

CONFERENCE

WHAT'S WORKING IN COMMUNITY DEVELOPMENT?

June 23 - 25, 2008

Wolfville, Nova Scotia, Canada

Accepted Abstracts



International Association for Community Development
Association Internationale de Développement et D'Action Communautaires



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The Use of On-line Seminar Technology: Global Reach in Creating Networks and Building Skills for Community Development

In the fall of 2006 The Quaich Inc. launched a series of five on-line seminars to provide training on the practical uses of the Circle of Health[®] and to extend its applications. The 90 minute seminars each had a practical focus, with the first providing an introduction, and the other four focused on facilitation, education, partnership development, and planning. Seminars were advertised on a number of health promotion listservs and through a database of existing users of the Circle of Health.

The Circle of Health[®], an effective framework and teaching and learning tool that provides learners with a common understanding of the broad determinants of health, and allows them to locate links and relationships among all aspects of what is needed to create healthy communities. It was developed in Prince Edward Island, Canada and now has an international reach to 20 countries and availability in English, French and Spanish. It has been evaluated as useful in building links, creating relationships and fostering cohesive and inclusive community work

In surveys completed in the United Kingdom (2003), Canada (2004), Australia and the USA (2005) respondents indicated that they required a training to more effectively use the Circle of Health. However, distance and costs were identified as barriers. With the emergence of Internet technologies, providing global support and creating virtual communities of interest was viewed as a possibility through the use of on-line seminar or 'webinar' technology.

A search was undertaken to locate providers of the on-line technology. Two on-line seminar providers were selected and their products and services were then tested. Results showed that for the purposes of communicating inclusively to all types of community groups, the provider who supplied the most user-friendly service would be the most appropriate. This would ensure a decreased likelihood of establishing barriers to community groups with limited experience in computer technology.

The on-line seminars provide a slide presentation and are fully interactive allowing participants to type comments online and participate verbally by telephone. All seminars have a polling feature option allowing the presenter to ask the participant questions and receive instant feedback. For example, the presenter can ask the participants about the pace of the presentation and make adjustments as necessary. The only technical requirements for a webinar are access to a computer, internet connection, and a telephone line (including dial up), opening up this learning experience for many remote and isolated communities that do not have the budgets to travel. Utilizing the polling feature in the online seminar provides instant feedback for the presenter and has shown that the majority of attendees find the technology easy to learn and use.

Initially delivered in Canada, participants from community organizations, health boards, universities, public health agencies and government departments located in a number of provinces all reported that they liked the interaction of the on-line seminar and the convenience of participating without having to leave the office. They also indicated that they felt more comfortable in using the Circle of Health following the webinar and would make better use of the website www.ourcircle.com and other tools that are available. Presenters found that limiting the number of participants and ensuring that each participant had a copy of the Circle of Health prior to the seminar allowed for maximum interaction and learning. They also reported on linking participants post seminar as an advantage.

One of the seminars, an introduction to the Circle of Health was subsequently delivered to an audience of educators, health promoters and health service providers in Australia. Evaluation of the technology of the Australian on-line seminar was undertaken and all respondents rated their experience as positive and 70%+ rated the on-line seminar as 'excellent'.

The purpose of the on-line seminars is to use technology in an efficient, cost-effective, and readily accessible manner to spread knowledge of the effectiveness of the Circle of Health® and thus enable various communities to expand their knowledge about creating healthier communities. It was found that using the technology for on-line seminars is an effective and cost-efficient way to provide training at a distance. This interactive and convenient technology is easily accessible and affordable, crossing geographical boundaries with opportunities for sharing practical tools and research and to generate knowledge and build capacity for community development. This in turn has the ability to link communities and create networks globally in ways not possible in the past.

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How Immigrant Attraction and Retention can Work in Small and Rural Communities

- In 2003, the Colchester Regional Development Agency (CoRDA) embarked on an Immigrant Attraction and Retention initiative as one component of an overall economic development strategy for the Colchester region. The premise for this initiative was that attracting and retaining immigrants could be part of a solution to the challenges posed by an aging population, out-migration, and skills shortages. It was also recognized that establishment of a diverse cultural and knowledge base within the region would have further economic benefits in attracting innovation and growth. Recently released census data as well as our own findings showing Colchester's success in growing its immigrant population have supported our assertion that small and rural communities are able to attract and retain immigrants.
- Initial efforts focused on building the capacity needed in Colchester to become a 'Welcoming Community'. A 'Welcoming Community' was defined as one that not only embraced the attitudes and values necessary to be a welcoming and inclusive of newcomers, but also one that had the necessary settlement supports such as language training and job search assistance that would ultimately make a long term connection to the community possible. It was recognized that it would be unrealistic to expect smaller communities to be able to access the resources required to be able to offer dedicated settlement supports through a stand-alone agency such as the Metropolitan Immigrant Settlement Agency (MISA) in Halifax. Instead, we worked with MISA's guidance to find existing organizations and agencies within the Colchester community where those services were currently being offered and could be modified to meet the unique needs of immigrants. The early establishment of a partnership between educators, front line service providers and business leaders was essential to this process. The Colchester Immigration Partnership continues to act as a volunteer sub committee of CoRDA that is leading ongoing 'Welcoming Community' activities.
- Some of the key components of our strategy are:
 - working within the existing community to educate and create an environment that is welcoming and supportive of diversity;
 - working within the community to build capacity among existing service providers to be able to meet the unique needs of newcomers;
 - creating a marketing approach that is tied directly to employment needs and business opportunities in the region;
 - working closely with the NS Office of Immigration in order to be able to take full advantage of the Nova Scotia Nominee Program as an economic development tool;
 - working with employers to help them to understand both the benefits of hiring immigrants and the immigration process itself as it relates to employment: and

- providing responsive and timely one-on-one support to prospective immigrants who are considering the Colchester region as a potential destination.

The latter is perhaps the most important. Based on the feedback of immigrant clients, it can often be the deciding factor in an immigrant's choice of destination.

None of our successes would have been possible without an organizational commitment to immigrant attraction as a priority and the resultant allocation of resources.

- In 2003, we were somewhat naive in our initial view of immigration as a 'solution to population decline'. It is a far more complex process; both in terms of the immigration process and the settlement process, than initially understood. The key finding has been, however, that immigration is a valuable tool for economic development. There are also myriad benefits that were not understood at the outset of this initiative. One of the most exciting benefits for a smaller community (in addition to the quantifiable contribution to the tax base and addition of skills and investment) is the perspective with which immigrants tend to see their new communities. In our experience, the immigrants that we have worked with have come with fresh perspectives and have recognized new opportunities for development that will, in turn, create future opportunities for the existing population and newcomers alike. They can also become the most vocal proponents of the community and an important resource in future marketing efforts. While it is difficult to quantify these benefits in the short term, their impact should not be under-estimated.

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Youth as Community Change Makers

1. *What is the vision for the community work that is being done? What is the community's view of the work?*

Our vision is for meaningful youth participation in building health communities. Though there is an increasing awareness of the role of youth in community development, too often youth are still seen as problems and service recipients. Our vision is to acknowledge that youth *are* contributing citizens today, rather than “leaders tomorrow”. We see and know youth as creators of innovative solutions to community challenges, as resources with a wealth of skills and talents, which often go untapped. We also believe that youth have the potential to change both youth serving and community serving systems that could better serve their populations. So the benefits in youth engagement are both in support of youth but equally important to support the community.

Currently HeartWood is receiving many requests from *our community* (provincially and nationally) to learn more about youth engagement. From our experience, the community is placing a great deal of importance on youth engagement. In many communities there is a growing understanding that by engaging youth as service providers, there is a potential to decrease crime, increase skills and employability in young people, decrease youth out-migration, and build vibrant communities. In general the community is excited by this potential, though there is some lack of understanding on how to genuinely include youth.

2. *What are the key components of your strategy/processes/collaboration that have built /anchored youth work?*

HeartWood's Framework for Community Youth Development is the anchor for our work with youth and communities. In the framework, the *Tools for Growth*, describes those tools HeartWood has found to be effective in bringing about youth engagement. Like any tools there are a number of different ways in which to apply them depending on the job at hand, the available material, and skill level and experience of those handling these tools. HeartWood is constantly exploring in many diverse contexts various means to apply these tools.

