



# RDN Northern Recreation Services

Community Facilities and Program Accessibility and Inclusion

## BACKGROUND

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In early 2018 the RDN and its partners initiated a project in partnership with SPARC BC to complete a review of a number of different facilities and program spaces in the Nanaimo Regional District (District 69). This review was designed to look at the extent to which the RDN and its partners have been successful in creating welcoming and inclusive spaces for residents with physical disabilities. In addition to design-related considerations, the review also looked at other factors (economic, social and attitudinal) that can have the potential to limit participation with the underlying objective being to promote and support the active engagement of people with disabilities and others in the community in order help to build a deeper sense of belonging and inclusion.

### **Work Program Elements:**

This initiative included a number of different work program elements:

- Engagement with the project partners to review the proposed scope of work and to identify the specific sites and facilities to be included in this review;
- An examination of leading practices in promoting and supporting greater accessibility and inclusion including initiatives that focus on inclusive leisure and recreation planning as well as other types of programming and initiatives designed to promote inclusion and to help to engage “harder to reach” populations;
- The development of a general social, demographic and economic profile of families and individuals living in District 69 with a specific focus on families and households who may be at increased risk of exclusion including:
  - Families from different social and economic backgrounds;
  - Seniors and near seniors who may be more socially isolated;
  - Recent immigrants as well as newcomers to the community;
  - Families and individuals who are living in low income; and,
  - People with health and activity limitations.
- The analysis also included a visit to each of the different sites by members of our audit team to understand more fully the subjective user experience.



# Creating Space for Everyone

RDN Programs and Practices

The RDN and its partners have shown a commitment to leadership in creating welcoming and inclusive spaces and have undertaken this work to look at ways to build greater accessibility and inclusion in the programs and services that they offer. This section provides an overview of some of the key considerations around specific strategies and initiatives set out in the planning and research literature with a focus on different possible strategies for creating welcoming and inclusive spaces and programming.

## LOOKING AT ACCESSIBILITY AND DISABILITY IN CANADA

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In advancing this work, it is worth looking more closely at the general nature of attitudes around accessibility and disability in Canada. In particular, this section looks at some of the key findings to emerge from a public opinion poll of 1,330 Canadians which was completed by the Angus Reid Institute in partnership with the Rick Hansen Foundation in 2015. Through this research, it became evident that Canadians see a large gap between how accessible our communities currently are and how accessible they ought to be.

The research findings also recognize that one of the biggest challenges or obstacles to making accessibility a reality is the cost to either design a fully accessible new building and/or to renovate those buildings that currently are not accessible. In particular, the survey found that 95% of Canadians felt that it would be important for new public buildings to be constructed in a way that is accessible to people with disabilities. However, almost half (46%) of all Canadians surveyed felt that it would be difficult to renovate older buildings. As well, 1 in 3 participants (35%) felt that cost would be one of the biggest obstacles to improving accessibility.

It is also worth noting that while there are clearly important factors to take into consideration, the survey found that almost all Canadians (92%) felt that accessibility for people with physical disabilities should be seen as a basic human right and not a privilege and that while there is still a significant way to go in terms of accessibility, there is a growing awareness of the importance from both the public perception and from a public policy perspective.

### Understanding the Subjective User Experience

Universal design has emerged as an important practice for promoting accessibility. Under the principles of universal design, the goal is to ensure that spaces are designed in such a way as to allow for the space to be accessed, understood and used to the greatest extent possible by as many people as possible regardless of their age, size, ability or disability and that it should be designed in a way that meets the needs of all of the people who wish to use it (National Disability Authority, Centre for Excellence in Universal Design).

In addition, under the principles of universal design, the focus is on the design of the physical environment as well as the delivery of products and services in a way which ensures that they are accessed, understood and used to the greatest extent possible, in the most independent and natural manner as possible, and in the widest range of situations as possible.

Under the principles of universal design, there are seven (7) key elements or areas of focus that can be used to help to guide and inform decision-making. They include:

1. **Equitable use:** The design recognizes that different individuals will have different needs. Equitable use means that the design is useful to people with diverse abilities.
2. **Flexibility in use:** The design accommodates a wide range of individual preferences and abilities with different individuals having different needs depending on their circumstances.
3. **Simple and intuitive use:** The design is easy to understand, regardless of the user's experience knowledge, language skills or concentration level.
4. **Perceptible information:** The design communicates necessary information effectively to the user, regardless of the user's cognitive or sensory abilities.
5. **Tolerance for error:** The design minimizes hazards or the adverse consequences of accidental or unintended actions.
6. **Low physical effort:** The design can be used efficiently and comfortably with minimal effort.
7. **Size and space for approach and use:** The design is appropriate in terms of approach, reach, and manipulation regardless of user's body size, posture, or mobility.

The literature on universal design also observes that designing for one group can result in solutions that address the needs of many others. For example, a level entrance not only helps to facilitate access for wheelchair users but it can also make it easier for caregivers with children, individuals who are transporting a heavy load or carrying a suitcase, as well as people with walkers or other types of mobility aids. Level entrances also make it easier for people with visual difficulties and other challenges to access a space by removing the potential for tripping hazards or other types of barriers.

Clear, well-placed signage and wayfinding is also an important feature of accessibility. This can include the use of commonly recognised symbols or pictograms to help individuals understand and navigate their environment as well as help to create spaces that are

welcoming and easily understood regardless of the users' experience, knowledge or language skills. The ideal design is also able to communicate information to individuals who have a diverse range of abilities (physical, sensory and cognitive) with a degree of certainty and predictability.

Safety is also another key feature of accessibility. Key considerations around safety include efforts to reduce or remove potential tripping hazards or obstacles that could limit one's path of travel. This can apply to the experiences of individuals with physical disabilities and the different ways that they get around their community. It can also mean providing appropriate signage or wayfinding to help individuals with low vision or perceptual difficulties navigate their community more successfully.

In addition to the principles of universal design, the subjective user experience or community voice is an important part of accessibility. This includes looking at the different ways that people use a particular space with the underlying goal to create spaces that are welcoming and inclusive of everyone – places that are comfortable and natural, and which allow people to access all of the opportunities that are available.

To do this, it is necessary to look at space both in terms of the physical design of the space (a place-based approach) as well as in terms of the human dimensions (a people-based approach). This includes considerations related to the quality and types of spaces that are available as well as the types of opportunities for social engagement and participation that the space is able to offer.

### **Applying the Principles of Accessibility and Placemaking to Recreation Planning**

Typically, community and recreational programs and services are designed to focus on people, with the goal being to create programs and spaces where children and adults from all ethnic, cultural and social backgrounds are able to meet, learn new skills, socialize, engage and play. Through accessing these different programs and services, families and individuals have the opportunity to learn new skills with these different programs and services having the ability to contribute to the overall physical, social and cultural identity and well-being of the community and neighborhoods where they are located.

### **The Theory and Practice of Placemaking**

Within the broader theory and practice of place-making, one of the goals is to reimagine and reinvent different spaces and places in the community in a way that provides individuals with opportunities to engage each other and to be engaged in their community. This includes providing opportunities for people to not only engage and play in their communities, but to meet new friends, build new relationships, and to learn and grow.

As set out in the research literature, one of the central elements of successful placemaking is the ability to listen to community voices about what they like about the different spaces and the opportunities that they offer for both passive and active engagement including the different opportunities that they provide for social and cultural exchange as well as the range of activities and experiences that they are able to offer.

The research literature on effective placemaking also requires the ability to provide citizens with the opportunity to participate in a variety of activities and to have a range of different experiences in ways which feel good and natural. The same would be true for accessibility as well, with one of the goals being to design spaces in a way that fully supports the independence and participation of someone with a disability whether it is the active engagement in an activity or passive participation as a spectator.

### **Thinking About Spaces as Places**

When thinking about how to make community spaces as welcoming and inclusive as possible, communities often engage in a range of different activities and events that attract people to the different spaces and that offer opportunities for participation. Well designed spaces are those that offer people the opportunity to engage on different levels and in different ways.

To help to create welcoming and inclusive spaces, it is important to engage participants in conversations about their experience of a space in order to learn more about how people who live, work, and play in a particular community use the different community spaces that are available. As well, the placemaking literature suggests that great places frequently pay attention to the following elements:

- Sociability;
- Uses and activities;
- Access and linkages; and
- Comfort and image.

**This section provides a few examples of the different ways that communities can reflect these different elements in their own efforts around placemaking:**

**1. Sociability**

- *Is this a place where you would choose to meet your friends?*
- *Are others meeting friends here?*
- *Are people in groups?*
- *Are there opportunities for people to engage one another or to sit and observe the activities that are taking place?*
- *Does the space allow for a mix of ages and groups to participate in ways that are reflective of the community at large?*

**2. Uses and activities**

- *Are there opportunities for people to walk, sit, stand and stay?*
- *Are people using the space, or is it empty?*
- *Can the space be used by people of different ages and abilities?*
- *How many different types of activities are occurring in the space at one time?*
- *Is there good communication about the different types of activities and opportunities for participation that are available?*
- *Are there opportunities that would also support greater inter-cultural or inter-generational connection and learning?*

**3. Access and Linkages**

- *Is there good connection and access by transit?*
- *Can people use a variety of transportation options to reach this place?*
- *Are the spaces well-integrated into existing neighborhoods and can people easily walk there?*
- *Are there any physical barriers that would limit the participation of some groups?*
- *Are there opportunities to simply move through the space or to choose to stay and participate?*

**4. Comfort and image**

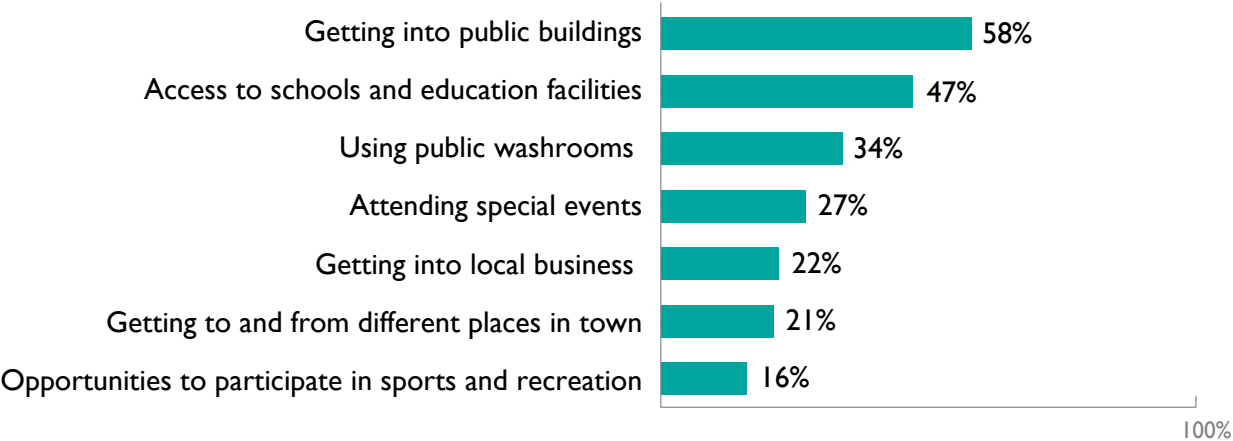
- *Does the space feel safe?*
- *Does the space make a good first impression?*
- *Is the space clean and inviting?*
- *Does the space feel welcoming and natural?*

**Building Inclusion**

Research by the Angus Reid Institute in partnership with the Rick Hansen Foundation found that while there is genuine openness and caring among Canadians about accessibility and disability concerns, there are still significant gaps in terms of where Canadians want to be on this issue and where we are today. In looking at the general accessibility of spaces, the survey found that one of the biggest gaps was the overall accessibility of getting to and from different places in their community. A number of respondents also identified gaps in terms of the opportunity to participate in different sports and recreational opportunities.

Based on the feedback received to the survey only 1 in 5 respondents reported that getting to and from different places in their community was accessible (21%) while approximately 1 in 6 respondents indicated that opportunities to participate in sports and recreation activities in their community were accessible (16%). Similarly, approximately 1 in 4 respondents (27%) reported that opportunities to attend and participate in special events in their community were accessible (27%). As well, approximately 1 in 3 respondents (34%) indicated that public washrooms were generally accessible.

**Figure 1.1:** Perceptions Regarding the Accessibility of Various Community Facilities and Spaces



Source: Angus Reid Institute and Rick Hansen Foundation Survey on Accessibility in Canada (December 2015)

## Making Accessibility a Priority

When asked about the importance of accessibility and the need to address issues of discrimination and the lack of understanding about the need of people with disabilities, 4 in 10 Canadians ranked this issue as one of their top concerns along with issues of income inequality and affordable housing.

**Figure 1.2:** The Importance of Accessibility



Source: Angus Reid Institute and Rick Hansen Foundation Survey on Accessibility in Canada (December 2015)

As well, 91% of Canadians agreed with the statement that as a society, it should be a priority for us to do whatever we can to ensure that everyone can fully participate, whether they have a physical disability or not. Similarly, 90% of Canadians reported that they felt that accessibility for people with disabilities is a basic human right and not a privilege, while 87% indicated that they felt that it was a waste not to recognize or promote the contribution and potential of people with physical disabilities. Figure 1.3 provides an overview of the range of responses received from Canadians.

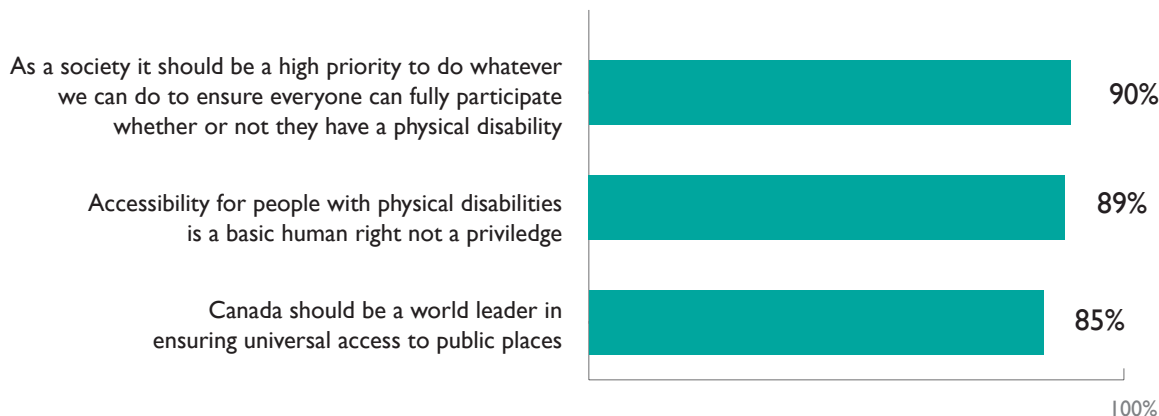
**Figure 1.3:** Level of Agreement with the Following Statements (the General Public)



Source: Angus Reid Institute and Rick Hansen Foundation Survey on Accessibility in Canada (December 2015)

Figure 1.4 shows the top ranked priorities from a disability perspective. This includes working to ensure that as a society we do whatever we can to ensure that everyone can participate whether or not they have a disability. As well, those with disabilities felt that it was important to see accessibility as a basic human right and not a privilege and that Canada should work to be a world leader in ensuring universal access in public spaces.

