPACT TO SUPPORT CIVIL SOCIETY ACTION

5. The Cares Family Social Evaluation Research

At a glance:

Socially focused research into topics of loneliness and community, to support the ongoing work of an innovative charity working across London and the UK.

Background:

The Cares Family is a community focused charity which works to connect younger and older neighbours to help address loneliness. Since being set up in North London, local Cares Family charities have been set up in South London, East London, Manchester and Liverpool. From the outset, the charity has prioritised the collection of strong evidence on its impact, and has undertaken three pieces of research to show the difference relationships across social and generational divides can make. The first piece of research, in

2014, showed that the programme had help to reduce sense of isolation of older neighbours and that younger people felt closer to the community as a result of their involvement. In 2016, a second piece of research showed how older people feel happier, closer to the community, and that they have more people around who they can rely on. A third piece of research in 2019, showed that, as a result of being part of The Cares Family older and younger people alike felt reduced loneliness and isolation, improved understanding across generations, a sense of belonging to a community and an increased connection to self.

Further information:

<https://www.thecaresfamily.org.uk/impact>

6. Understanding The Community Impact of The Reader

At a glance:

Research into the effects of a community reading programme on community integration and wellbeing.

Background:

The Reader is a national charity that aims to bring about a Reading Revolution so that everyone can experience and enjoy literature, which it believes is a tool for helping humans survive and live well. In 2017, the Reader was awarded funding for a new collaborative community-delivered programme for the North West with the aim of bringing the health and social benefits of Shared Reading to more than 2,100 people in communities across the region. Evidencing impact formed an important element of the programme, and a bespoke

approach was devised underpinned by a robust theory of change. Social research comprised a mix of quantitative and qualitative methods, with research undertaking on an ongoing basis as delivery progressed. The research found strong evidence that shared reading improves wellbeing (with over 90% reporting that group reading sessions make them feel better), and reduces social isolation (through making new friends and relating to others in a deeper way).

Further information:

<https://www.thereader.org.uk/wp-content/uploads/2020/06/Stronger-Foundations-For-The-Future-The-Readers-Second-Half-Fund-Repo....pdf>

PARTNERSHIP AND CITIZEN SCIENCE APPROACHES TO PRIMARY RESEARCH

7. London Prosperity Board: Citizen-led prosperity metrics

At a glance:

Training residents to work as citizen social scientists in their neighbourhoods to carry out in-depth qualitative research to understand what supports and what prevents people from living prosperous lives in east London.

Background:

Over the past five years, the London Prosperity Board has been working with communities to re-think what prosperity means for different communities across east London. The aim is to develop new ways of measuring prosperity that go beyond economic growth and GDP. Fundamental to this approach has been the development of the Citizen Social Scientist model, via which research projects are co-designed and carried out with citizen social scientists - people who live and work in the

neighbourhoods where research is taking place, and who are trained and employed by IGP to work as members of the research team. The approach ensures that the research truly responds to the needs and context of local communities, while helping to secure buy-in and creating training and employment opportunities for the researchers themselves.

The project has resulted in the UK's first citizen-led Prosperity Index: measuring what matters to communities.

Further information:

<https://www.londonprosperityboard.org>

Further Information:

<https://londonprosperityboard.org/citizen-scientists>

8. Beyond Us and Them, University of Kent and Belong

At a glance:

An online survey cascaded through local authorities and the voluntary sector to explore the social impacts of Covid-19.

Background:

Research is funded by the Nuffield Foundation exploring how social cohesion within and between different groups and parts of the UK is being affected by the Covid-19 crisis. Many communities are responding positively to the crisis, as neighbours organise for mutual support to help vulnerable people. But some groups and individuals are suffering more

than others. The research aims to understand what aspects of people's experiences might be increasing or reducing the potential for positive relationships between different groups in society.

An example of bespoke social research to gather evidence on a specific thematic issue, and of taking a partnership approach to engage a range of communities via a number of different mediums.

Further information:

<https://www.belongnetwork.co.uk/>