Tools for Growth:

- **Meaningful Contribution:** Taking action to meet a genuine need.
- **Adventuresome Learning:** Engaging, real life experiences that challenge individuals to step outside of their comfort zones to learn and grow.
- **Supportive Peers:** Creating the atmosphere that fosters a strong peer team where individuals feel connected, appreciated and supported by others.
- **Youth-Adult Partnerships:** Gaining inspiration, support and guidance through a relationship of mutual caring and respect.
- **Empowering Culture:** Providing opportunities for youth to initiate, commit, plan and choose paths to work together with peers and the community as active citizens.

In the framework, *Community Resources* – refers to the organizing of a systems wide approach to foster youth engagement. The *systems* may be an organization, institution, government agency, or community.

- Initiator, Innovator, Connector: can be an individual, a group of people (youth and/or adults), or an organization that has a specific interest or motivation and is a bright light or energy source to see increased youth engagement in the defined system.
- Youth: meaningful roles for youth participation in the system.
- Supportive Adults: meaningful roles for supportive adults to help young people navigate the system.
- Community Web: a linking of other youth serving and/or community based organizations, government agencies and individuals who can play a role towards increased youth engagement in the system.

In March 2008 we will wrap up a 3-year, federally funded, multi province research project in Youth Engagement in Rural Communities. We will be excited to share the information from this research project at the Community Development conference.

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People Assessing Their Health: Envisioning the Path for Healthy Community Development.

People Assessing Their Health (PATH) is a community development process that builds capacity in community members to take ownership of their own community development process. It provides them with their own health impact assessment tool for use in assessing the potential impact of development policies, projects or programs.

People Assessing Their Health (PATH) is an adult education, community development process that uses community health impact assessment to build the capacity of people to become active participants in the development of healthy communities. PATH is based on the belief that people know a lot about what makes and keeps them healthy and that they should be involved in the planning and decision-making processes that affect the health of their communities.

The PATH Process was developed in northeastern Nova Scotia in 1996 during the early wave of health system restructuring in that province. The intent was to provide community members with the knowledge and skills required to participate meaningfully in the new decentralized health care system. Originally funded by Health Canada, the process has since been used in a number of communities in Nova Scotia as well as in northeastern India.

The PATH process begins with structured reflection and discussion about what makes and keeps a community healthy. The community then develops their vision of a healthy community, incorporating all of the determinants of health which they had previously identified. From this vision the community develops a community health impact assessment tool (CHIAT). The tool is used to engage community members in examining the effects that policies or activities will have on the health and well-being of the population and in the development of healthy public policy. As well, the community is then able to develop an action plan for the development of their community.

This presentation will discuss the lessons learned about how the process enabled people from different backgrounds and cultures critically think about the well-being of their community and how the CHIAT has helped them become active players in the decisions that affect the health of their community. It will be argued that the PATH process is a truly community-driven development process since it is the community who articulates the vision, sets in action a plan to help them achieve that vision and their own tool to assess the potential impact of their development plan or the plans and policies of others.

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Reflections on a Decade of Community Development Work in Tanzania

Expatriate development worker experiences are not well documented. Based on journal notes, interviews, and other sources, this in-depth paper seeks to reflect on the relationship between community development, development studies theory, and the possibilities for community-controlled transformation amidst the profound challenges facing the contemporary 'Global South'. The paper analyzes the community development work that I did as a CUSO *cooperant* with the Cooperative College of Moshi (through its extension section the Cooperative Education Centre {CEC}) in Tanzania from 1988-1996, while stationed on the semi-autonomous islands of Zanzibar. Although a good decade has passed since my placement with the CEC Zanzibar office, I believe that this conference 'What's Working in Community Development?' is an ideal forum to share the experiences of being a 'development worker', to exchange professional 'best practices', and to participate in a process of networking locally, nationally, and internationally at a critical period in community development practice and theory.

The CEC Zanzibar office where I worked was mandated to provide basic business training to the government-registered primary co-operative societies that dotted the urban and rural social milieu on these islands of 1,000,000 Swahili-speaking people. The Zanzibar co-operatives covered numerous economic forms encompassing fishing, agriculture, women's handicraft, men's carpentry, as well as multi-purpose societies. Throughout these years, my Zanzibari colleagues and I employed different approaches: standard classroom training seminars; a revolving fund credit scheme; study tours; participatory research; popular theatre; inter-ministry collaboration around technology diffusion; donor infrastructure support; training of trainers; rural extension problem-solving; and the facilitation of community self-organization. The results were mixed, which I detail. Certainly there were formidable structural determinants that framed our work and which our office had little control over (e.g. the historical nature of the underdeveloped economy, the 'shock' transition from one-party African socialism to multiparty neo-liberalism). But beyond structural factors there were the actual components of our strategy which underpinned our community interventions.

To make sense of the CEC Zanzibar office community interventions I employ some key approaches in community development including locality development, social planning, community-based resource management, and social action frameworks. Though there were some notable successes in terms of co-operative growth and inter-linkages among communities, more often than not the intent of a given intervention was not realized. Crucial here was the institutionalized nature of the centralized co-operative model found in Tanzania; the pedagogical assumptions of the CEC headquarters/local office; the changing nature of the CUSO-CIDA partnership; and inter-bureaucratic conflict among/between Tanzania government agencies and the CEC Zanzibar office. The paper also explores the ways in which local communities, as well as colleagues and myself, conceived of terms like 'donor', 'development', 'politics', 'community', 'co-operative', 'local leadership', 'agriculture', and 'peasantry'. Related to these emic and etic perspectives on community development, my case study paper canvasses the tensions and negotiations between outsiders' developmentalist assumptions (e.g. the importance of community self-reliance, growth) and the priorities of rural and urban communities (e.g. the need for financial support). There was often a chasm in expectations that only widened as the overall political and economic climate deteriorated in Tanzania in the 1990s.

In the final part of the paper, I share my thoughts on how we might think about the relationship between community development and development studies theory. First, I suggest ways in which the community interventions undertaken by the CEC Zanzibar office might have had a

more positive impact in facilitating the growth of the co-operative movement through a more systematic institutional mapping of the wider macro-environment (organizational forms, pedagogy, financing, the role of government). I further critically interrogate what my case study reveals about concepts such as 'Third World', 'structural adjustment', and 'political reform'. Finally, I extrapolate from my case study by arguing for the need to 'scale-up' community development approaches beyond locality, while simultaneously rethinking development studies by bringing back not only the state, but a decentralized and democratic one that serves the communities of the 'Global South'.

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Business-Community Partnership: Is Enhancing Community Development through Business Social Investment Working?

The theory and practice of business-community engagement has become widely accepted internationally as good practice in corporate social responsibility. Evidence of growing active engagement of companies and trans-national business organisations include the World Bank's engagement with civil society organisations to enhance its corporate objectives of better global development outcomes [World Bank, 2005]. Jensen argues that attaining maximum value for stakeholders is beyond simply profit maximisation [Jensen, 2001:16]. The longer-term interest of the company is better served where the overall objective of the company's value maximisation includes 'social value', because shareholder value and societal value are intrinsically linked [Birch, 2003].

There seems to be uncritical acceptance in the international literature that business-community partnerships create community development through enhanced growth and well-being of communities [Waddock, 2004]. This presentation reports on findings from studies of business community investment activities in New Zealand between 2005-2006, which critically examined the underlying assumptions in the conceptualisation, activities and practices of business-community partnerships. The presentation will highlight critical questions such as: Are the interests of all parties equally served in business-community partnership? Who defines the needs and terms of reference of the partnerships? What are the success indicators, who measures, monitors and evaluates? What is the balance between enlightened business self-interest and community outcomes in business-community partnerships?

The presentation will also report on follow-up work that has been done from 2007 to address some of the key challenges from these key questions.

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A Community Works Together to Provide Integrated Services to At-Risk Populations

Yellowknife Health & Social Services Authority (YHSSA) provides services to the communities of Yellowknife (Somba Ke), Dettah, N'Dilo, Denninu Kue and Lutsel'ke in the NT. Clients make up a culturally diverse population of approximately 22,000 people representing First Nations, Inuit and Metis groups, as well as many immigrants.

The traditional system of accessing services presented challenges for 'at risk' populations - youth, Aboriginal and immigrant families, people with mental illness, the homeless, the working poor, and people with special needs or in crisis.

In Yellowknife, non-government organizations (NGOs) also provide key services to the same populations. They were eager to collaborate with YHSSA, thus enhancing overall services to the same clients. As well, the public was calling for a paradigm shift in service delivery.