**Figure 1.4:** Level of Agreement with the Following Statements (Persons with Disabilities)



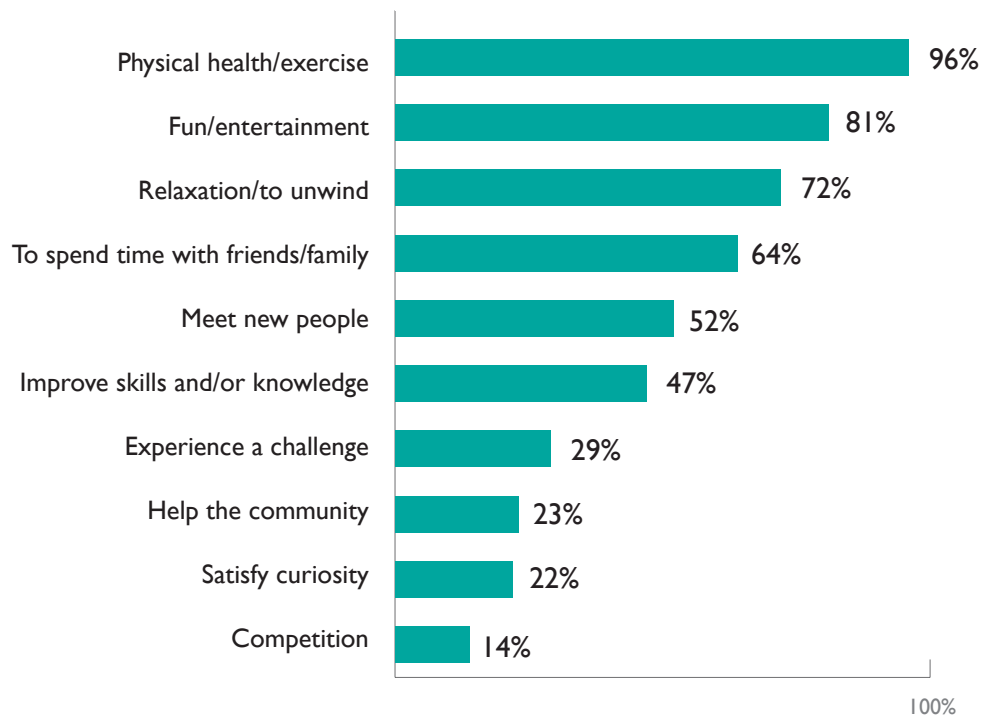
Source: Angus Reid Institute and Rick Hansen Foundation Survey on Accessibility in Canada (December 2015)

### Access to Social and Recreational Opportunities

It is worth noting that the survey completed by the Rick Hansen Foundation found that accessibility of recreational opportunities had one of largest perceived gaps with only 1 in 6 respondents (16%) indicating opportunities to participate in sports and recreation activities in their community were accessible. Similarly only 1 in 4 respondents to the Angus Reid Survey reported that they felt that opportunities to attend and participate in special events in their community were accessible (27%). These types of findings draw attention to the importance of this initiative.

Figure 1.5 below shows all of the different reasons that were given by participants who responded to a recent survey by the RDN as to why they chose to participate in the different social and recreational programs offered by the RDN. As shown in Figure 1.5, while health and physical exercise were the primary reasons that were given with 96% of respondents reporting this to be the case, fun and entertainment was also identified by approximately 81% of all respondents. Similarly, approximately 72% of respondents indicated that participation in various activities provided them with an opportunity to relax and unwind while 64% of respondents indicated that it gave them an opportunity to spend time with family and friends. As well, 52% of respondents indicated that participation provided them with a chance to meet new people or improve their skills or knowledge (47%).

**Figure 1.5:** Reason for Participating in RDN Recreation Programs



Source: RDN District 69 Resident Survey (2017)

For people with health and activity limitations, many of the answers would be the same with the following section providing some additional details about the types of benefits that have been described in the research literature around providing opportunities for increased participation and inclusion.

In particular the research literature shows that access to social and recreational opportunities can offer individuals with disabilities a number of important benefits including better health, an increased sense of independence as well as a mix of social and physiological benefits including a higher quality of life.

**Health:** By creating access to a range of social and recreation opportunities, it is possible to address some of the general health disparities that are typically associated with disability and the tendency of persons with disabilities to have lower levels of physical activity when compared to other groups. While some individuals may require specialized equipment or other adaptations in order to fully participate, in other instances it might be the case that they are not fully aware of the opportunities that are available to them or may just need an invitation to participate.

**Independence:** The research literature also shows that participation in different social and recreational opportunities can help to promote an increased sense of independence and mastery as well as a sense of accomplishment that comes with the opportunity to learn and try new things. In particular, as noted in the research literature, by creating welcoming places and spaces and by offering a range of programs and activities for individuals with different abilities it is possible to create an opportunity where people of all abilities can participate independently in activities that are important to them (Riley et al., 2008).<sup>1</sup>

**Social and Psychological Benefits:** The research literature also shows that there are significant social and psychological benefits that come from recreation, including the positive impact that it has on one's overall quality of life (Mayer, Anderson, 2014).<sup>2</sup> As noted in the literature, there is the added benefit of learning new skills, testing one's limits and challenging oneself to do better. It was also noted that these types of opportunities provide individuals with the chance to meet new people, make new friends as well as build a deeper sense of belonging and connection that comes from being part of one's community.

These types of benefits have been recognized by the RDN and are reflected in the recent review of the programs and services offered through the RDN and the Recreation Services Master Plan for District 69 that was recently developed.

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1 Riley, B., Rimmer, J., Wang, E., Schiller, W. (2008). A Conceptual Framework for Improving the Accessibility of Fitness and Recreation Facilities for People with Disabilities. *Journal of Physical Activity and Health* (5): 158-168.

2 Mayer, W., Anderson, L. (2014). Perceptions of People With Disabilities and Their Families about Segregated and Inclusive Recreation Involvement. *Therapeutic Recreation Journal*, XLVIII (2): 150-168.

## RDN VISION AND PROGRAM PLANNING PRIORITIES

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As set out in the Master Plan that was recently produced for the RDN for District 69, the RDN has a vision that

*Residents in District 69 are engaged in quality, diverse and accessible recreation programs and facilities with a view to:*

- Contributing to personal health and well-being;*
- Helping to build strong, vibrant and attractive communities;*
- Providing an array of active living opportunities for residents of all ages and ability levels; and*
- Ensuring access to facilities and spaces that are safe, inclusive and welcoming.*

*The Plan also speaks to the importance of programs and initiatives that:*

- Reflect the diversity of the region;*
- Are financially sustainable;*
- Are adaptable to change and aligned with community needs;*
- Are collaborative and focused on relationship building;*
- Are transparent and accountable to residents and recreation stakeholders.*

As well, the Plan emphasizes support for a range of activities with a view to serving the residents who live in District 69, as well as attracting visitors to the Oceanside area.



# District 69

## The 2016 Social & Demographic Profile

Building on the RDN's vision of contributing to the personal health and well-being of residents as well as providing for an array of active living opportunities for residents of all ages and ability levels, this section looks more closely at the general social, demographic and economic profile of individuals and households living in District 69 including residents from:

- Parksville;
- Qualicum Beach;
- Area E (Nanoose Bay);
- Area F (Errington, Coombs, Hilliers, Whiskey Creek, and Meadow Wood);
- Area G (San Pareil, French Creek, Surfside and Dashwood); and,
- Area H (Qualicum Bay, Bowser, Deep Bay, Dunsmuir, Horne Lake and Spider Lake).

Included in this section is information on the general population and household distribution for each of these different areas as well as other key social, demographic characteristics including the number of families with children as well as the number of seniors and near seniors that live in the different areas and neighbourhoods in District 69. In looking at potential barriers to participation, this section also looks at the number of individuals from different social and economic backgrounds including the number of households who are in low income as well as the number of individuals who are facing specific health and activity limitations.

## DISTRIBUTION OF THE POPULATION BY THE DIFFERENT GEOGRAPHIC AREAS

District 69 within the Nanaimo Regional District continues to grow. Information from the most recent Census shows that there were approximately 46,655 individuals living in District 69 in 2016. This represents a 5% increase in the number of individuals living in the area in 2011.

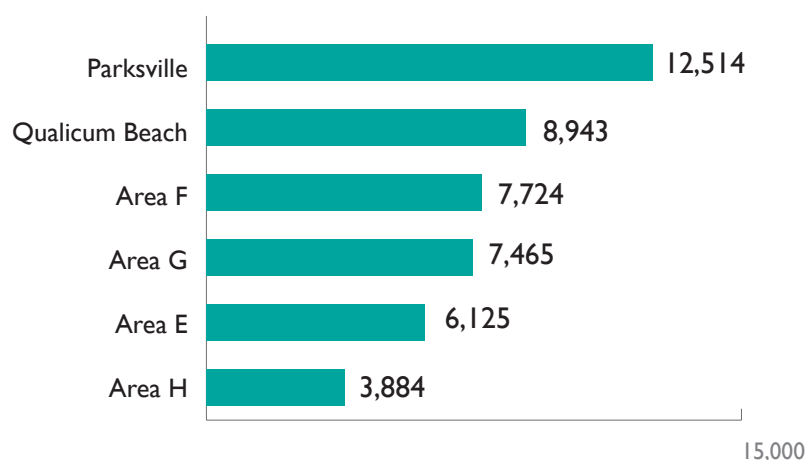
**Table 2.1:** Distribution of the Population Across the Different Geographic Areas

	Population 2016	Population 2011	Change
Nanaimo Regional District	155,698	146,574	6.2%
Parksville	12,514	11,977	4.5%
Qualicum Beach	8,943	8,687	2.9%
Area E	6,125	5,674	7.9%
Area F	7,724	7,422	4.1%
Area G	7,465	7,158	4.3%
Area H	3,884	3,509	10.7%
<b>TOTAL DISTRICT 69</b>	<b>46,655</b>	<b>44,427</b>	<b>5.0%</b>

Source: 2016 Census

Figure 2.1 shows the general distribution of the population across the different geographic areas and neighborhoods.

**Figure 2.1:** Distribution of the Population Across the Different Geographic Areas



Source: 2016 Census

### Children and Youth (0-14 years)

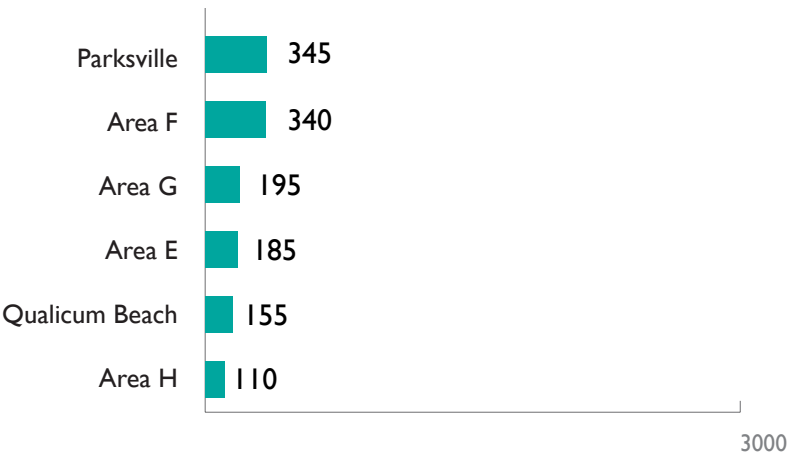
At the time of the 2016 Census there were approximately 1,330 children between the ages of 0 to 4 living in District 69 as well as 1,535 children between the ages of 5 and 9. There were also approximately 1,655 children between the ages of 10 and 14. Figure 2.2 on the following page shows the general distribution of children between the ages of 0 and 4 years across the different geographic areas and neighbourhoods.

**Table 2.2:** Distribution of the Population Ages 0 to 14 Years by the Different Geographic Areas

	0-4 years	5-9 years	10-14 years	Total
Nanaimo Regional District	6,240	6,995	6,755	19,990
Parksville	345	400	410	1,155
Qualicum Beach	155	195	205	555
Area E	185	160	200	545
Area F	340	410	405	1,155
Area G	195	235	310	740
Area H	110	135	125	370
<b>TOTAL DISTRICT 69</b>	<b>1,330</b>	<b>1,535</b>	<b>1,655</b>	<b>4,520</b>

Source: 2016 Census

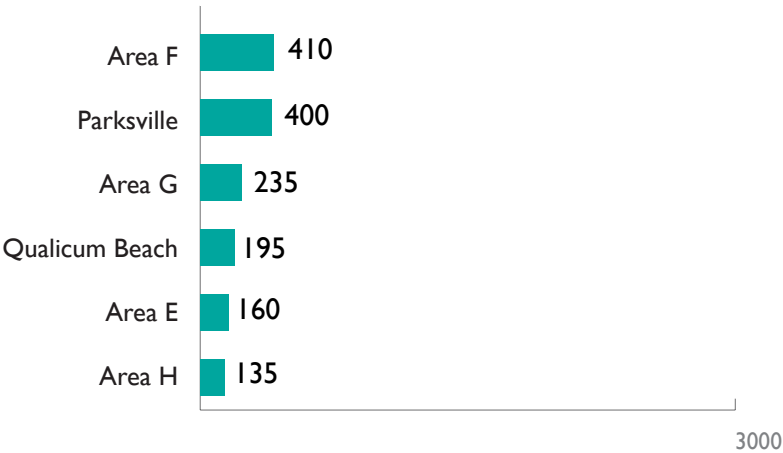
**Figure 2.2:** Distribution of the Population Ages 0 to 4 Years by the Different Geographic Areas



Source: 2016 Census

Figure 2.3 shows the general distribution of children and youth between the ages of 5 and 9 years across the different geographic areas and neighbourhoods.

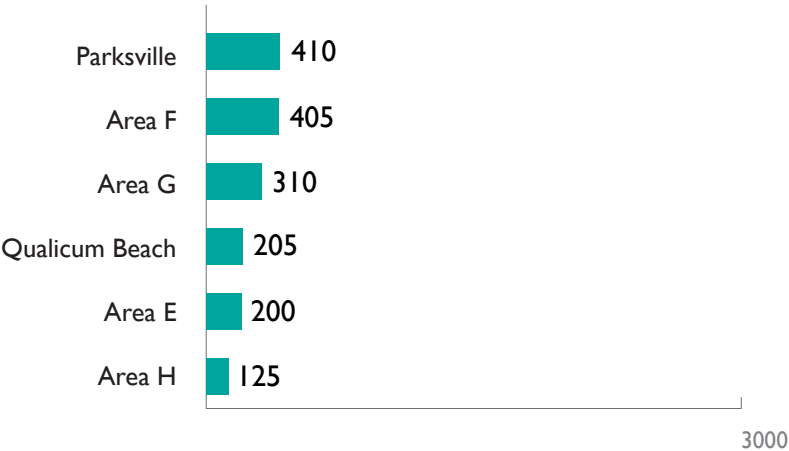
**Figure 2.3:** Distribution of the Population Ages 5 to 9 Years by the Different Geographic Areas



Source: 2016 Census

Figure 2.4 shows the general distribution of children between the ages of 10 and 14 years across the different geographic areas and neighbourhoods.

**Figure 2.4:** Distribution of the Population Ages 10 to 14 Years by the Different Geographic Areas



Source: 2016 Census

**Youth and Young Adults (15-24 years)**

At the time of the 2016 Census there were approximately 1,830 youth between the ages of 15 and 19 as well as an additional 1,455 individuals between the ages of 20 to 24 living in District 69. This translates into 3,285 young adults between the age of 15 and 24.

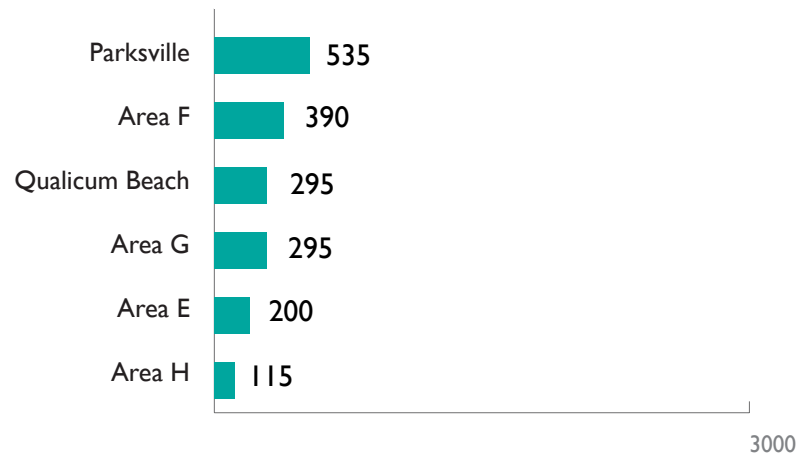
**Table 2.3:** Distribution of the Population Ages 15 to 24 by the Different Geographic Areas

	15 to 19 years	20 to 24 years	Total
Nanaimo Regional District	7,445	7,720	15,165
Parksville	535	405	940
Qualicum Beach	295	225	520
Area E	200	175	375
Area F	390	310	700
Area G	295	245	540
Area H	115	95	210
TOTAL DISTRICT 69	1,830	1,455	3,285

Source: 2016 Census

Figure 2.5 shows the general distribution of youth and young adults between the ages of 15 and 19 years across the different geographic areas and neighbourhoods.

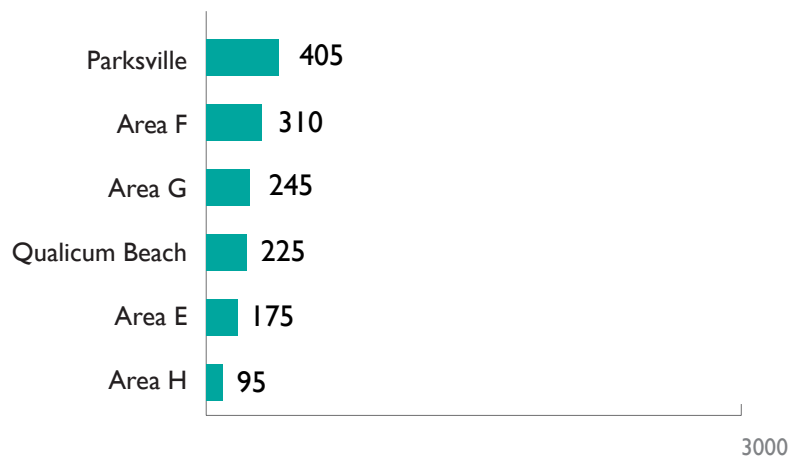
**Figure 2.5:** Distribution of the Population Ages 15 to 19 by the Different Geographic Areas



Source: 2016 Census

Figure 2.6 shows the general distribution of young adults between the ages of 20 and 24 years across the different geographic areas and neighbourhoods.

**Figure 2.6:** Distribution of the Population Ages 20 to 24 by the Different Geographic Areas



Source: 2016 Census

### Individuals (25-54 Years)

At the time of the 2016 Census there were approximately 2,855 adults between the ages of 25 and 34 as well as an additional 3,630 individuals between 35 and 44. There were approximately 5,480 individuals between the ages of 45 and 54. In total, this represents almost 12,000 individuals in District 69 who fall within these different age groups represents an important demographic in terms of recreational planning.

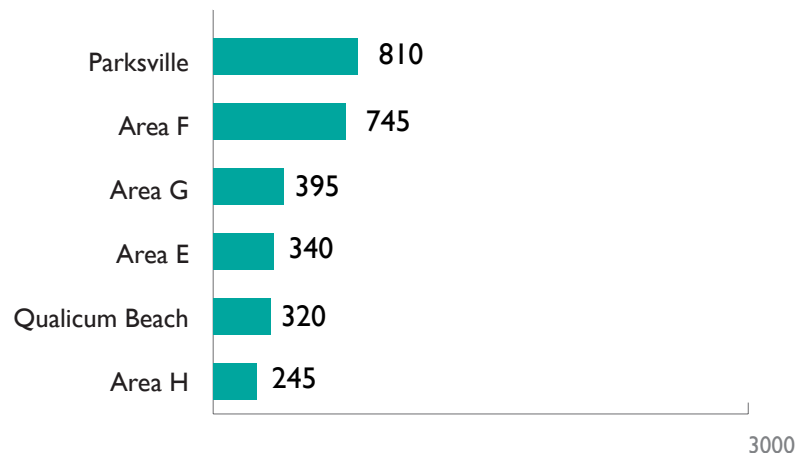
**Table 2.4:** Distribution of the Population Ages 25 to 54 Years by the Different Geographic Areas

	25 to 34 years	35 to 44 years	45 to 54 years
Nanaimo Regional District	15,650	15,730	20,100
Parksville	810	955	1,290
Qualicum Beach	320	445	765
Area E	340	445	740
Area F	745	955	1,180
Area G	395	540	990
Area H	245	290	515
<b>TOTAL DISTRICT 69</b>	<b>2,855</b>	<b>3,630</b>	<b>5,480</b>

Source: 2016 Census

Figure 2.8 shows the general distribution of young adults between the ages of 25 and 34 years across the different geographic areas and neighbourhoods.

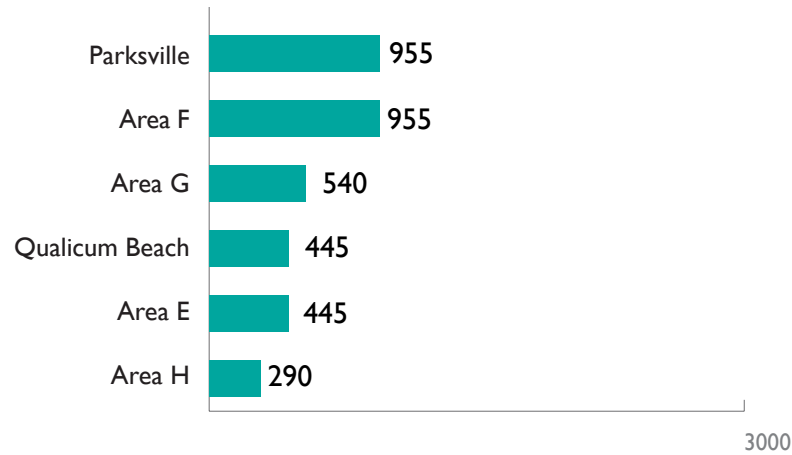
**Figure 2.8:** Distribution of the Population Ages 25 to 34 Years by the Different Geographic Areas



Source: 2016 Census

Figure 2.9 shows the general distribution of adults between the ages of 35 and 44 years across the different geographic areas and neighbourhoods.

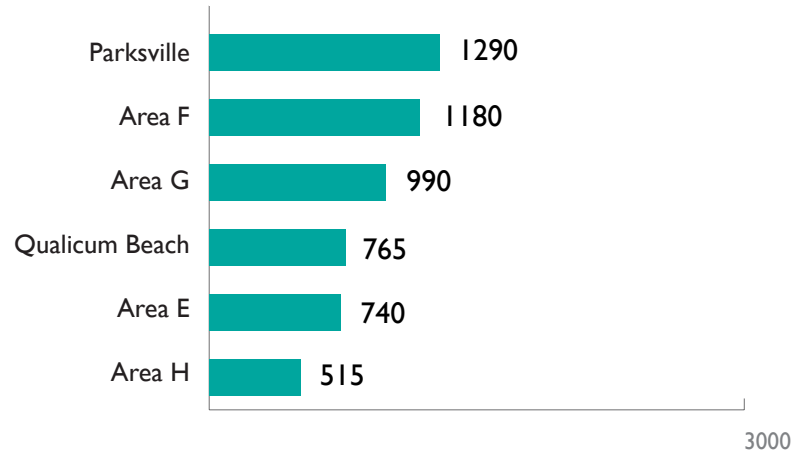
**Figure 2.9:** Distribution of the Population Ages 35 to 44 by the Different Geographic Areas



Source: 2016 Census

Figure 2.10 shows the general distribution of adults between the ages of 45 and 54 years across the different geographic areas and neighbourhoods.

**Figure 2.10:** Distribution of the Population Ages 45 to 54 by the Different Geographic Areas



Source: 2016 Census

## Seniors, Near Seniors and Older Seniors By the Different Geographic Areas

At the time of the 2016 Census there were approximately 9,320 near seniors (individuals between the ages of 55 and 64) and 10,210 seniors (individuals between the ages of 65 and 74) living in District 69. There were also 7,345 older seniors (75 and older). This translates into more than 26,875 individuals across District 69 who are 55 or older with almost two-thirds being 65 and older.

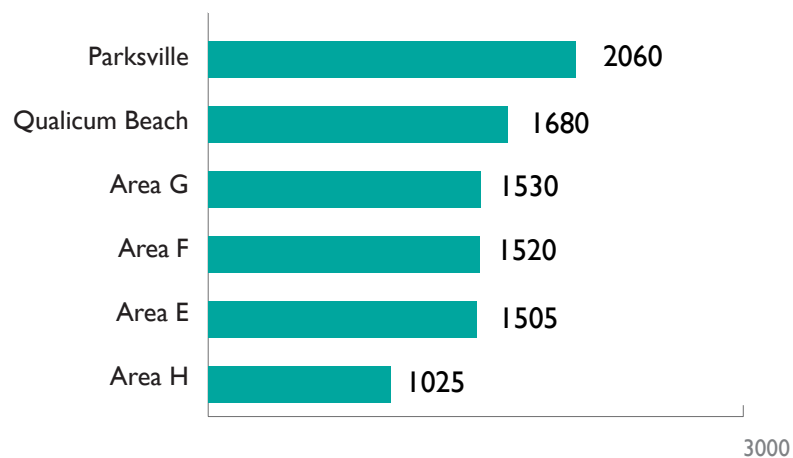
**Table 2.5:** Distribution of Seniors, Near Seniors and Older Seniors by the Different Geographic Areas

	Near Seniors 55 to 64 years	Seniors 65 to 75 years	Older Seniors 75 and older	Total
Nanaimo Regional District	26,980	24,290	17,790	69,060
Parksville	2,060	2,810	2,495	7,365
Qualicum Beach	1,680	2,385	2,275	6,340
Area E	1,505	1,425	740	3,670
Area F	1,520	1,080	390	2,990
Area G	1,530	1,695	1,025	4,250
Area H	1,025	815	420	2,260
<b>TOTAL DISTRICT 69</b>	<b>9,320</b>	<b>10,210</b>	<b>7,345</b>	<b>26,875</b>

Source: 2016 Census

Figure 2.11 shows the number of near seniors between the ages of 55 and 64 across the different geographic areas and neighbourhoods.

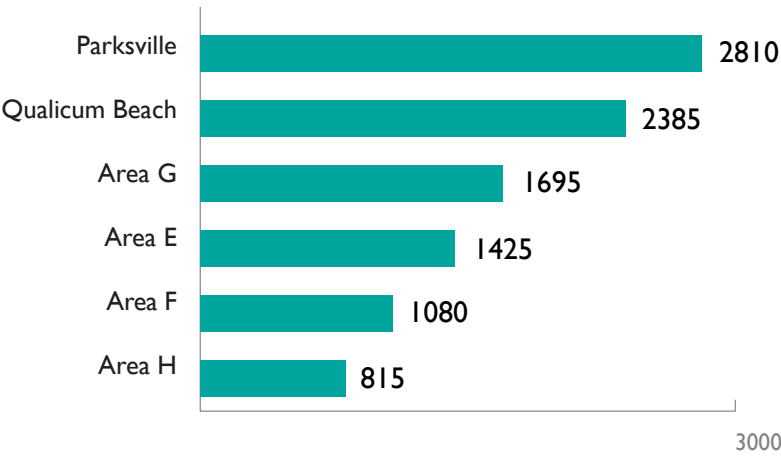
**Figure 2.11:** Number of Near Seniors (55 to 64)



Source: 2016 Census

Figure 2.12 shows the number of seniors between the ages of 65 and 74 years across the different geographic areas and neighbourhoods.

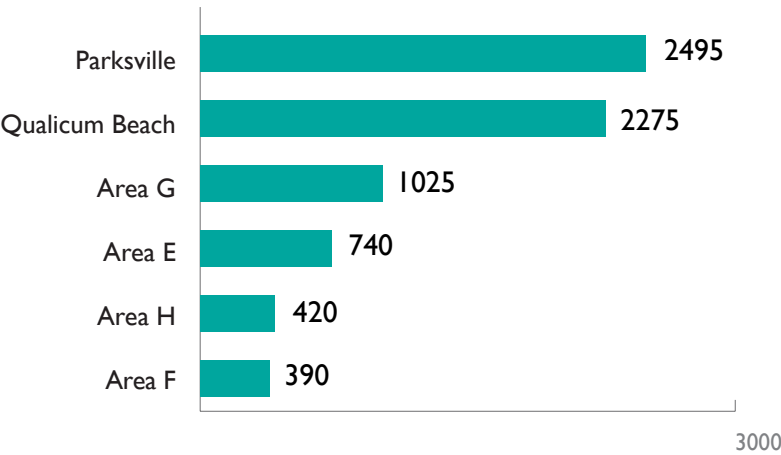
**Figure 2.12:** Number of Seniors (65 to 74)



Source: 2016 Census

Figure 2.13 shows the number of older seniors between 75 years and older across the different geographic areas and neighbourhoods.

**Figure 2.13:** Number of Older Seniors (75 Years and Older)



Source: 2016 Census

## Geographic Differences in the Population Profile

In addition to looking at differences across the different age cohorts, it is also worth looking at differences across the different neighbourhoods and communities that make up District 69. In particular the findings show that that approximately 1 in 10 individuals in Parksville, Area E (Nanoose Bay) and Area G (San Pareil, French Creek, Surfside, Dashwood) and Area H (Qualicum Bay, Bowser, Deep Bay, Dunsmuir, Horne Lake, Spider Lake) are children and youth between the age of 0 and 14. Similarly, the findings show that Area F (Errington, Coombs, Hilliers, Whiskey Creek, Meadow Wood) has the highest prevalence of children and youth while Qualicum Beach had the highest proportion of seniors 85 and older.