YHSSA and community partners collaborated to develop a clinic to target 'at risk' populations. Using the principles of community development and Primary Health Care (PHC), a team of care providers including nurse practitioners, mental health counselor, public health nurse, physicians, community outreach worker and addictions counselors were united to provide client-centered, collaborative services. One of the successes of the initiative has been the co-location of government and non-government services in the clinic.

The goal for the initiative was to develop a multidisciplinary, community-based clinic that enhanced services to 'at risk' clients in Yellowknife. Objectives were: 1) to increase the proportion of the target population having access to primary health care services; 2) to increase the emphasis on health promotion, disease and injury prevention and maintenance of a healthy lifestyle even in the presence of disease; 3) to establish inter-disciplinary primary health care teams of providers, so the most appropriate care is provided by the most appropriate provider; 4) to provide the opportunity for community and client input into health care decisions and programs; 5) to improve coordination and integration of services; and, 6) to develop appropriate information technology. Objective #6 emerged as the initiative unfolded.

Best practices included: the formation of a community-based Advisory Committee; a Coordinator to guide the initiative; the development and implementation of strategic communication plans; extensive community consultation using a unique survey methodology and sharing the survey results; the process used to name the reconfigured clinic based on input from clients, service providers and staff; and, the ongoing training of staff.

Challenges stemmed from change management and human resource issues; accessibility concerns e.g. offering services in multiple languages; effective communication; appropriate community involvement; restrictive funding guidelines and time lines; and shifting paradigms in service delivery.

As a result of the initiative, doors were opened to new pathways for communication and collaboration at a community, regional and territorial level. Throughout the initiative, a variety of opportunities to foster networks and develop project legacy were presented, allowing for exploration and discussion of PHC and integrated service possibilities in a northern context.

An evaluation plan was developed to monitor outcomes and results and provide a forum for further consultation and feedback. The dissemination plan identified various methods to inform

clients, service providers, community partners, funders and the general public about the evaluation results and outcomes.

Evaluation results were amalgamated with service provider feedback to provide important, firsthand details of outcomes. The information illustrated a number of expected project results. Unexpected results were also uncovered. At the sunset of the initiative, it was exciting to see significant progress towards meeting the original goal and objectives. The goal for a multidisciplinary, community-based clinic that provides enhanced services to “at risk” clients is realized through the Great Slave Community Health Clinic.

Impacts in terms of the community development process, PHC renewal and health care reform have been documented through the evaluation process involving service providers, Advisory Committee members, the public, and, most importantly, clientele. Implications for policy, practice and sustainability have been documented.

Sustainability of the path the initiative has forged has required a shift in thinking. The commitment to incorporate an integrated service delivery model is reflected in the strategic plan of the health authority. Champions within the community and health authority are dedicated advocates for the ongoing development of integrated services, community outreach and the birth of new initiatives.

In our presentation, we will address the four guiding questions specifically looking at: best practices and challenges encountered in the community development process; the incorporation of the principles of community development and PHC in the development of an integrated services delivery model; the success of the processes used to guide continued collaborative initiatives; and, the achievement of the goal and objectives highlighting changes that occurred from the original project design.

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Enabling Volunteer Capacity in District Health Planning: A Rural Canadian Case Study

Purpose: The World Health Organization (WHO) in the 1970's introduced the discourse of *primary health care* as the cornerstone on which all future strategies to achieve "health for all by the year 2000" (WHO, 1978) would be based. Informed by the community development movements of the 1960's, emphasis was placed on working *with* people through health systems and programs to enable them to make decisions about their health needs and how best to address them (Hawe, 1997:34). The concept of *health promotion*, defined as "the process of enabling people to increase control over and to improve their lives" (WHO, 1978) became the principal strategy for health development.

Despite the promise of health for all by the year 2000, and the global political rhetoric in favour of collaborative action with communities to enhance individual and community health and well being; the capacity of health systems to develop democratic and empowering partnerships with communities remains problematic (Bridgen, 2004). To explore ways in which these concepts of participation and empowerment might be operationalized, this study examines the experience of community volunteers engaged in district health planning in the Guysborough Antigonish Strait Health Authority (GASHA) in Nova Scotia, Canada, between 1994 and 2000.

Method/Methodological Underpinnings: The experience of volunteer board members in three Community Health Boards (CHBs), formally established to provide community input into district health planning in GASHA, is the focus of this study. Conducted as a case study, group interviews were conducted with each of the three CHBs to generate critical accounts of their developmental experiences. The accounts reveal constraining and facilitative influences affecting volunteer participation, and strategies for enabling volunteer participation. In addition to group interviews, five board members from each of the three CHBs participated in in-depth individual interviews, to highlight more individual experiences and perspectives. Using an inductive approach to analysis, emergent themes in the accounts of the CHB members were examined to establish a description and explanation of the case. Drawing on the range of themes which emerged in these accounts, the principle research question guiding this study is answered: ***What are the key considerations in enabling volunteer capacity to participate in district health planning?***

This inquiry is epistemologically rooted in the naturalistic or interpretive traditions of research, which argue that the meaning *individuals* put on their actions and on the actions and reactions of others is important in the process of constructing knowledge (Weber, 1929). Moreover, actions derive their meaning from the shared ideas and rules of social life, and are performed by actors who mean something by them (Wittgenstein, 1974). The goal of research in social sciences, therefore, becomes one of providing interpretations of human actions and social practices, within the context of meaningfully, culturally specific arrangements (Gadamer, 1975). The inquiry validates experiential knowledge (the community volunteer experience and perspective) as a site for learning related to facilitating the participatory ideals of primary health care, and enabling volunteer participation and [community] empowerment.

The transformative ideals of the critical theory paradigm influence the methodological orientation of this study. Critical theorists argue that research has the potential to empower people to take rational action on the basis of knowledge. Through a process of systematic reflection and critique of their experience, the intent in this study was to enable the problem-solving capacity of the volunteers – to increase their capacity to understand their reality and to

anticipate what needed to be changed to redress the existing inequalities and imbalances in the health partnership.

Findings and Conclusions: Acknowledging human and financial resource constraints associated with re-orienting an entire health system to become more health promoting, this case study focuses on the developmental challenges community volunteers experience in becoming involved in health planning partnerships. Acknowledging these many challenges that volunteers experience in working in an environment that is medically, hierarchical and bureaucratically oriented, the study establishes a vision for how this capacity can be enabled and sustained. The need for health organizations to initiate and facilitate an on-going dialogue with volunteers, focused on their ever-changing developmental needs, and the provision of appropriate developmental supports, is a central theme in this study.

The volunteers in this study argue that health systems and health professionals can expand their practice and increase their impact by working in ways that are more community-driven – where practice reflects the natural rhythms by which things get done in communities. This includes acknowledging and utilizes local knowledge, and resources (human, cultural, social, historical) and working through existing local networks.

Relevance of the research: The study establishes a volunteer perspective on the range of opportunities, resources and capacity-building supports that enable volunteer participation in district health planning to be a positive and capacity-building experience. The study will inform community development practice within and beyond the health sector. The study is intended to inform district health planning, and public health practice.

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Leading, Linking and Letting Go: A Framework for Working with Community

What have you discovered and now learned about community development practice that aligns with and supports your work?

Many involved in the line of work of community development, know the feeling of being pulled into a lot of different community projects and initiatives, and there just isn't enough time and resources to be everything to everyone. Due to the very nature of the work involved with community development, we can sometimes overwhelm ourselves with the requests, demands and general interest. It is a too common trend that persons working in the field of community development are "spread too thin" and we have discovered that utilizing a tool to continually re-evaluate this work, can have preventative benefits.

What are the key components of your strategy/process/collaboration that have built/anchored your work?

Our team wanted a framework that we could look through with a subjective lens to decipher our involvement and commitment to a variety of community development initiatives and processes that we were involved in, or could potentially become involved in. The key components of the process are analyzing the role potential and mandate fit, relationship building or extending, uniqueness, capacity and resources. The team researched existing tools and developed the Leading, Linking and Letting Go framework based on our specific job descriptions and communities served. The nature of the tool is grounded in community development.

We realized it is important, for many reasons, to know when to remove yourself from a community development initiative, to know when the capacity has been built as such to step away from and let the community move it forward or to simply be a link between two parties.

What was the intent and purpose of the work you are doing when it was started? Is what happened what was intended? Why or why not?

The overall purpose was to develop a decision making tool that could assist us in the evaluation of our role and level of involvement in the community. We feel it has been a successful tool and we have been able to share it with many others who struggle with the same questions and conflicts. It was recently recognized by the Canadian Council of Health Service Accreditation (CCHSA) and highlighted for the entire organization and suggested that it be promoted nationally. As a tool of choice for many, we feel it was a great success as many struggle to measure and evaluate community development principles and practices and this is a simple to use tool that can be modified and applied at various capacities.