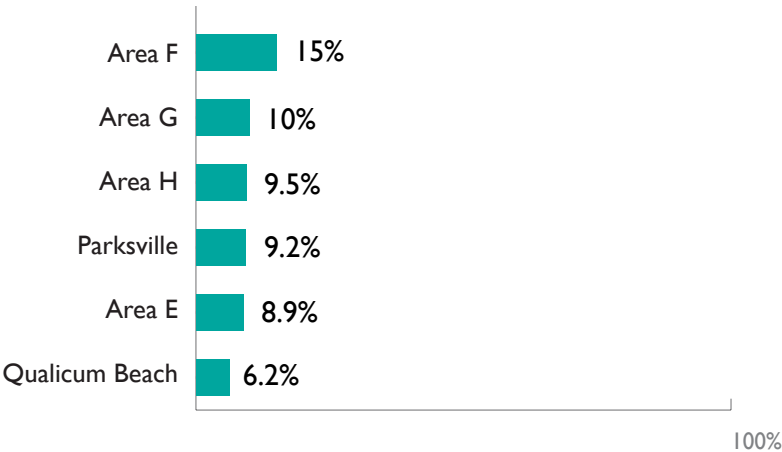
**Table 2.6:** Geographic Differences in the Population Profile Across the Different Areas

	Proportion 0 to 14 years	Proportion 15 to 64	Proportion 65 and older	Proportion 85 and older
Nanaimo Regional District	12.8%	60.1%	27%	3.4%
Parksville	9.2%	48.4%	42.4%	6.2%
Qualicum Beach	6.2%	41.7%	52.1%	8.1%
Area E	8.9%	55.6%	35.3%	2.1%
Area F	15%	65.9%	19.2%	1.1%
Area G	10%	53.6%	36.4%	2.7%
Area H	9.5%	58.6%	31.8%	1.8%
TOTAL DISTRICT 69	12.8%	60.1%	27%	3.4%

Source: 2016 Census

Figure 2.14 shows the proportion of children and youth ( 0 to 14 years) across the different geographic areas and neighbourhoods.

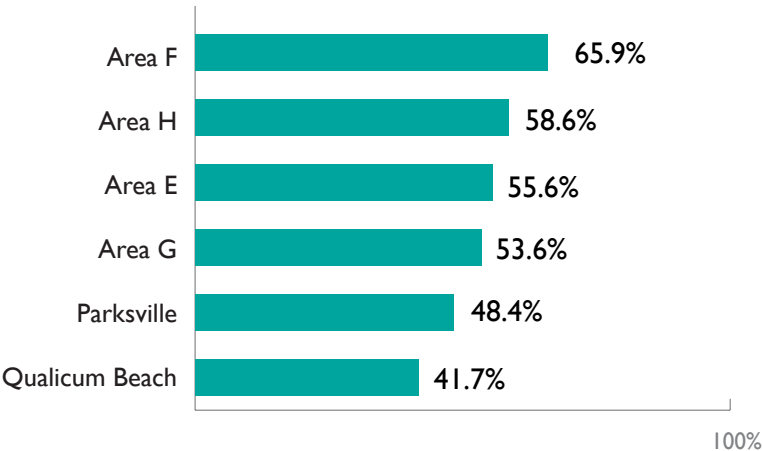
**Figure 2.14:** The Proportion of Children and Youth Across the Different Geographic Areas



Source: 2016 Census

Figure 2.15 shows the proportion of individuals between the ages of 15 and 64 across the different geographic areas and neighbourhoods.

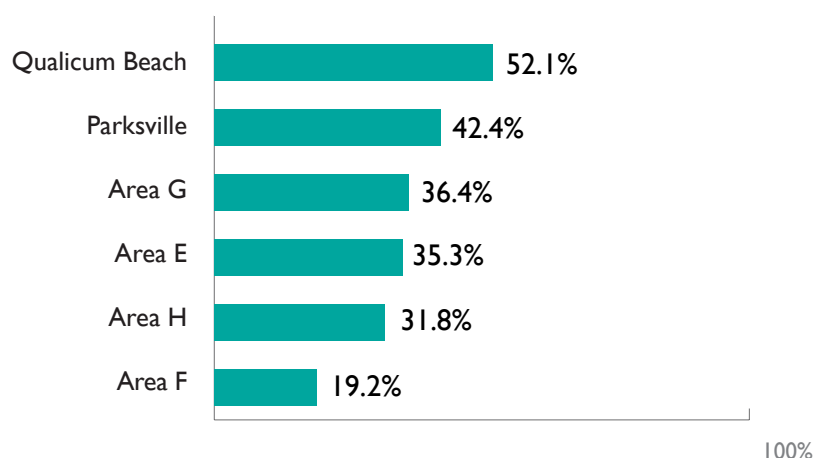
**Figure 2.15:** The Proportion of Individuals 15 to 64 Across the Different Geographic Areas



Source: 2016 Census

Figure 2.16 shows the proportion of seniors 65 and older across the different geographic areas and neighbourhoods.

**Figure 2.16:** The Proportion of Seniors 65 and Older Across the Different Geographic Areas



Source: 2016 Census

### Family and Household Composition Across the Different Geographic Areas

There is a mix of different households living in District 69 including more than 5,000 households with children including 1,565 single parent family households. There are also approximately 6,725 households living in non-census family arrangements. This typically includes individuals who are living on their own.

In looking at the 2016 Census data, Parksville has the highest number of couples with children, while Area H (Qualicum Bay, Bowser, Deep Bay, Dunsmuir, Horne Lake, Spider Lake) has the lowest. Parksville also has the highest number of lone parent families with Area F (Errington, Coombs, Hilliers, Whiskey Creek, Meadow Wood) having the second largest in absolute numbers.

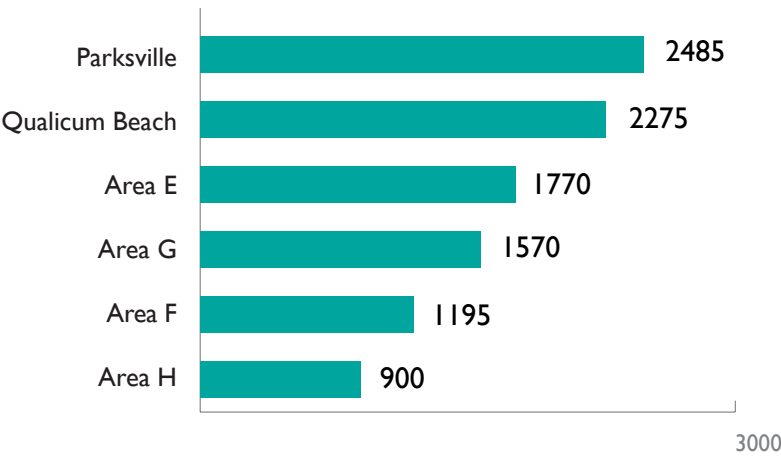
**Table 2.7:** Family and Household Composition Across the Different Geographic Areas

	Couples without children	Couples with children	Lone Parent families	Non-Census Family Households
Nanaimo Regional District	26,130	13,745	6,780	23,275
Parksville	2485	845	515	2280
Qualicum Beach	2275	505	250	1300
Area E	1570	500	135	665
Area F	1195	765	350	1115
Area G	1770	630	215	795
Area H	900	280	100	570
<b>TOTAL DISTRICT 69</b>	<b>10,195</b>	<b>3,525</b>	<b>1,565</b>	<b>6,725</b>

Source: 2016 Census

Figure 2.17 shows the distribution of couples without children across the different geographic areas and neighbourhoods.

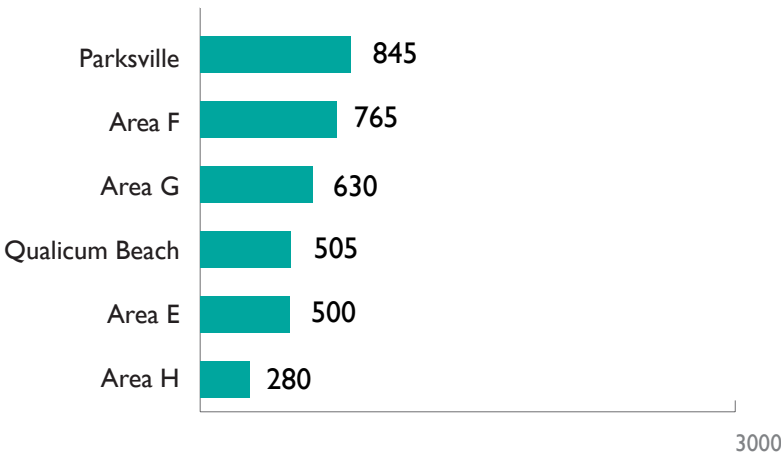
**Figure 2.17:** Distribution of Couples Without Children Across the Different Geographic Areas



Source: 2016 Census

Figure 2.18 shows the distribution of couples with children across the different geographic areas and neighbourhoods.

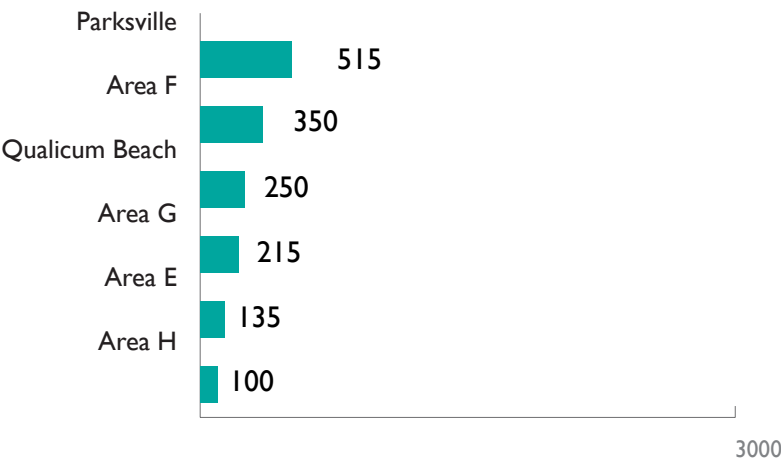
**Figure 2.18:** Distribution of Couples with Children Across the Different Geographic Areas



Source: 2016 Census

Figure 2.19 shows the distribution of single parent family households across the different geographic areas and neighbourhoods.

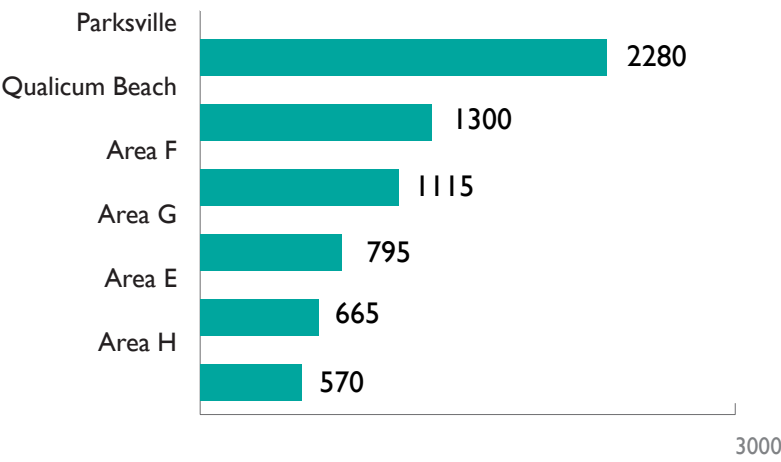
**Figure 2.19:** Distribution of Single Parent Family Households Across the Different Geographic Areas



Source: 2016 Census

Figure 2.20 shows the distribution of single person households or non-family households across the different geographic areas and neighbourhoods.

**Figure 2.20:** Distribution of Single Person Households or Non-Census Family Households



Source: 2016 Census

## Single Parent Family Households

Among the single parent family households living in District 69, the majority were female-led (78%) while approximately 1 in 5 were male-led households.

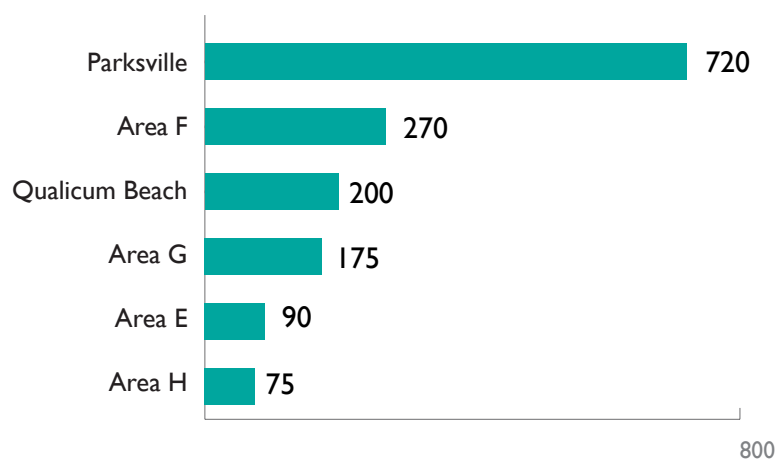
**Table 2.8:** Single Parent Family Households Across the Different Geographic Areas

	Total Households	Lone Parent Families	Female-Led Lone Parent Families	Male-Led Lone Parent Families
Nanaimo Regional District	68,905	6,780	5,245	1,535
Parksville	6,080	515	420	95
Qualicum Beach	4,305	250	200	55
Area E	2,810	135	90	40
Area F	3,375	350	270	85
Area G	3,365	215	175	40
Area H	1,825	100	75	25
<b>TOTAL DISTRICT 69</b>	<b>21,760</b>	<b>1,565</b>	<b>1,230</b>	<b>340</b>

Source: 2016 Census

Figure 2.21 shows the distribution of female-led single parent family households across the different geographic areas and neighbourhoods.

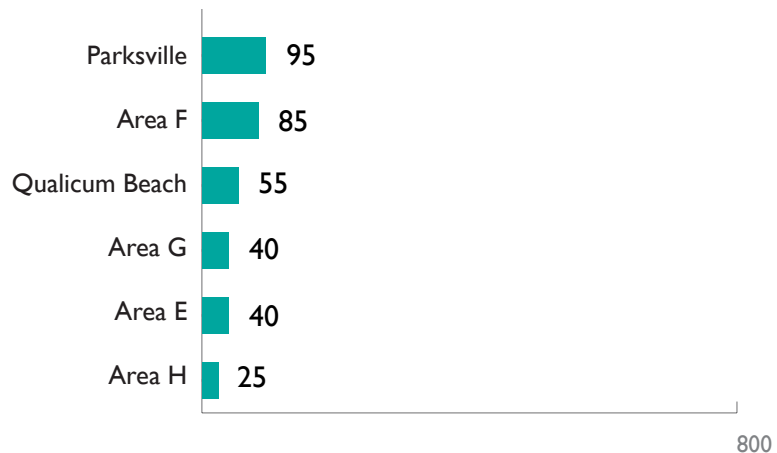
**Figure 2.21:** Distribution of Female-Led Single Parent Family Households



Source: 2016 Census

Figure 2.22 shows the distribution of male-led single parent family households across the different geographic areas and neighbourhoods.

**Figure 2.22:** Distribution of Male-Led Single Parent Family Households



Source: 2016 Census

## Mother Tongue

While the majority of individuals living in District 69 indicated that English was their primary language spoken, there were approximately 3,995 individuals who indicated that they spoke a language other than English. This represents approximately 8.7% of all individuals living in District 69. It is worth noting that if one were to look at the mother tongue of individuals across the RDN there is a significant diversity.

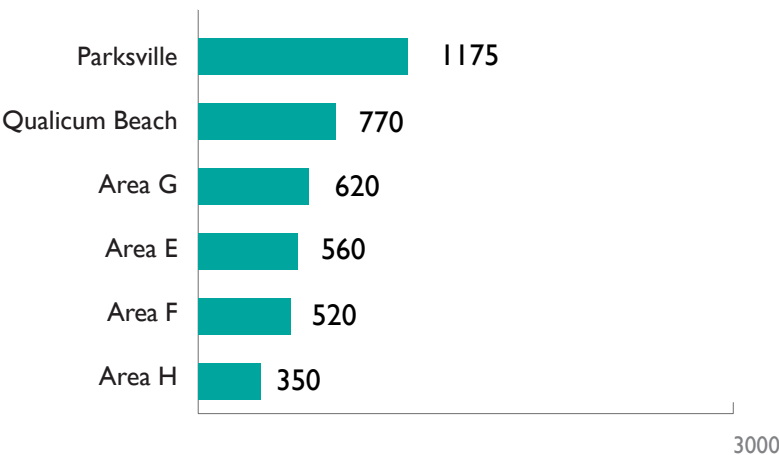
**Table 2.9:** Mother Tongue Other Than English Across the Different Geographic Areas

	Total Population	English Spoken	Mother Tongue Other than English	Proportion Non-English Speaking
Nanaimo Regional District	153,155	135,570	16,065	10.5%
Parksville	12,125	10,815	1,175	9.7%
Qualicum Beach	8,605	7,775	770	8.9%
Area E	6,125	5,535	560	9.1%
Area F	7,710	7,145	520	6.7%
Area G	7,465	6,790	620	8.3%
Area H	3,885	3,510	350	9.0%
<b>TOTAL DISTRICT 69</b>	<b>45,915</b>	<b>41,570</b>	<b>3,995</b>	<b>8.7%</b>

Source: 2016 Census

Figure 2.23 shows the distribution of households which report a mother tongue other than English across the different geographic areas and neighbourhoods.

**Figure 2.23:** Distribution of Households Where the Mother Tongue is Other than English



Source: 2016 Census

**Median Household Income**

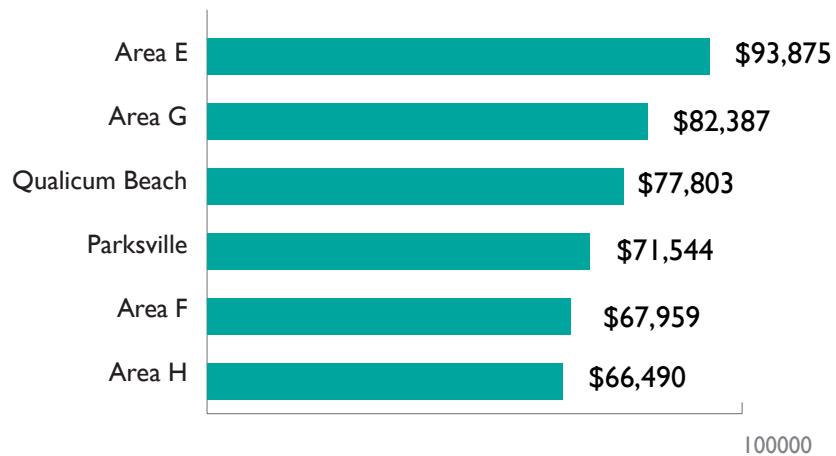
**All Households**

The median household income in District 69 was between \$54,800 (Area F) and \$79,680 (Area E). Within Parksville, the median household income was \$55,771 while the median household income in Qualicum Beach was \$65,692.

**Economic Families**

The median household income for economic families in District 69 was between \$67,959 (Area F) and \$93,875 (Area E). Within Parksville, the median household income for all economic families was \$71,544 while the median household income in Qualicum Beach was \$77,083. Figure 2.24 shows the distribution in the median household income across economic family households in the different geographic areas and neighbourhoods.

**Figure 2.24 Differences in the Median Household Income Across Economic Families**

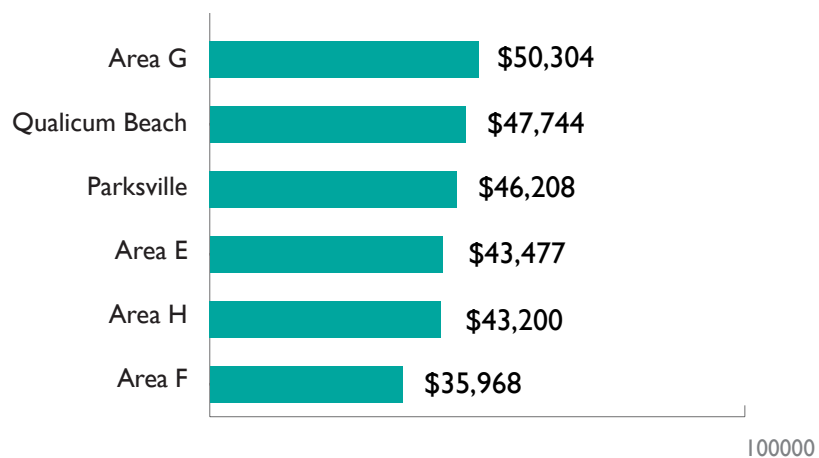


Source: 2016 Census

### Single Parent Family Households

The median household income for single parent family households in District 69 was between \$35,968 (Area F) and \$50,304 (Area G). Within Parksville, the median household income for all single parent family households was \$46,208 while the median household income for single parent family households in Qualicum Beach was \$47,744. Figure 2.25, on the following page, shows the distribution in the median household income across single parent family households in the different geographic areas and neighbourhoods.

**Figure 2.25:** Differences in the Median Household Income Across Single Parent Families

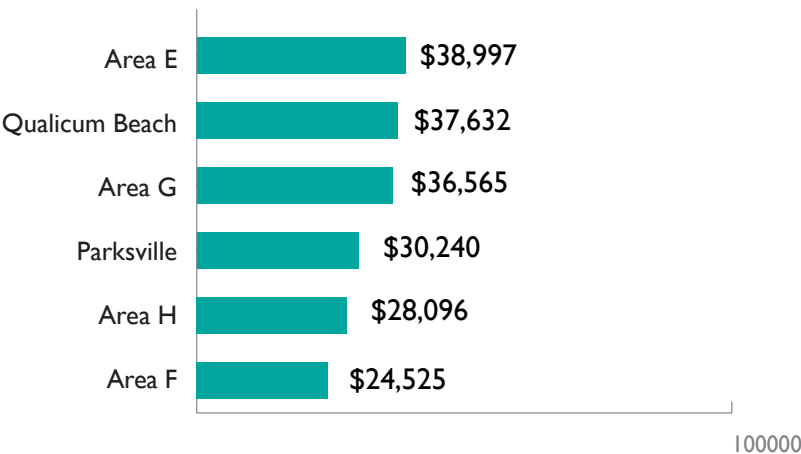


Source: 2016 Census

Single Person Households

The median household income for single person households in District 69 was between \$24,525 (Area F) and \$38,997 (Area G). Within Parksville, the median household income for all single person households was \$30,240 while the median household income for single person households living in Qualicum Beach was \$37,632 with Figure 2.26 showing the differences in incomes across the different geographic areas and neighbourhoods.

Figure 2.26: Differences in the Median Household Income Across Single Person Households



Source: 2016 Census

In general the findings show that there is significant variation in incomes across the different geographic areas and neighbourhoods. This has important implications when looking and economic and social inclusion.

Income Distribution

Across District 69, there are approximately 2,030 households with an annual income of \$20,000 or less as well as approximately 3,265 households with an annual of between \$20,000 and \$34,999. There were an additional 5,095 households with an annual income of between \$35,000 and \$59,999 per year as well as more than 11,465 households with annual incomes of \$60,000 or more.

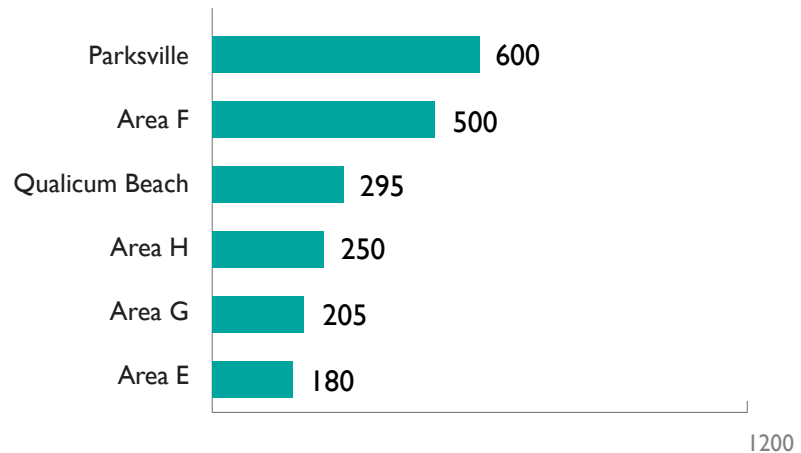
**Table 2.10:** Income Distribution Across the Different Geographic Areas

	Income Under \$20,000	Income \$20,000 to \$34,999	Income \$35,000 to \$59,999	Income \$60,000 and over
Nanaimo Regional District	7395	9,860	15,870	35,760
Parksville	600	1,085	1,590	2,805
Qualicum Beach	295	550	1,050	2,400
Area E	180	295	510	1,825
Area F	500	580	755	1,540
Area G	205	375	740	2,045
Area H	250	280	450	850
TOTAL DISTRICT 69	2,030	3,165	5,095	11,465

Source: 2016 Census

Figure 2.27 shows the distribution of households with annual incomes of less than \$20,000 by the different geographic areas and neighbourhoods.

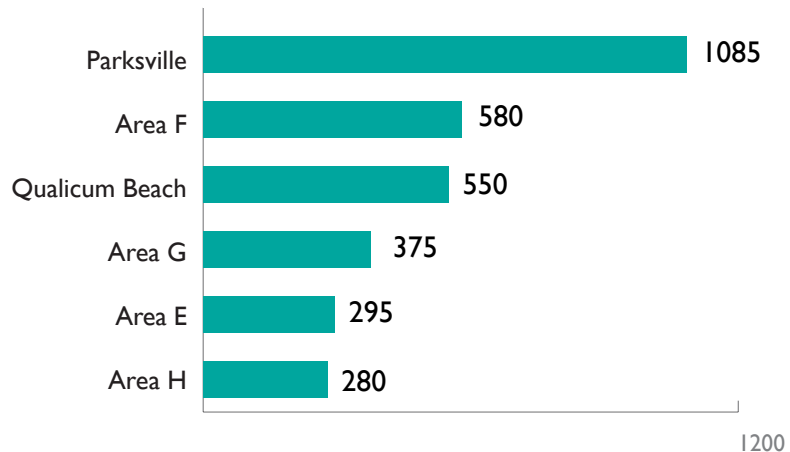
**Figure 2.27:** Distribution of Households with Annual Incomes of Less than \$20,000



Source: 2016 Census

Figure 2.28 shows the distribution of households with annual incomes of between \$20,000 and \$34,999 by the different geographic areas and neighbourhoods.

**Figure 2.28:** Distribution of Households with Annual Incomes of Between \$20,000 and \$34,999



Source: 2016 Census

### Individuals in Low Income

Based on the 2016 Census, there were approximately 6,650 individuals who were considered to be in low income. This includes 1,205 children and youth between the ages of 0 and 17 as well as 1,775 seniors 65 and older.

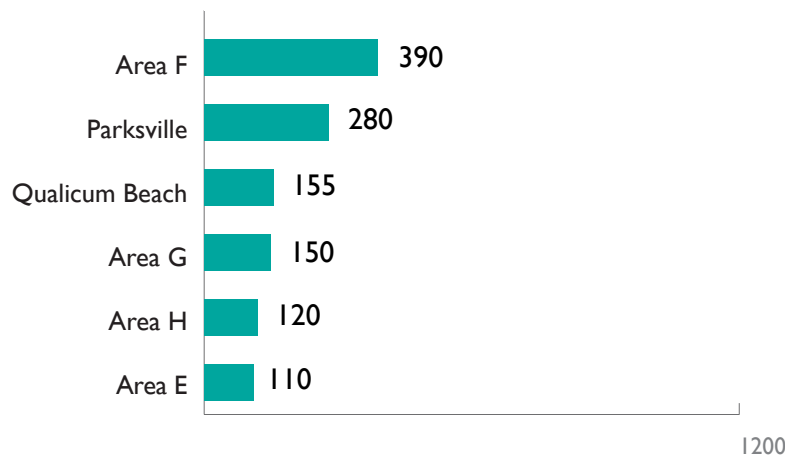
**Table 2.11:** Individuals in Low Income Across the Different Geographic Areas

	Total In Low Income	Population 0 to 17	Population 0 to 5	Population 18 to 64	Population 65 and older
Nanaimo Regional District	24,345	5,330	1,730	14,365	4,645
Parksville	1,735	280	70	860	600
Qualicum Beach	975	155	45	485	335
Area E	665	110	35	385	165
Area F	1,675	390	105	1035	250
Area G	840	150	25	460	230
Area H	760	120	30	450	195
<b>TOTAL DISTRICT 69</b>	<b>6,650</b>	<b>1,205</b>	<b>310</b>	<b>3,675</b>	<b>1,775</b>

Source: 2016 Census

Figure 2.29 shows the number of children and youth between the ages of 0 and 17 who are in low income by the different geographic areas and neighbourhoods.

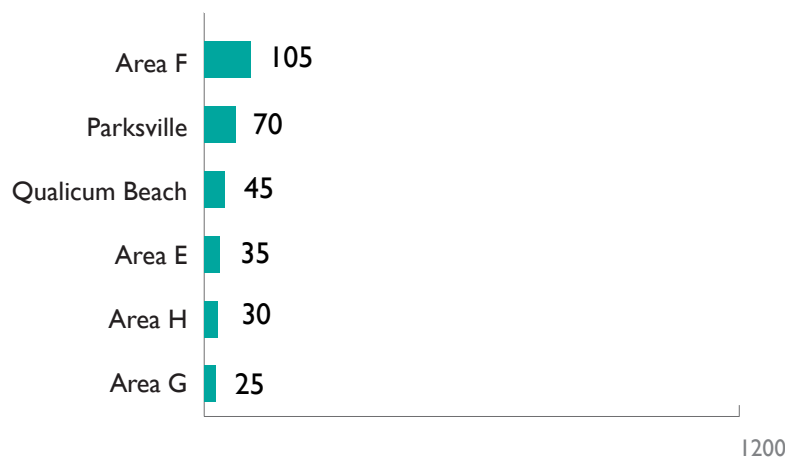
**Figure 2.29:** Distribution of Children and Youth In Low Income



Source: 2016 Census

Figure 2.30 shows the number of children and youth between the ages of 0 and 5 who are in low income by the different geographic areas and neighbourhoods.