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Exploring the Intended and Unintended Consequences of Building Sustainable Community in Wolfville, Nova Scotia

While many definitions of sustainable community persist and despite the disagreement over the nuances of each, collectively we have learned that a sustainable community is one that persists over generations meeting the needs of present and future residents and others by protecting their environment and using its resources wisely, building and maintaining social cohesion, providing opportunities for advancement and self-fulfillment, and developing a diverse economic base (Meadows et al, 1992). Reaching consensus on these principles is relatively easy; implementing them into pragmatic approaches to building a sustainable community is something entirely different. Thus, what we are often left with is a divide between what we envision for a sustainable community and its path given the diversity of stakeholders and their respective values and beliefs. The town of Wolfville and the Center for Rural Sustainability (CRS), in Nova Scotia Canada, have recently begun the process of addressing this phenomenon through the Wolfville Sustainability Initiative (WSI). The Wolfville Sustainability Initiative (WSI) is a community based project that seeks to assist the town of Wolfville, the municipal government, citizens, and businesses to reduce their ecological footprint while maintaining and enhancing the cultural, social, and inherent uniqueness of the community. It is managed through a partnership between the Town of Wolfville and the Centre for Rural Sustainability (CRS). In short, the purpose of this initiative is to

- Make it possible for the Town of Wolfville to effectively envision, plan and maintain a sustainable future with short, medium and long-range strategies that take into consideration such increasingly important variables as climate change, energy scarcity, water quality and quantity, food supply, job and skill base, and population demographics.
- Bring clarity to the community's sustainability needs by redefining progress as a function of genuine improvement in the present and future quality of life for the whole community.
- Create and maintain momentum for implementing sustainability initiatives based on the community's clearly articulated vision for sustainability.

The WSI has focused on capacity building with town managers, staff, councilors and community residents. Eight workshops with town administrative staff, councilors and community residents; 20 in-depth interviews with community members and representatives of the local university; workshops on sustainability with elementary and high school youth; and 30 community focus groups, which were labeled *Community Circles*; were facilitated by the CRS. These endeavors have shed considerable insight into residents' and other stakeholders' perceptions of sustainability, the challenges they perceive confronting Wolfville and a vision for its future.

While the Wolfville Sustainability Initiative (WSI) was greeted with initial enthusiasm from various stakeholders, as the process unfolded it quickly became apparent that aligning this energy toward a vision and subsequent objectives for implementing sustainable strategies would prove difficult and divisive. While no outright antagonism existed between the different stakeholders, a healthy dose of skepticism prevailed regarding the path toward building a sustainable community. How then, does a community like Wolfville, harness the collective aspirations and energy to build a sustainable community and honour the diversity and complexity of its stakeholders and their respective perspectives? This paper addresses this significant question and emphasizes lessons learned from the WSI that explores the theory and practice of moving communities toward sustainability. It highlights both outcomes that were

intended and unintended, recognizing that it is those unintended impacts which often tell the story of building a sustainable community.

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Understanding Community Development and Child Development in Rural Nova Scotia

If it takes a community to raise a child – how are our communities really doing?

“Understanding the Early Years” is a national initiative that enables members of communities to better understand the needs of young children and their families so as to determine the most appropriate programs and services to meet those needs. The focus of Understanding the Early Years (UEY) is community capacity building. The broad objectives are:

- to strengthen the capacity of communities to use local information to help them make decisions to enhance children’s lives; and
- to enable community members to work together to address the needs of children and their families.

Understanding the Early Years in Western Nova Scotia is a community research and development initiative involving the Nova Scotia Community College, Annapolis Valley School Board, parents, guardians, community agencies and Social Development Canada. UEY looks at how neighbourhoods, children’s programs and services, families, schools and child care facilities influence childhood development. Using asset mapping, services and agencies supporting child development are identified as are communities and population statistics. With this information, communities can put in place action plans to help children reach their full potential.

Funding for the three year research and development project from Human Resources and Social Development Canada allowed for data collection using the ‘Early Development Instrument’ (EDI), ‘Parental Interview and Direct Assessment of Children’ (PIDAC as well as a community study; data analysis; dissemination of findings; and community action planning. The project is now in the final phase, information dissemination and community action planning. The presentation will focus on community development strategies and processes that have been utilized throughout the project – from the initial concept, advisory groups, and through to action planning. While the intent of the project was to provide information and support for specific child care related agencies and services a broader application for the data to include community economic development, recreation planning and service clubs has also been recognized. In addition, the profiles developed for early childhood care and development in communities in the Annapolis Valley allows for comparisons and understanding international communities where NSCC faculty and students are involved in providing support to children and families.

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E.S.P.A.R.: A Sexual Education Program Geared Towards The Empowerment Of Youth Living In Poor Neighbourhoods

E.S.P.A.R. is a sexual education program for schools in disadvantaged neighbourhoods. This program seeks to establish collaboration between schools and community workers, and aims at empowering youth. Its evaluation shows an increase in participation, mutual aid, and critical thinking among youth living in poor neighbourhoods involved in the program.

E.S.P.A.R. is a sexual education program part of a community based initiative aiming towards the mobilization of communities in Québec province's poorer neighborhoods. E.S.P.A.R. has been implanted since 2001 in public high schools in disadvantaged neighborhoods. Developed in collaboration with teachers, and taking youth and community workers' interests into account, the program aims at promoting young people's sexual well-being while taking into consideration their own values and the difficulties present in their particular settings. The program's implementation process and attainment of its collective goals were evaluated.

1. What have you discovered/learned about community development practice/research that supports your work (whether it is ongoing or completed)?

The evaluation of the implementation brought to light the importance of involving school administrators, performing teachers training, and obtaining support from school commissions and local community workers. Lessons learned from the evaluation also highlighted the fact that, when giving this program time management was critical to teachers. Targeting the program to teenagers' needs was also essential. Each session's ending was a key moment in the learning process and ought to be given more attention. In order to support teachers in dealing with difficult groups, teachers training should include time for them to share about such clientele as well as more information and educative counseling about pedagogic strategies. Teachers would gain to be sensitized to the importance of the classroom climate and the key role that can be played by community workers in students' development of their empowerment.

2. What is the vision for the community work that is being done? What is the community's view of the work being done?

ESPAR was supported by the main community actors. Students appreciated being at the centre of the program notably by doing "Action-projects", a team project they had to realize with community workers collaboration. Teachers appreciated being supported while learning pedagogic strategies based on empowering education. They would have liked to be better prepared to use pedagogic strategies based on mutual help development in students. Community workers thought ESPAR was interesting and appreciated being part of it but would like to participate more.

3. What are the key components that have built/anchored your work?

The program used empowering education and cooperative learning as pedagogic strategies. Empowerment education is based on a democratic teaching method that permits every student to express her or himself. It also builds a small community of researchers interested in social action in the classroom. Cooperative learning promotes student participation by encouraging students to work in teams, and in a cooperative spirit, on common tasks and goals. E.S.P.A.R. includes theme-centered meetings in the first and second year of high school, and four to six meetings during which teams of students work on an « Action-project ». Community workers are on hand to offer support during the project as well. Given the importance of each component of sexuality (affective, cognitive, social and behavioral), E.S.P.A.R. attempted to cover all aspects

of sexuality among young people in the program on an on-going basis.

4. What was the intent/purpose of the work you are doing when it was started? Is what happened what was intended? Why or why not?

This program sought to establish collaboration between schools and community workers, and aimed at empowering youth through developing active participation, mutual aid, and critical thinking development about sexuality.

Participation and mutual aid increased following the program, especially in student groups considered difficult at the beginning. Results were also slightly more optimistic for students in the first year of high school. According to the teachers, the pedagogic goals were more easily attained when sessions were of particular interest to the students. The classroom climate had an impact on participation and mutual aid increase.

Critical thinking among youngsters increased following the program. This can be explained by the teachers' use of empowering education active strategies such as questioning, confronting and encouraging awareness and by a climate that took place progressively in school. This climate could also take place out of school with the help of community workers.

The « Action-projects », a team work about a subject on sexuality that worries the students (contraception, puberty, etc.), contributed highly to the development of student participation, mutual aid, and critical thinking skills.