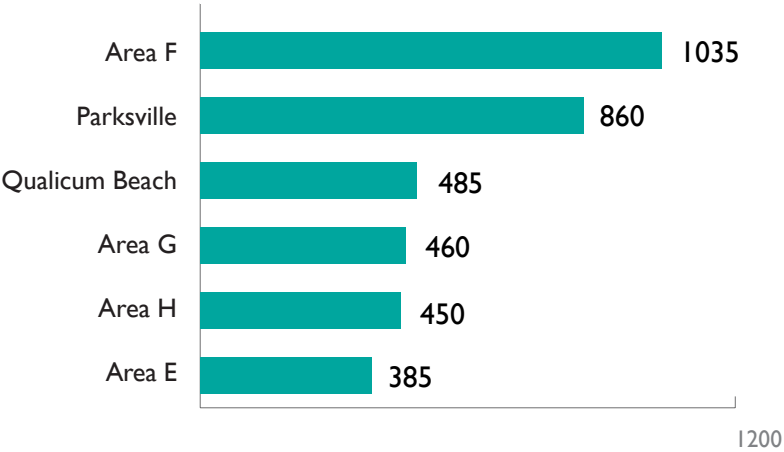
**Figure 2.30:** Distribution of Children Between 0 to 5 Years in Low Income



Source: 2016 Census

Figure 2.31 shows the population between the ages of 18 and 64 who are in low income by the different geographic areas and neighbourhoods.

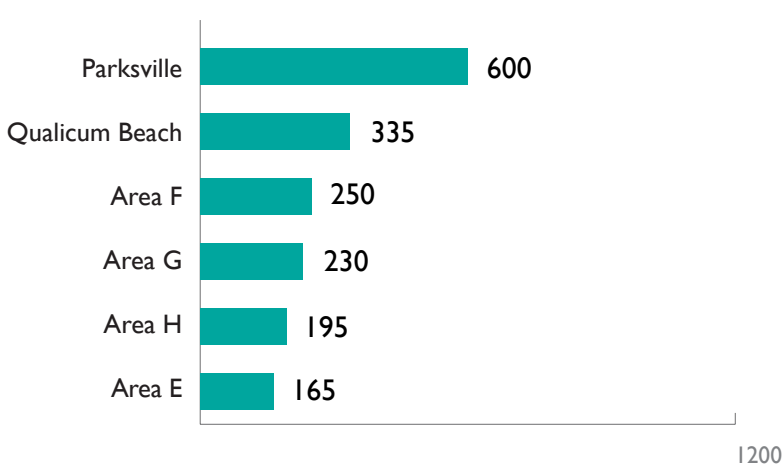
**Figure 2.31:** Distribution of the Population Between the Ages of 18 to 64 in Low Income



Source: 2016 Census

Figure 2.32 shows the number of seniors 65 and older who are in low income by the different geographic areas and neighbourhoods.

**Figure 2.32:** Distribution of Seniors 65 and Older In Low Income



Source: 2016 Census

## Proportion of Individuals In Low Income

The findings for District 69 are consistent with other parts of the Province. Based on the information set out below the findings suggest that approximately 1 in 5 children and youth in District 69 are living in low income while this is also the case for approximately 1 in 10 seniors 65 and older.

Table 2.12 shows that the incidence of low income varies significantly within District 69 with Area F and H reporting a higher incidence of families and individuals living in low income when compared to other parts of the region. This is also true for children and youth living in Areas F and H although the findings would also suggest a high incidence of low income among children and youth in the Qualicum Beach area when compared to other areas.

Similarly, seniors in Area H, Area F and Parksville appear to be in low income and at greater risk of economic exclusion when compared to other areas.

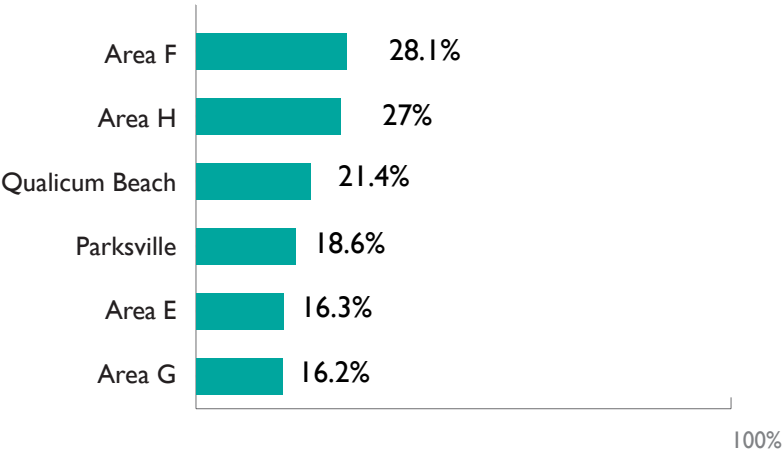
**Table 2.12:** Proportion of Individuals in Low Income Across the Different Geographic Areas

	Total In Low Income	Population 0 to 17	Population 0 to 5	Population 18 to 64	Population 65 and older
Nanaimo Regional District	16.2%	22.2%	23%	16.4%	11.9%
Parksville	14.4%	18.6%	16.9%	15.3%	12.3%
Qualicum Beach	11.5%	21.4%	24.3%	13.9%	7.8%
Area E	10.9%	16.3%	15.9%	11.8%	7.6%
Area F	21.9%	28.1%	24.7%	21.5%	17.2%
Area G	11.3%	16.2%	10.4%	12.1%	8.5%
Area H	19.9%	27%	24%	20.8%	16.1%
<b>TOTAL DISTRICT 69</b>	<b>14.6%</b>	<b>21.3%</b>	<b>19.3%</b>	<b>15.9%</b>	<b>10.6%</b>

Source: 2016 Census

Figure 2.33 on the following page shows the proportion of children and youth in low income across the different geographic areas and neighbourhoods.

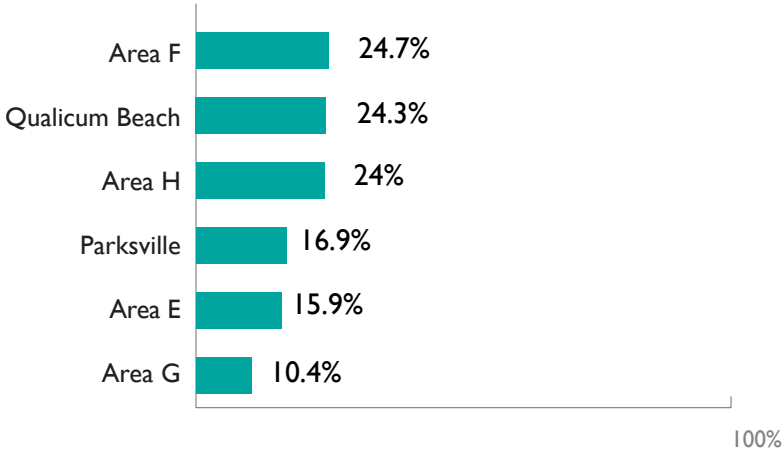
**Figure 2.33:** Proportion of Children and Youth 0 to 17 in Low Income



Source: 2016 Census

Figure 2.34 shows the proportion of children 0 to 5 years in low income across the different geographic areas and neighbourhoods.

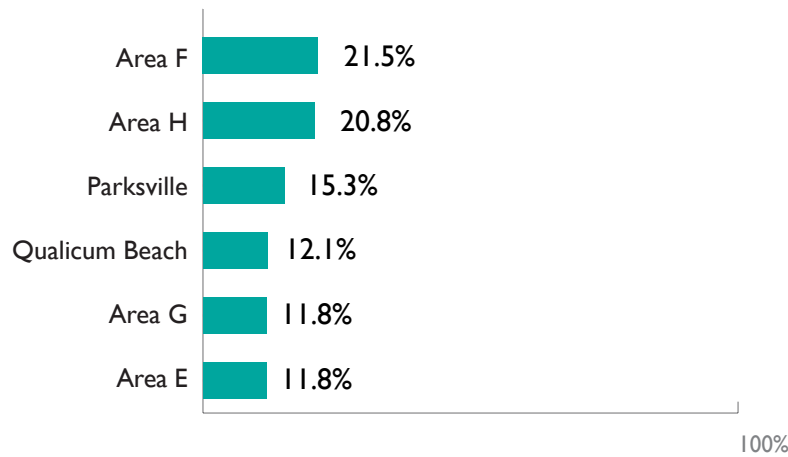
**Figure 2.34:** Proportion of Children 0 to 5 in Low Income



Source: 2016 Census

Figure 2.35 shows the proportion of individuals who are between the ages of 18 and 64 in low income across the different geographic areas and neighbourhoods.

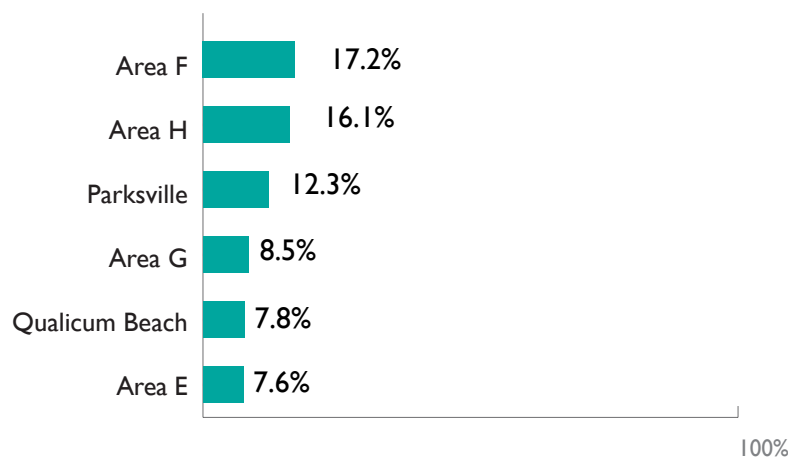
**Figure 2.35:** Proportion of Adults 18 to 64 in Low Income



Source: 2016 Census

Figure 2.36 shows the proportion of seniors 65 and older in low income across the different geographic areas and neighbourhoods.

**Figure 2.36:** Proportion of Seniors 65 and Older in Low Income



Source: 2016 Census

## Individuals with Health and Activity Limitations

Individuals who have health and activity limitations are at increased risk of exclusion. Based on the findings from the 2016 Census, there were approximately 1 in 5 individuals living in District 69 who reported a significant health and activity limitation. This represents approximately 8,200 individuals across District 69.

There were also an additional 9,445 individuals who reported that they sometimes experience difficulties while an additional 2,585 individuals indicated that this is frequently the case.

In looking at findings reported in the table below it would appear that Parksville and Area H reported the highest incidence of individuals with health and activity limitations followed by Area F and Qualicum Beach.

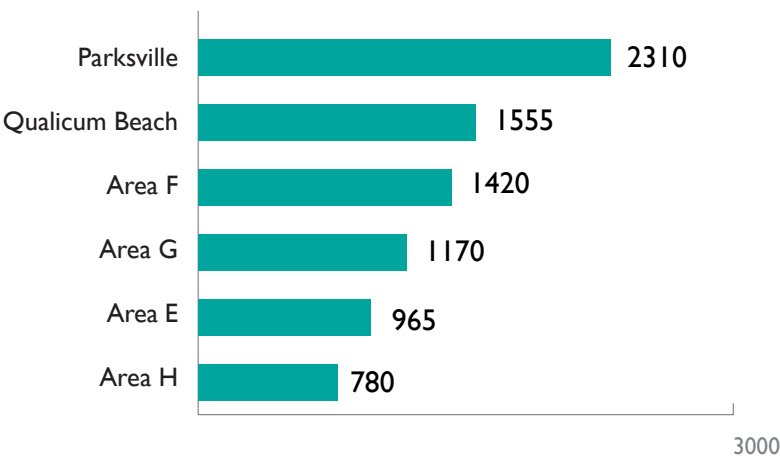
**Table 2.13:** Individuals Reporting Health and Activity Limitations Across the Geographic Areas

	Total Population	Yes, always	Yes, often	Yes, sometimes	Proportion Reporting Always
Nanaimo Regional District	151,625	26,170	8,585	29,110	17.3%
Parksville	12,030	2,310	750	2,620	19.2%
Qualicum Beach	8,510	1,555	490	1,895	18.3%
Area E	6,095	965	315	1,115	15.8%
Area F	7,655	1,420	445	1,475	18.5%
Area G	7,450	1,170	360	1,525	15.7%
Area H	3,815	780	225	815	20.4%
<b>TOTAL DISTRICT 69</b>	<b>45,555</b>	<b>8,200</b>	<b>2,585</b>	<b>9,445</b>	<b>18.0%</b>

Source: 2016 Census

Figure 2.37 shows the number of individuals across the different geographic areas and neighbourhoods who reported that they always have health and activity limitations.

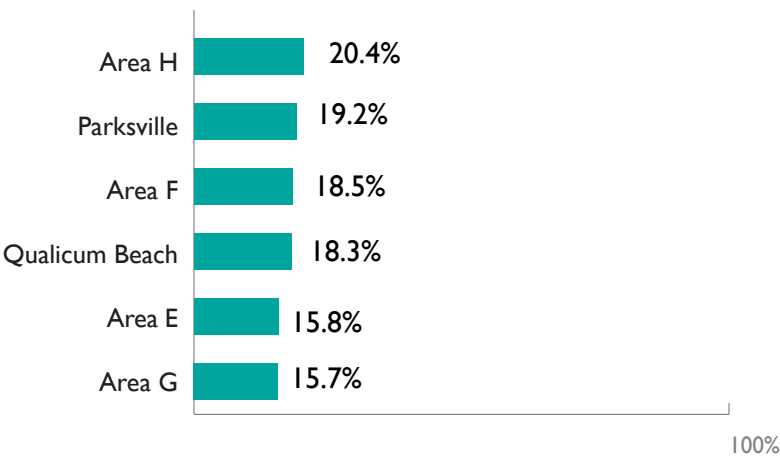
**Figure 2.37:** Individuals Always Reporting Health and Activity Limitations



Source: 2016 Census

Figure 2.38 shows the proportion of individuals across the different geographic areas and neighbourhoods who reported that they always have health and activity limitations.