Empowerment increased between the beginning and the end of the first year of high school, and was maintained until the beginning of the second year of high school. Empowerment then decreased between the beginning and the end of the second year of high school. This can be explained by the fact that second year students had no « Action-project », and that many of them refused to answer the questionnaire that measured empowerment. In order to improve the program, it is recommended that content of the first year be lightened, and that the « Action-project » be introduced in the second year. A better collaboration between community workers and teachers could contribute to better attainment of collective goals as well.

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Using Participatory Approaches to Health Promotion Research: The Nova Scotia Participatory Food Security Projects

The Nova Scotia Participatory Food Security Projects use participatory research to promote and support the development of policies and practices to build food security. Participatory approaches aim to support active involvement of those most affected or potentially impacted, by an issue. Since 2001, partners representing the Atlantic Health Promotion Research Centre, Nova Scotia Nutrition Council, Mount Saint Vincent University and individuals from Family Resource Centres and Projects in Nova Scotia (funded by Health Canada's Community Action Program for Children [CAPC] and the Canada Prenatal Nutrition Program [CPNP]) collaborated to develop a participatory process and tools to support 'food costing' and have conducted a series of food costing projects to examine the affordability of a nutritious diet in Nova Scotia over time. Since the initial food costing project this community development work has been at the forefront of provincial and national efforts to build capacity to address food insecurity through several related participatory action research projects that apply mixed methods to inform policy change. The projects have also involved story-sharing workshops as well as community and national dialogues on food security and policy; a national scan of strategies that impact policies to build food security; and the development of a food security policy background and lens for policy makers to assess the impacts of their decisions on food security.

Abstract

The Nova Scotia Participatory Food Security projects are research projects that aim to apply the principles of participatory action research, including collaboration, mutual learning and capacity building, action and research for policy and social change. These projects have included a wide range of collaborations across Canada, including women who are experiencing food insecurity, community-based organizations, government, academics and health and social service professionals.

While the overall goal has been to build capacity for policy change that could address both food access and food supply-related food insecurity, the focus has been primarily on policies to build social and economic justice for people living in low-income circumstances.

This presentation will be done by a panel of project participants (researcher, policy maker, practitioner, and community food coster). Panelists will comment on the participatory action research model being implemented in Nova Scotia, including the Participatory Food Costing Model and the Nova Scotia Food Security Network, and how we got here, highlighting challenges, opportunities, and outcomes to date. This presentation will not explore research findings in the traditional sense; rather it will highlight the research process as it is related to community development. The key components of the projects that will be discussed include concepts of collaboration, participation, mutual learning and capacity building and how research has been applied to influence policy change for social justice and food security for all.

Discussions of what collaboration and participation entails will focus on the research itself (collecting food costing data, participating in story sharing workshops, etc.); mutual education (activities and processes that contribute to mutual learning and capacity building), and action (how various partners have participated in using the research for action to address the issues of food insecurity and what activities and processes helped people to put the research findings into

action, or helped people take action to address food insecurity). Throughout, the convergence of participatory research methods with community development principles will be highlighted.

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Managing Limited Water Resources: Drinking Water Management in Amaravathy, Kumily Panchayat, Kerala, India

A. Introduction

The drinking water management programme (2001-2005) in Amaravathy, Kerala, South India, was a shared project by the Department of Geography, University of Zurich (UoZ), Switzerland, the Centre for Development Studies (CDS), India, and the Peermade Development Society (PDS), India.

When evaluating the PDS' rainwater harvesting programme in Amaravathy in 2001, we realised that the organisation missed to achieve some of the relevant project targets. Such were full participation, cooperation with local decision makers, continuous maintenance of the roof water harvesting tanks and others.

It was then, when we asked the question: Why did they fail in their intension to implement a socially and environmentally sustainable rainwater harvesting scheme? Why did the programme lack effectiveness?

To get a clearer picture of the situation, we had a look into other similarly conceptualised drinking water management projects in Kerala and compared the results of the evaluation in Amaravathy with the outcome of these projects.

We found that a number of these projects had failed in their effectiveness because of several reasons:

1. Lack of local suitability but implementation of national, international and organisation specific standards and guidelines in the field of drinking water management.
2. Installation of a cost intensive and technically sophisticated infrastructure instead of low cost facilities that could be maintained and repaired by the local communities, experts and mechanics.
3. Lack of knowledge transfer.
4. Lack of awareness (from the implementers' side) regarding already existing local initiatives and lack of incentives for local initiatives.
5. Lack of cooperation with local leaders/key figures but strong focus on deprived water user groups. Result: Lack of support or strong opposition against the externally introduced water management schemes from side of the local elites.
6. Lack of comprehensive approaches in the field of drinking water management: Most of the investigated projects were developed either with a strong economic, political respectively institutional approach (rules, regulations, guidelines) or, in the tradition of technocrats, with a focus on a purely technical solution (dams, pipe and tanks facilities etc.). Geographical and social components were - in many cases - either neglected or paid a minor attention.

B. The programme

The locality

Amaravathy is located in the High Ranges of Kerala. Due to the two monsoon seasons, for a long time water seemed to be abundantly and indefinitely available. However, as a result of deforestation, harmful agricultural practices, dense settlements, ill-management of local water resources as well as changed water cycles water became scarce during the 1990s.

Targets of the programme

With the new drinking water management programme, we did not want to repeat the mistakes made during the PDS' rainwater harvesting programme.

Consequently, a strong emphasis was given to the integration and participation of local user groups and elites into the development and implementation of the programme. From an early

stage of planning local leaders, influential key persons and representatives of each user group took part in the meetings. The high level of participation complicated and extended the period of planning, but in return we were able to integrate people's perception of a "good water management scheme" as well as their demands towards a well functioning and secure water supply system. It was decided that additional to the rainwater harvesting tanks a three tank project needed to be installed to provide 150 families regularly with drinking water. An already existing and well functioning water supply scheme – initiated by one of the local money lenders – was integrated in the overall water management plan for the area.

As a framework programme workshops on (rain)water harvesting were conducted. Organic farming was promoted in the area. Innovative farmers were sent to special trainings in the field of animal breeding, agricultural diversification strategies, composting and so on. Local masons and mechanics were given training in tank construction and motor, respectively pump repair. The programme was linked with governmental programmes and funds.

C. Outcome at local level:

1. By integrating local decision makers and user groups into the development and implementation of the new programme, we were able to ensure:
 - (a) An overall acceptance of the programme;
 - (b) The regular supply of a minimum amount of drinking water to all the user groups, to cover at least their basic needs also in times of scarcity;
 - (c) A regular maintenance of the new infrastructure through local experts and user groups.
2. As a consequence of the regular meetings the different user groups began to cooperate with each other also outside the programme activities. These networks remained after the programme came to an end.
3. The different user groups became aware of their (legal) rights and their political power.
4. As a consequence of the conducted workshops in the field of (rain)water harvesting a number of innovative micro projects at household level came up such as modified roof water harvesting systems, revitalisation of traditional ponds, fish breeding ponds, terracing, bunding and others.
5. And, finally, after the programme came to an end, the community asked us to follow up the feasibility of individual and communal compost toilets to protect the local water resources further.

D. Lessons learned

1. From our experience, community development is a long-term or at least medium-term process. It takes time to understand a community's social structures and mechanisms, including the well-hidden (inter)dependencies, and its true needs and demands.
2. Aspects of community development are often neglected in the field of natural resource management. However, especially in low and middle income countries and at local level, resource management is habitually a community issue. Only if the community in its full diversity is included in the planning and development process of a management concept, the concept has a chance to be accepted, implemented and continued – in a sustainable and for the community suitable manner.
3. Natural resource management is not automatically corresponding with a socially and economically just access and distribution of the locally available resources. Natural resources are owned and managed by human beings and some of them enjoy privileges, which they neither want to share nor to give up. This fact has to be accepted and taken into consideration when developing new management schemes that aim for an ensured minimal access to a resource for everyone in a community.

4. A change in social structure and hierarchy as well as in resource management has to come from within a community. Such a change can be initiated through a resource management programme but not forcefully imposed on a community.

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Student Entrepreneurs + Experiential Learning = Stronger Communities

In 2004, Nova Scotia's 13 Community Business Development Corporations (CBDCs) created and implemented the *Students in Business* program to encourage and support students in the development of businesses. *Students in Business* provides community outreach and business supports (loans up to \$5,000 interest free) to students to help them start/expand businesses and social economy projects. After successful participation in mentorship, training and counselling, students who repay their loans are eligible for a rebate. Program staff interacts with over 8,000 secondary and post secondary students every academic year.

Rationale

- Students need more employment opportunities and financial support for education.
- Providing youth with meaningful entrepreneurial opportunities today will help strengthen our region's entrepreneurial position in the future.
- People learn by doing.
- Students create positive definitions of entrepreneurship when they start business or social enterprise projects.

Intent and Vision

- To help students acquire entrepreneurship skills through the creation of self-employment opportunities.
- To provide experiential learning opportunities for students.
- To create a heightened awareness amongst rural and urban Nova Scotia youth about social and economic issues in their communities.
- To facilitate the process of students in Nova Scotia becoming more invested in their home communities.

What We Learned

Since the program's implementation, \$1,002,397 has been loaned to 258 students to support their businesses. Of the amount invested, \$183,411 has been rebated directly to the students to support future business and/or education activity. CBDCs and our community partners did not anticipate such a positive experience; write-offs were originally targeted at 20%. The program is experiencing a success rate of 96% (based on loan repayment), an outstanding performance rate given the program's "higher risk" clientele. (An extensive program evaluation will be completed in January 2008.) The program's outcomes and results to date have exceeded financial, participatory and development expectations. The program has provided additional insight into several key principles of Community Development:

1) Youth Are a Responsible Resource: The Program's success rate indicates that youth can be responsible with business investments. Youth possess the capacity to contribute to business development, create jobs and develop business skills. This provides economic opportunities within our communities and can improve social conditions in a sustainable way.

2) Building local skills and knowledge: Typically, program training focused on the development of business management skills. Although such skills are critical to business performance, students can apply the skills acquired to future employment, education, etc. An unexpected outcome included the interest of students and their buy-in to business management skills training when they work together for a commonly identified social purpose. Their buy-in and dedication to the program was notably different from the average sole proprietorship. This was an unexpected outcome and is the basis of much examination and review.

3) Flexible and adaptive strategic responses to community interests – Although the program’s core criteria has province-wide standards, the six outreach facilitators and local CBDCs have the opportunity to tailor training, promotion, and delivery to best meet local community needs and involve local community groups and educators with the process.

4) Supporting existing programming: The program provided many of the high school curriculum outcomes, which has created a win-win partnership between schools and the program.

Final Notes

The program has been nationally recognized through the PanCanadian Community Futures Group, and continues to interest educational partners within the Province and elsewhere. The proposed workshop will discuss the details of the program’s success,* provide testimonials from community members and students (we will include testimonials, either actual students or video from across the province) and seek input from delegates to increase the program’s effectiveness. **Key findings from the final evaluation will also provide additional workshop content.*

The workshop will provide an opportunity for student participants to discuss their experiences with the audience and answer questions.

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The NS Community College as Community Capacity Builder!

What is the nature of your community development work?

The Nova Scotia Community College (NSCC) believes that learning and capacity building form a natural platform from which to look at the future. NSCC's commitment to capacity building focuses on people and partnerships. This presentation will highlight NSCC's vision to use the community development process to provide education without borders and some of the key components of that strategy which have presented both challenges and benefits to the students, staff and broader community. The presentations will also highlight some of the incidental learning that resulted from using the community development process.

This presentation will be coordinated by instructors in the School of Health and Human Services and the School of Business at the Kingstec Campus of the Nova Scotia Community College. Students and community partners will also participate in this presentation either in person or through written submissions that will be incorporated into the presentation material. In this manner the presentation will attempt to maximize the perspectives the audience will hear regarding the initiatives reviewed.

Building capacity by developing partnerships with potential employers - One of the presenters, Dale Gruchy, is engaged in a Professional Development year (paid leave) from the Nova Scotia Community College, and is pursuing a number of projects in the community. These projects allow her to develop expertise which will ultimately be shared in the classroom while supporting the work of the Department of Community Services, Services for Persons with Disabilities (DCS-PWD) within the province of Nova Scotia. All of the projects use components of the community development process and this will ultimately result in strong college-community relationships that will contribute to more relevant educational programs for students as well as programs that are more responsive to identified community needs.

Building capacity by developing international partnerships-The second presenter, Brenda Wallace-Allen is involved in an International Work Experience Project, which supports college students from the Kingstec Campus to complete a portion of their work practicum in an international setting. All students have the opportunity to participate in this initiative as students and faculty work together to raise the required funds. Following their work experience the students are supported to use a reflective process to analyze the similarities and differences in their experiences in Canada and the international setting and determine how their experiences can be used to inform their practice and be used to build capacity within their communities. To date NSCC students have worked in Scotland and St. Lucia where NSCC collaborates in this endeavour with an NGO and a government department respectively.

Building capacity by conducting community-based research- The final presenter is Brad MacDonald who took a Professional Development year from his position with the School of Business at Kingstec to support the work of a local fair trade business and their international partners. He used his skills to conduct collaborative research which sought to use community capacity to develop an eco-tourism business with partners in Canada and Mexico. The results of this research will be used to promote economic development in rural Mexico but it will also be used as rich material for classroom learning in the courses he supports at NSCC.

The mission statement of the Nova Scotia Community is to build the economy of Nova Scotia and enhance the quality of the life through education and innovation. This presentation will demonstrate how offering high quality, community- responsive education by instructors who

perceive themselves as co-learners allows for the realization of this mission. The NSCC vision statement states that “NSCC learners will blend learning, community service, and work in ways that put them at the innovative edge of the global economy, where the world places a premium on knowledge, imagination, and skill, in essence, education without boundaries”. This can only be realized through intentional partnerships with communities external to the college in Canada and internationally as well as the constant belief that the needs and opportunities in the broader community must inform the practices and programming offered by the college. This presentation will highlight both why and how NSCC functions as a community capacity builder.

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Community Health Boards - a Volunteer Based Model to Improving Community Health

The seven Community Health Boards (CHBs) in Capital Health District play an important role in community development. Through volunteer participation of up to 15 members from the communities each board represents, members hear and learn about priority community health issues, plan actions to address them and support local organizations that are active in building healthy communities. While the whole concept of Community Health Boards is based in community development, the focus of this workshop is the process CHBs use to build community capacity through the distribution of funds and the on-going support they provide to community health initiatives. Groups that are supported by CHBs work on a wide variety of issues based on the broad determinants of health. Some examples are literacy initiatives, physical activities for seniors and youth, family support networks, and transportation.

What have you discovered and now learned about community development practice that aligns with and supports your work?

Through the eight years of their existence, Community Health Boards have provided funds and support for community action and change. Over the years volunteers have learned to work together, make group decisions and design initiatives that make sense to our communities. Regarding the distribution of funds we have learned to keep the information simple, promote the funds through each and every possible network in the community, and maintain an open and transparent process when making funding decisions. We have learned what projects can have the greatest impact for the funds received and possible ways to support groups to keep their projects going in the long-term. We have developed project assessment tools that ensure partnership and community participation, as well as reporting mechanisms that meet accountability requirements.

What are the key components of your strategy/process/collaboration that have built/anchored your work?

There are several key components to the funding and support process. One is that it must be volunteer driven. Volunteers on the CHBs are involved throughout the full process – from working with the community to identify priority issues, to writing a plan for action, to building and maintaining partnerships that take action together. The volunteers review grant applications and make decisions on what projects will be funded. An on-going link between the CHBs and the community projects is also maintained by CHB volunteers. A second key component is that it be an open and transparent process. Input on priority issues is gathered from a diversity of groups in the community, funds are promoted to all parts of the community in different ways, and all groups receive the same kind of support needed in getting their projects up and running.

The application process is intentionally kept simple so it is easy for groups to apply. If a group has difficulty in putting together the application, a CHB coordinator can provide support. A third key component is collaboration. Without working together with existing organizations to get the word out about funds and making links to projects already in existence, we run the risk of causing duplication and competition for resources in our communities. A connection is also maintained with other funding bodies so as to pass along funding information and support each other in the granting process. A final key component is recognition. All CHBs in Capital Health host a celebration to recognize the groups who have received funding and acknowledge the great

work they do. This also allows for more interconnection between communities and groups and possible partnerships in the future.

What is the vision for the community work that is being done? What is the community's view of the work being done?

The vision for the work of the community health boards is to increase individuals, groups, and communities capacities to improve our health. This is done through individual volunteer participation on CHBs and other groups in the community, through group and organizational action on particular issues, and through the connection of these groups and individuals when working together. While a formal survey or research has not been completed on the work of CHBs, we know that many groups that receive funds are very happy with the support they receive – 75% say they receive good to very good support.