**Figure 2.38:** Incidence of Individuals Always Reporting Health and Activity Limitations



Source: 2016 Census

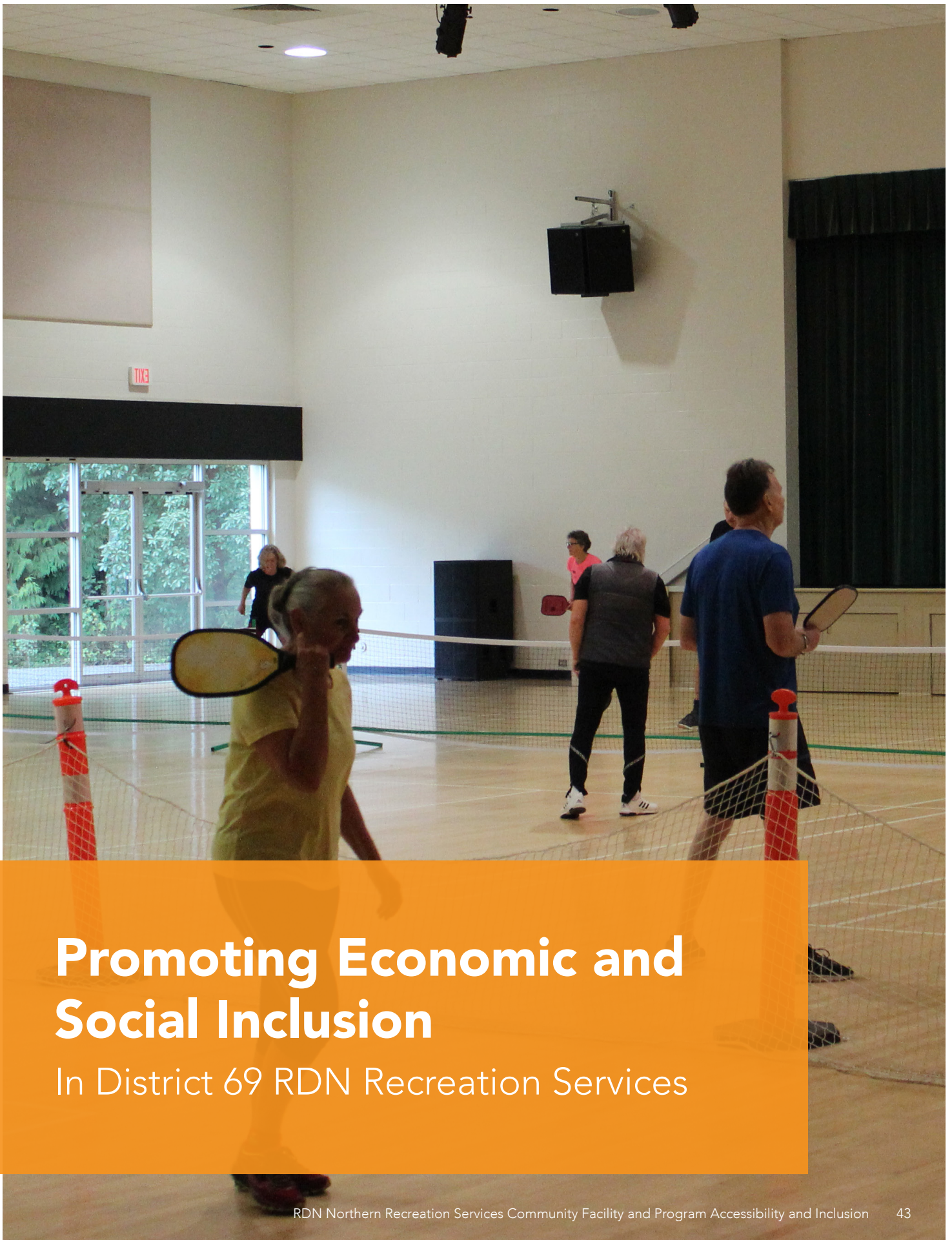
## Types of Disability Conditions

The Canadian Survey on Disability collects information about adults whose everyday activities are limited due to a condition or health-related problem. The information collected through the survey is used to plan and evaluate services, programs and policies related to people with disabilities. In 2012, the Canadian Survey on Disability (CSD) included information on Canadians 15 and older who reported having difficulty walking distances on a flat surface as well as individuals who reported difficulty walking up/down a flight of stairs and who have reported that their daily activities were limited because of these difficulties.

Based on the responses approximately 1 in 7 Canadians aged 15 or older (13.7%) reported that they experienced some type of disability with the following table providing some additional information on the different types of disabilities or health and activity limitations that Canadians may experience as well as the general rate of incidence based on the population of individuals 15 and older. For example, as shown in the Table below, approximately 1 in 10 Canadians reported pain-related limitations while approximately 7.6% of Canadians reported challenges related to flexibility and 7.2% reported challenges related to mobility. There were an additional 3.9% of Canadians who reported mental health-related challenges as well as 3.5% of Canadians who reported challenges related to dexterity.

**Table 2.14:** Types of Disability Conditions

Disability Condition	Total Population	Incidence
Total disability	3,775,900	13.7%
Pain-related	2,664,200	9.7%
Flexibility	2,078,000	7.6%
Mobility	1,971,800	7.2%
Mental health-related	1,059,600	3.9%
Dexterity	953,100	3.5%
Hearing	874,600	3.2%
Seeing	756,300	2.8%
Memory	628,200	2.3%
Learning	622,300	2.3%
Developmental	160,500	0.6%
Unknown	79,500	0.3%



# Promoting Economic and Social Inclusion

In District 69 RDN Recreation Services

## PROMOTING ECONOMIC AND SOCIAL INCLUSION

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There is a commitment to the provision of inclusive and accessible recreation programs within District 69. The Society of Organized Services (SOS) and the RDN Recreation department offer a jointly administered Financial Access Program (FAP) which enables residents to access financial support to participate in recreation programs. The SOS supports residents who are school aged (5-18) in community recreation programs, including the RDN's inventory. Residents 0-5 years and those 18+ years are eligible for support through the RDN. In addition to the provision of FAP the SOS offers a variety of social programs and support services for the residents of District 69 of all ages.

Another key partner in the delivery of inclusive recreation within in the region is the Arrowsmith Community Recreation Association (ACRA). ACRA provides direct recreation programs and supports community events in Electoral Area F. The Association is committed to offering their programs and services for free or at very low cost which is important within the Electoral Area F as it has one of the highest incidences of individuals with health and activity limitations.

For the past few years RDN program staff (program leaders, skate staff, swim instructors, programmers) have received Canuks Autism Network (CAN) training. The training provides insight into the Autism spectrum and offers practical strategies so that programs can be adapted to ensure inclusivity is achieved. Many of the considerations and adaptations are applicable for all abilities and needs.

During the summer camp season the Department hires two inclusion workers who are then assigned as requested by parents and caregivers to assist campers with a variety of needs. During the balance of the year when inclusion support is requested Programmers attempt to fulfill requests but it is dependent on staff availability. If support is arranged privately to assist someone with special needs during programs or drop in session the assistant is admitted/registered at no charge.

While all recreation programs offered by the RDN are open to all abilities, some programs have been designed with a focus on inclusion. The following is a list of current specialized programs being offered: Adaptive Gymnastics, Minds in Motion, Adaptive Swim Program and a Fitness Class series which is geared towards older seniors with limited mobility.

Within the community there are a number of outreach programs offered by different groups that work to enhance social inclusion, programs such as; Meals on Wheels, Better at Home, Senior Activity Centers, the WOW bus (mobile library) and others.

## PLANNING FOR CHILDREN AND YOUTH

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### *Inclusive Communication*

In addition to providing supports needed, inclusive recreational programming can also include:

1. Program modifications to enhance program structure and communication;
2. Inclusive games to foster cooperation, personal achievement, and social relationships; and
3. Training guidelines to prepare staff to implement the curriculum.<sup>3</sup>

As part of the general approach to inclusive recreation programming, instructions for games are automatically provided orally as well as visually so that people with different abilities and learning styles are able to participate. This approach means that there is an opportunity for everyone to play and excel in every activity. This type of approach also helps to foster a deeper sense of belonging as potential barriers to participation are anticipated and removed. Inclusion increases enjoyment for everyone and provides the opportunity for everyone to participate regardless of differences in ability. Becoming more inclusive is a proactive planning strategy.<sup>4</sup>

### *Physical Literacy*

A commitment to the principles of physical literacy is also part of inclusive planning and programming. Physical literacy places an emphasis on motivation, confidence, physical competence as well as a sense of agency and responsibility. The concept of physical literacy is by definition inclusive and accessible to all in that not only does it include intentional and deliberate action around physical activity, but it is also deliberate in including everyone—more specifically, people with disabilities.

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3 Let's ALL Play: Helping to Make Inclusion in Summer Camps a Success. (2011). American Camp Association. Retrieved from <https://www.acacamps.org/resource-library/camping-magazine/lets-all-play-helping-make-inclusion-summer-camps-success>

4 Melikechi, L. A Camp for Everyone! A Guide to Including Children of All Abilities in Summer Camp Programs. Retrieved from <http://ucpde.org/wp-content/>

## PLANNING FOR SENIORS AND OLDER ADULTS

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Within the context of seniors' programming there is a growing awareness that seniors enjoy a range of physical activities from social activities such as pickle ball, seated fitness to more active and competitive activities such as adult beginner hockey. Senior-friendly programming is part of a larger concept of age-friendly communities. Health promotion and active participation strategies can help seniors who are aging as well as seniors with chronic health conditions continue to benefit from active engagement and inclusion.

The research literature also recognizes that encouraging communities to create age-friendly physical and social environments helps to support older citizens to make choices that can enhance their overall health and well-being and allow them to remain active in their communities.<sup>5</sup>

Based on recent research, it has been noted that successful features of age-friendly communities include:

- Walkable sidewalks, pathways and trails;
- Good accessibility to and within public buildings;
- Accessible washrooms and rest areas, including benches that are an appropriate height;
- Adaptations and design features that help seniors to feel safe and secure in the community including the integration of programs and services into existing neighbourhoods and locations where seniors live.

As well some of the suggestions around programs for seniors include:

- Intergenerational programming and activities that help to foster socialization between younger and older members of a community;
- Design-related changes that can help to provide assistance to those with mobility problems;
- Indoor activities including the organization of walking clubs for periods of poor weather;
- The development of information and literature that shows the location of accessible parking spaces, washrooms and benches as well as information that highlights local trails and walks that are age-friendly.

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5 Age-Friendly Rural and Remote Communities: A Guide. Retrieved from [http://www.phac-aspc.gc.ca/seniors-aines/alt-formats/pdf/publications/public/healthy-sante/age\\_friendly\\_rural/AFRRRC\\_en.pdf](http://www.phac-aspc.gc.ca/seniors-aines/alt-formats/pdf/publications/public/healthy-sante/age_friendly_rural/AFRRRC_en.pdf)

Within the context of planning within the RDN, it is clear that seniors represent an important demographic. Across the different facilities there are different types of activities that are targeted to the specific needs of seniors and older adults including movie nights, quilting as well as different arts and cultural activities. The Elder College also represents an important initiative for engaging seniors with a focus on providing opportunities for engagement and participation while also promoting and supporting lifelong learning.

### **Promising Practices in Intergenerational Programming**

This review of best practices also looked at successful community-based programming and activities related to intergenerational programming and social engagement (i.e. reaching harder to reach populations). The information set out in this report looks at a number of different areas of programming with a specific focus on seniors and older adults, some of which has been implemented in the RDN.

Intergenerational programming has had a positive impact on opportunities for engagement among frail and socially isolated seniors with access to these types of opportunities helping to increase their sense of choice, initiative and autonomy. At the same time, family members and teachers report benefits for children who are engaged in these types of initiatives including an increased sense of comfort around persons with disabilities, receiving individualized attention, and a sense of purpose and connection as children are able to teach or help older adults.<sup>6</sup> Examples of intergenerational programs and activities are provided in a *Guide to establishing intergenerational programs for schools, care facilities and community groups*.<sup>7</sup>

As well, the examples of the programs below demonstrate how recreation and life-long learning can be used as avenues for building stronger and more connected communities.

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6 Tried and True: A Guide to Successful Intergenerational Activities at Shared Site Programs. Generations United. Retrieved from <https://s3.amazonaws.com/pushbullet-uploads/ujzNDwQrsR2-lwTZVh9XzpO2KpViVzhCua55liDV0Dyg/tried%20and%20true.pdf>

7 Creating Caring Communities. A Guide to establishing intergenerational programs for schools, care facilities and community groups. (2009). Retrieved from <http://bccare.ca/wp-content/uploads/BCCPA-Intergenerational-Toolkit.pdf>

Recreation programs	
<b>Seniors and Kids Intergenerational Programs (SKIP)</b>	<p>‘Skating for Skip’ is an annual fundraising and awareness building event for the Seniors and Kids Intergenerational Programs (SKIP). Students collect pledges and enjoy a session of skating. Seniors are invited to the event as observers and to talk with the students. SKIP pairs students with seniors and together they learn from each other and develop bonds that benefit both student and senior. <a href="https://www.goskip.org/our-programs/skating-for-skip/">https://www.goskip.org/our-programs/skating-for-skip/</a></p>
<b>Kahuna Kupuna Annual Benefit Surf Contest</b>	<p>An intergenerational sport program which incorporates an intergenerational team. Each team is comprised of 6 members representing 3 generations (one generation = 18 years) and includes at least 1 team member under age 20. Bowling, darts and other activities or sports can be substituted. <a href="http://www.pacificasenvironmentalfamily.org/kahunakupuna">http://www.pacificasenvironmentalfamily.org/kahunakupuna</a></p>
<b>Go Fly a Kite.... With Me!</b>	<p>This initiative provides an opportunity for generations to work together on a fun, recreational pursuit, either as a standalone event, or an event held in conjunction with another community initiative. Simple, wholesome opportunity for youth to interact with their elders in their community and learn valuable life lessons. <a href="http://s3.arpaonline.ca/docs/GoFlyAKite.pdf">http://s3.arpaonline.ca/docs/GoFlyAKite.pdf</a></p>
Lifelong learning programs	
<b>Youth and Seniors Literacy Project</b>	<p>The Northwest Territories Seniors’ Society also helped organizes and delivers the Youth and Seniors Literacy Project. In partnership with the NWT’s Department of Education Culture and Employment, Youth/Seniors’ Literacy Events were sponsored throughout the NWT. The main purpose of these project was to provide opportunities for youth and seniors to work together on a variety of literacy related events at the community level. <a href="http://www.nwtsseniorsociety.ca/wp-content/uploads/2013/11/NWTSS_LiteracyProjects_2011-2012FinalReport.pdf">http://www.nwtsseniorsociety.ca/wp-content/uploads/2013/11/NWTSS_LiteracyProjects_2011-2012FinalReport.pdf</a></p>
<b>SMART (Students and Mature Adults Read Together)</b>	<p>SMART (Students and Mature Adults Read Together) is an intergenerational literacy program, that bring older adult volunteers and students who are reading below grade level together as part of a tutoring program. <a href="http://www.jcy-wcp.com/programs/smart.html">http://www.jcy-wcp.com/programs/smart.html</a></p>
<b>OASIS: CATCH Healthy Habits Intergenerational Program</b>	<p>CATCH brings children and adults age 50+ together to learn good eating and physical activity habits for a lifetime. The program combats obesity by engaging adults age 50+ as mentors to teach healthy lifelong habits to kids in grades K-5. <a href="https://www.oasisnet.org/National-Programs/Health-Programs/Healthy-Habits-for-Adults/Healthy-Living-Guides">https://www.oasisnet.org/National-Programs/Health-Programs/Healthy-Habits-for-Adults/Healthy-Living-Guides</a></p>
<b>Building Learning Together (BLT)</b>	<p>BLT provides a number of programs in Parksville/Qualicum Beach to enhance life-long learning and promote strong family relationships and community connections. <a href="http://www.oblt.ca/">http://www.oblt.ca/</a></p>