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Health Research Process in African Nova Scotian Communities – Using an Africentric Philosophy

What was the intent and purpose of the work you are doing when it was started? Is what happened what was intended? Why or Why not?

This project was a partnership of the Health Association of African Canadians (HAAC) and Capital Health. Its intent was to determine the health risks and various diseases in the African Nova Scotian communities of North Preston, East Preston and Cherry Brook/Lake Loon. An Africentric philosophy was used throughout the study, which means that the research could only be successful when African Nova Scotian youth, seniors and community were able to participate fully in becoming aware of their history and their heritage within the context of this research study. This was an opportunity to talk with other people of African descent and help community residents raise an Africentric awareness, and develop the skills to perform an analysis of their situation based on historical oppression, race and social class.

This purpose was met in many ways:

- 1) Close to 500 residents in the three indigenous Black communities completed the questionnaire, providing data on the health risks and diseases in the communities and engaging in the discussion. We received input from members of the community who would not normally be reached. A research project of this kind has never before taken place in African Canadian indigenous communities.
- 2) The research was completed by the community. A consultant and her team, all African Nova Scotians, designed the research process.
- 3) Community Animators, living in the three communities, were trained to facilitate and support residents in completing the survey. This training included learning about Africentric philosophy, health issues and critical race theory.
- 4) The survey tool itself was developed by the community through a focus group of community members who discussed and agreed upon the questions that needed to be asked.
- 5) Questions in the survey encouraged residents to think about critical race theory, Africentricity, race and health issues.

To date the results of the survey have not been compiled but a report should be available by June of 2008.

There were also challenges in meeting the purpose. The main one being time. It took much more time to complete the project than anticipated. This was due to taking the time needed to review the initial survey tool before going to ethics, shortage of resources, and lower than expected literacy levels in the community. The length of the survey tool was too long and the language used was challenging for those with lower literacy levels.

Using the Africentric philosophy gave a sense of agency to the community and a sense of determination about independence, competence and capabilities as a people. Even with limited resources the project captured the heart and minds of African Nova Scotians in the communities of Preston and Cherry Brook/Lake Loon. People were excited about being involved in the project

because they had opinions to share and ideas about what the solutions might be for the community.

What have you discovered and now learned about community development/research that aligns with and supports your work?

The research project was supported by a management team made up of members of HAAC, staff of Capital Health and community members. The following is a list of what we have learned.

- 1) Capital Health has learned it is important to partner with a community organization. If this project was not done in partnership with HAAC it would not have been successful.
- 2) More time and resources are needed when using an Africentric philosophy.
- 3) Members of the community are interested in health and want to see improvements in their own health and the health of their community. They want to be engaged in the issues
- 4) Not all community members will be supportive of a project. While the majority of residents did support the research, there were some who for various reasons did not.
- 5) Resources are needed to take action on the information gathered, not only for the research itself.
- 6) The community needs to be engaged, using an Africentric philosophy, in receiving survey results and putting it into action.
- 7) Capital Health needs to think differently about health services to the African Nova Scotian community.

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What is Right? What is Just? What is for the Public Good?

What was the intent and purpose of the work you are doing when it was started? Is what happened what was intended? Why or Why not?

In late 2004, community members representing residents, business, health community services, voluntary sector and government formed a non-profit organization *The Public Good Society of Dartmouth*. The intent of our group was and still is to improve the quality of life for residents in Dartmouth needing core services and to improve service and understanding of a healthy integrated urban community. The originating group recognized that working together and pooling our resources and knowledge would better address the complex social issues facing the Dartmouth area. Through hard work and a willingness to take a non-traditional approach we have been successful in moving the concept and good will further into action.

We have been successful in meeting our purpose in many ways. Some of those include:

- 1) After three years of working together, with no core paid staff, we have been able to develop and implement two key projects – a Core Services User Survey and The Connections that Work. This success comes from a strong partnership built on trust, honesty and lots of open discussion.
- 2) Through the Core Services User Survey we have heard directly from the most vulnerable members of our community. With this information we have developed recommendations that guide our work.
- 3) Acting on our recommendations and with increasing credibility we have managed to secure funding from the Department of Community Services to develop the Connections That Work project, which is connecting vulnerable populations to existing services. This program is only possible through a respectful partnership with Dartmouth Work Activities Society (DWAS).
- 4) We have held our first AGM, which was well attended, and recruited many new members for our Board as well as members of our Society.

Some challenges in our work include communication and workload. As our Board of Directors is made up of representatives from a diversity of sectors of our community, it is easy to misunderstand each other. We need to take the time for discussions and keep an open mind without making assumptions. Board members are all extremely busy in their own jobs. This sometimes means it is a challenge to find time to meet.

What are the key components of your strategy/process/collaboration that have built/anchored your work?

Key components of our work include informed decision-making, developing partnerships and building on what is working.

Informed decision-making: Before developing any new programs we felt it was necessary to hear directly from the most vulnerable members of the Dartmouth community to see where the gaps are in their ability to attain a good quality of life. With funding from Service Canada we hired a coordinator to carry out our Core Services User Survey, which included interviewing 70 residents of Dartmouth who use Feed Others of Dartmouth (FOOD), a soup kitchen in downtown Dartmouth. The results of this survey informed us of the social and economic realities of this community and the kinds of services they are not able to access. This

information told us that we needed to develop a program that would link residents to these services. This is the Connections That Work project.

Developing Partnerships: Representatives on our Board of Directors come from a broad sector of our community. We ensure there are seats for residents, government, service providers and business owners. This brings to the table knowledge of services and opportunities in many parts of our community. We have also developed strong partnerships with FOOD, DWAS and other service providers in the health, social and employment sectors.

Building on what is working: A key component of our work is not to duplicate what exists already but rather facilitate linkages and build partnerships that will improve the quality of life for residents of Dartmouth needing core services. Through our Connections that Work project we have hired two staff to provide on-the-ground support for low-income members of our community. Through building a relationship of trust and learning the dreams and needs to each individual client, as well as building a connection with existing service providers staff are able to made connections that work.

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No Community Left Behind

1. What have you discovered and now learned about community development practice/research that aligns with and supports your work (if the work has been completed or is ongoing)?

We are working on a community development initiative in South East Ottawa since July 2005. The initiative is called *No Community Left Behind (NCLB)*. It is a social development initiative that aims to prevent crime and address social determinants of health through a collaborative approach and integration of services. What we have discovered is the impact of communities working in partnership with all concerned service providers and agencies.

Since July 2005, *No Community Left Behind* has been a collaborative effort of community development specialists, community policing professionals and neighbourhood activists to address factors that lead to crime, victimization, fear of safety, and social exclusion. That has brought a transformation at the community level. Impact of all community development projects have increased considerably.

Working in close partnership with various other agencies, South East Ottawa Centre for a Healthy Community has effectively engaged and supported communities to restore their sense of safety and pave the way for effective service delivery.

The NCLB initiative has won United Way's Community Builder award in 2007 as well as Epic Award for community mobilization from the Association of Ontario Health Centres (AOHC). The City of Ottawa has appreciated the approach to the extent that is now planning to replicate it city-wide.

2. What is the vision of the community work that is being done? What is the community's view of the work being done?

The vision of *No Community Left Behind* is to keep people well; to enable them to live, work, and raise their families in a safe and prosperous environment. This vision is achieved through:

- Developing a comprehensive community-based strategy for addressing social determinants of health, while working to address major risk factors that lead to fear, isolation and crime;
- Mobilizing community members and police services to assist each other in identifying and removing criminal elements from their neighborhoods;
- Assisting concerned service agencies to identify and respond to social/community/health service needs; and
- Engaging and supporting community members to participate more fully in neighborhood planning and decision making processes.

Determinants of health are addressed at the neighbourhood level. The positive outcomes of this initiative highlight the impact of holistic community based projects that include multiple partnerships and a balance between broad based and neighbourhood specific planning.

Community members and other service providers view the initiative as a great potential for community development through neighborhood level planning. Some of their views are attached and can also be viewed at: http://www.nocommunityleftbehind.ca/nclb_as_viewed-by_others.htm

3. What are the key components of your strategy/process/collaboration that have built/anchored your work?

The initiative is based on four [fundamental principles](#): Collaboration, coordination, community participation and leveraging resources. Working on these principles and some [core components](#) set *No Community Left Behind* apart from traditional approaches of the past and are key to the success of the strategy at the neighborhood level.