Other intergenerational programs	
<b>Shoots with Roots Intergenerational Garden</b>	Shoots with Roots began in 2003, as an intergenerational gardening program where local school-aged children learned side by side with volunteer garden mentors in our Children's Food Garden. The program has since expanded to include explorations of our local Douglas-fir forest, adventures in the Artist's Garden, and a wide variety of hands-on learning activities throughout Milner Gardens & Woodland. <a href="https://www2.viu.ca/milnergardens/shoots-with-roots/index.asp">https://www2.viu.ca/milnergardens/shoots-with-roots/index.asp</a>
<b>All Together Now – The Center for Digital Storytelling</b>	The Center for Digital Storytelling works to create digital stories of citizenship between youth and elders. Other cross-generational environments explored by the CDS include public health, education, the environment and community service. <a href="https://www.storycenter.org/atn-about/">https://www.storycenter.org/atn-about/</a>
<b>Oakwood Creative Care</b>	In partnership with Mercy Housing, Oakwood Creative Care unites young and young at heart with an intergenerational gardening project of flower beds and an edible garden. <a href="http://www.oakwoodcreativecare.org/programs.html">http://www.oakwoodcreativecare.org/programs.html</a>
<b>Lifesongs</b>	Lifesongs is an intergenerational arts project that promotes social inclusion and dignity for elders and people in hospice care. Lifesongs engages youth and community members in the interactive creative process and hosts public events that increase awareness and engagement with the processes of aging and dying. <a href="http://www.littlelobe.org/portfolio/lifesongs/">http://www.littlelobe.org/portfolio/lifesongs/</a>
<b>Youth2Seniors</b>	Youth2Seniors is a non-profit, youth-based program that partners local youth and seniors within the community to enhance each other's lives and learning experience. Programs include intergenerational art, community service, an annual intergenerational day and special programs such as planting gardens. <a href="http://www.youth2seniors.org/">http://www.youth2seniors.org/</a>
<b>Community for All Ages</b>	Communities for All Ages uses collaborative, intergenerational strategies to create communities that are good for growing up and growing old. The organization facilitates programs that get the whole community involved to improve health. Programs include multigenerational physical exercise classes, a community garden, and a walking club. <a href="http://www.marc.org/Community/KC-Communities-for-All-Ages">http://www.marc.org/Community/KC-Communities-for-All-Ages</a>
<b>Intergenerational Digital Photography Workshop Curriculum</b>	This curriculum was designed around the idea of the creation and discussion of photos. This served as the point around which generations could freely interact and learn about each other. One of the participants called the camera “a great equalizer”, further stating that everyone could express their unique vision and interact around the images created without the experience feeling “contrived”. <a href="http://www.gu.org/LinkClick.aspx?fileticket=I%3D&amp;tabid=157&amp;mid=606">http://www.gu.org/LinkClick.aspx?fileticket=I%3D&amp;tabid=157&amp;mid=606</a>
<b>Stagebridge Senior Theater Company</b>	A program that brings seniors trained in storytelling into classrooms. This program helps students develop listening and language skills. <a href="http://www.stagebridge.org/programs-1/">http://www.stagebridge.org/programs-1/</a>

## Promising Practices in Social Engagement

Social Engagement programming includes strategies that attract and provide access to 'hard to reach' older adults and isolated populations. Effective programming includes opportunities for isolated and 'hard to reach' older adults to take part in activities wherein members of their community (e.g., family, extended kin, friends, neighbours, and demographically similar-peers) can take part as well. Effective programming includes components that culturally-relevant, economically-sensitive, and universally designed to reach older adult populations who are ethnically diverse, low-income, and have exceptionalities (e.g., cognitive and physical exceptionalities) respectively.

Recreation engagement programs	
<b>Common Ground Program</b>	<p>The organization provides adapted equipment and support, which enables individuals with disabilities to participate in outdoor recreation activities including downhill skiing, kayaking, canoeing, snowshoeing, hiking, rock climbing, and camping. The primary aim of Common Ground is to provide opportunities that reduce stereotypes, raise awareness, and empower individuals with disabilities to realize their full potential.</p> <p><a href="http://www.cgadventures.org/">http://www.cgadventures.org/</a></p>
<b>CHAMPS II</b>	<p>CHAMPS II is a public health program conducted in partnership with existing community-based physical activity classes in a congregate housing setting. The program encourages engagement as a way to increase physical activity. CHAMPS II includes seniors with a range of health problems on the premise that there is some beneficial type of physical activity for everyone. The program goals are to encourage physical and social engagement of sedentary older adults.</p> <p><a href="http://cbpp-pcpe.phac-aspc.gc.ca/pppractice/champs-ii-community-healthy-activities-model-program-for-seniors-ii/">http://cbpp-pcpe.phac-aspc.gc.ca/pppractice/champs-ii-community-healthy-activities-model-program-for-seniors-ii/</a></p>
Other social engagement programs	
<b>Arts Fusion Community Social Engagement Programs</b>	<p>Provides opportunities for persons diagnosed with Alzheimer's disease and related dementias, and their caregivers, to participate in cultural art programs and memory cafes. There are two levels of social engagement programs: one for persons diagnosed with early stage memory loss where caregivers are encouraged to attend; and one for persons with more advanced conditions in which caregivers are required to attend.</p> <p><a href="https://www.alz.org/cwva/in_my_community_58890.asp">https://www.alz.org/cwva/in_my_community_58890.asp</a></p>

Other social engagement programs, continued	
<b>Opening Minds through Art Program</b>	<p>An intergenerational art program for people with dementia. It is grounded in person-centred ethics and founded on the fact that people with dementia are capable of expressing themselves creatively. OMA's mission is to build bridges across age and cognitive barriers through art. The program is typically implemented in small group sessions where people with dementia are paired with volunteers who have been trained to promote social engagement, autonomy, and dignity of people with dementia. The art-making sessions culminate in a gallery exhibition celebrating the artists' accomplishments while educating the public about the creative capacities of people with dementia.</p> <p><a href="https://www.scrippsoma.org/">https://www.scrippsoma.org/</a></p>
<b>Lean on Me Program</b>	<p>This program enhances the way in which senior volunteers can support frail seniors participating in community programs. This program builds the capacity of community volunteers to understand and meet the needs of an increasingly aged population with complex needs. The program includes a review of the benefits of volunteering (for volunteers and recipients) and accepts that engaging frail seniors in community programming takes effort and volunteer energy.</p> <p><a href="http://www.thirdageoutreach.ca/content.aspx?id=110">http://www.thirdageoutreach.ca/content.aspx?id=110</a></p>
<b>SUCCESS Seniors Quality of Life Outreach Project</b>	<p>This outreach project helps isolated immigrant seniors get involved in community activities and form social networks with their peers. The program helps seniors make new friends, access community resources, participate in the community and integrate into Canadian society. Activities include information workshops on issues important to seniors' issues including safety, housing, transportation, community resources, physical and mental wellness and cross-cultural sharing.</p> <p><a href="http://www.successbc.ca/eng/services/community-services/senior-services/621-seniors-quality-of-life-outreach-project">http://www.successbc.ca/eng/services/community-services/senior-services/621-seniors-quality-of-life-outreach-project</a></p>
<b>Seniors CAN</b>	<p>This educational health program improves older adults' quality of life by enhancing their sense of mastery related to issues of health and wellness while decreasing loneliness and stress through peer interaction. Seniors CAN seeks to promote health and quality of life by enhancing mastery, and create social support networks to decrease loneliness and stress. The curriculum is taught using an interactive style that promotes participation and includes topics important to seniors.</p> <p><a href="http://www.seniorscan.org/SeniorsCAN/Welcome.html">http://www.seniorscan.org/SeniorsCAN/Welcome.html</a></p>
<b>Senior Connects</b>	<p>Senior Connects increases computer access and digital inclusion through outreach to senior centers, retirement apartments, and independent living facilities. Through the Senior Connects programs, seniors receive computer training and Internet access.</p> <p><a href="http://www.netliteracy.org/senior-connects/">http://www.netliteracy.org/senior-connects/</a></p>

## **Adapted Activities**

Staff at several facilities have explored options for adapted activities. Oceanside Place Arena looked into introducing sledge hockey while the pool in Qualicum Beach has been active in creating a number of different opportunities including Arthritic Therapy Swim and Adaptive Swim Program. Other programs that are not necessarily marketed as adapted but open to people with activity limitation are Minds in Motion for people experiencing early stage memory loss due to Alzheimer's disease, Chair Yoga and Gentle Cardio. These programs demonstrate RDN's recognition of the demographic profile of the communities of Parksville and Qualicum Beach. One of the ways to emphasize the inclusivity of these programs is to add information about their accessibility and include people with disabilities as one of the targeted groups. For example, the Activity Guide can indicate that these activities are for individuals of all abilities.

For a person who becomes disabled later in life, the experience of disability is different from that of the person who is born with impairment or acquires it at an earlier stage of life (Kahana, 2017). However, disability and aging intersect in many ways, and there is a growing recognition of the importance of bringing awareness about accessibility and structural/attitudinal barriers into aging perspectives. By aligning the concepts of disability and aging, we move toward a greater acceptance of disability as a universal human experience and the removal of stigma associated with disability. Active Aging Week that will be held in Parksville/Qualicum Beach area in September 2018 might be a unique opportunity for involving organizations that focus on accessible recreation and sports. Similar to intergenerational programming described above, more intersectional approaches can be taken to adapted activities. For example, sledge hockey does not have to be marketed only as adapted activity but it can also be promoted as an "all-abilities" activity.

## **RELEVANT PRACTICES IN ADAPTED RECREATION**

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### **The City of Courtenay**

Adapted programs are part of the City of Courtenay's group of programs that promote active living, volunteerism, multiculturalism, life-long learning, and well-being for all. Adapted programs serve as a resource for information on recreation for individuals with disabilities, provide special programs for individuals with developmental disabilities and support networking and advocacy around accessibility issues.

### **The City of Nanaimo**

The City of Nanaimo offers a range of inclusive programs that include adaptive hockey, adaptive lacrosse, and seated tai chi as part of their recreation schedule.

**The City of North Vancouver**

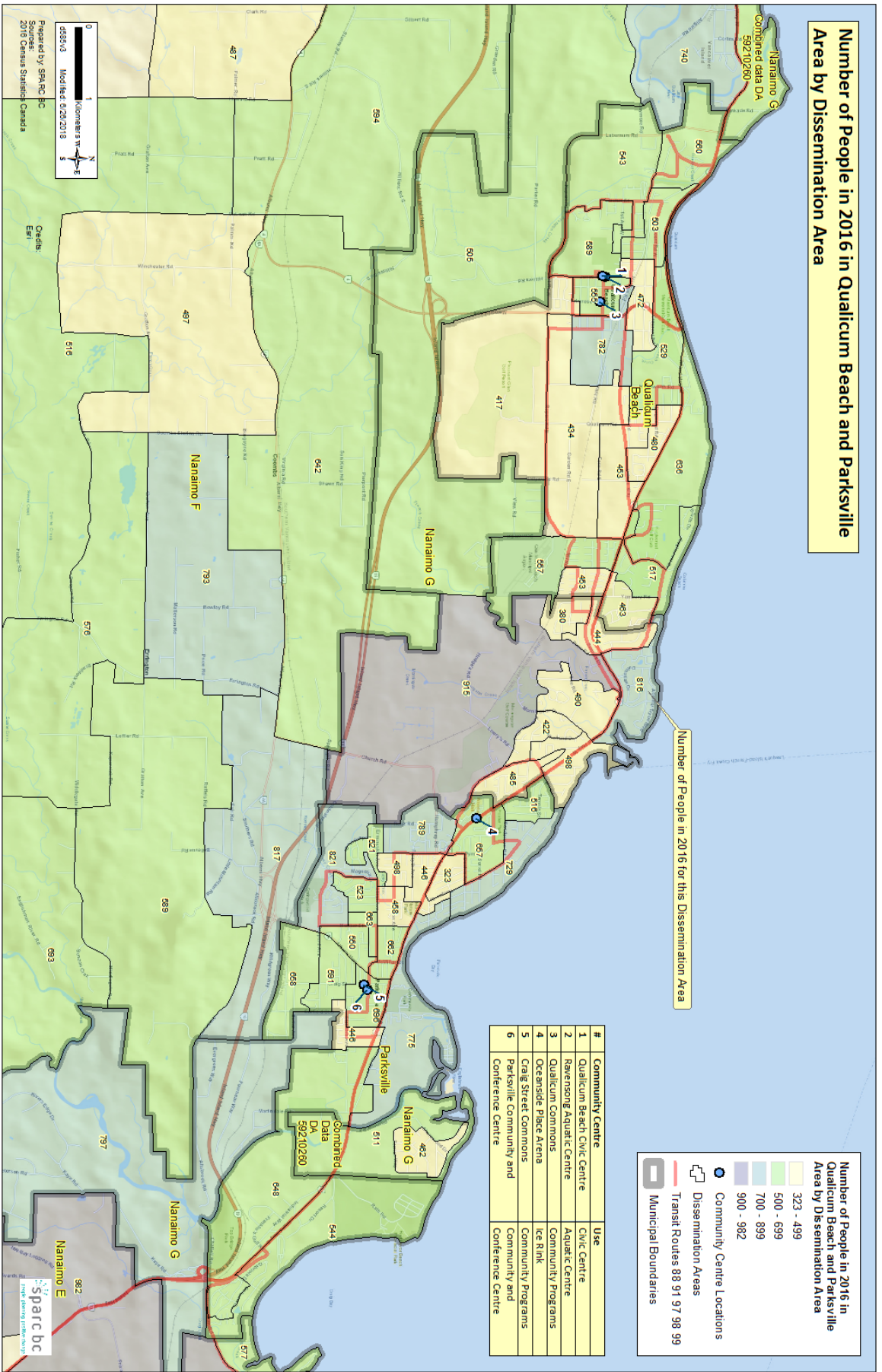
The City of North Vancouver provides adapted swim lessons for children with learning or physical disabilities. In partnership with the Canucks Autism Network, it also offers programs for young adults.

**The City of Victoria**

Victoria Recreation offers Adapted Fitness program that includes cardiovascular exercise and weights for adults with disabilities. OneAbility is a Greater Victoria Collaborative for Adapted Sport and Physical Activity that brings together several community partners to enhance the adapted sport and physical activity landscape employing a collective impact model.

**Sunshine Coast Regional District (SCRD)**

The District strives to provide not only adaptive sports programs that include yoga and fitness circuit, it also recognizes the important of other types of recreation. More specifically, it provides an adapted music drop-in program. A significant portion of programming of SCRD is dedicated to Gentle Fitness and Rehabilitative Exercise intended for seniors and people with mobility limitations.



# Number of Children Aged 0 to 14 in 2016 in Qualicum Beach and Parksville Area by Dissemination Area