The strategy involves a two-pronged approach: law enforcement agencies and partner agencies cooperate in removing criminal elements and public agencies and community-based organizations collaborate to invest in much-needed human services, including prevention, intervention, treatment, and neighborhood restoration programs.

The purpose of *No Community Left Behind* is to implement a comprehensive approach towards social development, neighborhood level planning and crime prevention, which hinders much of the community development work.

The process includes:

1. Setting up a steering committee,
2. Doing neighborhood assessment (through surveys, inventory of resources and community assets, focus group discussion, community meetings),
3. Prioritization/strategic planning, where the community and partnering agencies come up with a strategic action plan for implementation and review.
4. Implementation,
5. Evaluation.

4. What was the intent and purpose of the work you are doing when it was started? Is what happened what you intended? Why or why not?

The major problem we faced in our semi-urban and urban communities was the lack of community motivation, lack of the spirit of volunteerism, lack of community initiative and most of the community members living in total isolation. One of the major reason was the threat and fear of crime. The other reason was all service agencies working in silos – in some case duplicating each others work and in some case totally ignoring the areas which needed most attention.

The objective was to mobilize the community, remove their fears and misconceptions, and mobilize them to work hand in had with the service provider. On the other hand we wanted to bring all service providers around the table, so that they could see who is investing what and in which area, and how can they work together to complement each other.

The integrated model of social development that has resulted has surpassed all our initial expectations. Communities are the direct beneficiaries. However, besides that donors believe this program has given them an opportunity to strategically invest in the community. City Councilors and City Managers feel supported at the community level. They have found relevance and roots to their work.

For a summary of what we have achieved can be viewed at the bottom of this page: http://www.nocommunityleftbehind.ca/NCLBbook_flip/all_presentations_files/presentations.htm

The reason for the success is putting all the principles and pieces of the process together in a way that works for all the stakeholders involved.

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Schools are the Centre of Our Communities

The Annapolis Valley Health Promoting School Program grew out of a grass roots initiative started in one school in 1997 by a group of parents. Currently, each school creates a team of stakeholders who identify the strengths and challenges for their school community. They then develop their own plan of action to meet their specific needs. The plans currently focus on good nutrition and physical activity, recognizing that there are many other things that happen in their school, that contribute to the health of their students and a health promoting school culture. Schools draw on their community supports to implement their plan of action so that barriers are removed and networking takes place between schools and the community. Based on the learnings from the schools, issues are brought forward to create changes in policy at local, regional and provincial levels.

1. What have you discovered/learned about community development practice/research that supports your work (whether it is ongoing or completed)?

Through this work it has become clear that the Health Promoting Schools Program is most successful when you build on the demonstrated successes of the schools and their communities. Other lessons learned include

- Start small and grow, it takes time.
- Having a champion, a committed team and leadership at all levels is critical for success.
- Be sensitive to income related health impacts when working with families.
- Build capacity among the school communities and partners through training and skill building.
- Establish good community linkages and partners to provide a variety of supports that are valued by the schools. Resources, connections, and expertise will expand exponentially and schools benefit as a result.
- Evaluate and plan to ensure sustainability.

2. What is the vision for the community work that is being done? What is the community's view of the work being done?

The vision of the program is that every school in the Annapolis Valley will be a health promoting school where all students are active and making healthy choices more often as this is one way to contribute to student learning outcomes, the prevention of chronic disease and develop healthy behaviours for life. Through strong partnerships, increased infrastructure, proper staffing, ongoing funding, and equitable and accessible programs, healthy environments will be created and sustained in school communities. An essential element is creating a supportive culture and environment based on the immediate daily lives of the students, which actively engages them in the life of the school and is rooted in the community to which they belong. Diversity and difference are respected and caring shared goals are socially constructed. It ensures that what is learnt in schools through the explicit curriculum is mirrored in the daily lived experience. The "Healthy Choice, is the Easy Choice".

3. What are the key components that have built/anchored your work?

There are a number of key components to this collaborative work. The people who are most affected need to be listened to and involved in the planning and implementation process - students, staff, parents and the community at large. Through discussion, people are supported to re evaluate current practices. Teamwork is essential, not only at the school level but at all levels within partner organizations. By working together in the students' interest everyone

benefits. The good working relationship established between Annapolis Valley Health and the Annapolis Valley Regional School Board as part of this work has led to the adoption of a formal memorandum of understanding between these two partners. A Population Health Approach has been the foundation of this work as it aims to improve the health of the entire population and reduce health inequities among population groups. It involves early intervention to prevent chronic disease by looking at ways to influence health determinants, such as income, social environment, social support networks and healthy childhood development. The importance of evidence to support program activities cannot be underestimated. It is critical to assess program outcomes, inform ongoing program improvements and justify funding. By successfully partnering with independently funded researchers on this natural experiment, expertise has been accessed for this time consuming and expensive work. This is only one example of accessing expertise that has been crucial to this work. It is not necessary to be an expert in everything. When everyone works together a synergy is created and more is achieved than when working alone. A look at a visual representation of the Annapolis Valley Health Promoting Schools (please see attached) shows the many things that are happening by using this approach. The visual representation of HPS is a draft with the final version to be completed within the next month.

4. What was the intent/purpose of the work you are doing when it was started? Is what happened what was intended? Why or why not?

The original intent was to improve the nutrition and physical activity levels of students in schools by supporting families and school communities to ensure teaching practices matched the messages being given to students. By accessing funding the program was able to expand and research showed improved outcomes related to this approach. In the last ten years school board and provincial food policies have been developed and Health Promoting Schools has expanded to almost every school in the AVRSB and is now a provincial program. Work is beginning to broaden the focus to other aspects of health, recognizing that health and learning are inextricably linked.

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Community Art for Community Health

Our community development work has brought together professional and personal caregivers and cared for within our community (Antigonish) to engage in a variety of art activities, which took into account the talents and limitations of this care community. We included as activities drum circles, pressed flower/leaf collage, writing, stepdancing, milling frolic, and murals.

1. What have you discovered/learned about community development practice/research that supports your work (whether it is ongoing or completed)?

We have learned:

- In communities of care, art is the great leveller. Engaging in community art erases the hierarchies and blurs the categories of caregivers and cared for.
- We were empowered and affirmed in the recognition that *we are all artists* and in the process of creating art, we move constantly between the roles of caregiver and cared for.
- We experienced how diverse art forms offered a way of giving voice to all members of the care community.
- We affirmed that community art offers a channel for family caregivers and cared for to express themselves and share their perspectives on care and health with professional caregivers and policymakers.

2. What is the vision for the community work that is being done? What is the community's view of the work being done?

We have confirmed our vision for our community work: that we as facilitators would become redundant and that community art as community care would be taken up *by* the community *for* the community. The community developed a positive view of the 7-week Art for Health workshops from its outset:

- the program was sponsored by Antigonish County Community Education;
- the program was funded by the regional health authority GASHA;
- the newly established community health resource centre, Health Connections, provided the venue;
- The workshops served as a Service Learning practicum for a first-year student at St. Francis Xavier University.
- Local media promoted the event.

On completion of the 7-week course, we were affirmed in our sense of a community “buzz” when a multi-disciplinary group from St. Martha’s Hospital called a meeting with us to plan the continuation of this initiative for their public health outreach.

3. What are the key components that have built/anchored your work?

As above, community support for our work — Antigonish County Community Education, local media, GASHA, Health Connections, St. Martha’s Hospital, CACL, St. Francis Xavier University (Service Learning) — and collaboration with local artists built/anchored our work.

4. What was the intent/purpose of the work you are doing when it was started? Is what happened what was intended? Why or why not?

Our specific objectives for the program when we started were met, and exceeded. This is particularly true of our hope that the community at large would take up and integrate this

initiative into practice and policy at a community level. All of our start-up objectives for the course itself were met, as follows:

- To introduce givers and receivers of care to some new skills and ways of interacting with each other and with other participants in the same boat;
- To share unique ways of making art for healing that participants have previously used, and/or can continue to use;
- To identify and practice art forms that participants use in their daily life and have perhaps not recognized as art for health;
- To reflect on our experience of both giving and receiving care, using these art forms in similar and different ways in these roles.

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Linking the Individual and the Community: Understanding Occupational Therapists' Approaches to Community Development

Nature of my community development work

I am a qualitative researcher and occupational therapist who is interested in exploring and describing the community development (CD) work of occupational therapists in Canada.

Background

Occupational therapists (OTs) are health professionals that typically work with individuals with disabilities who experience occupational disruptions, enabling them to re-engage in their daily activities. Traditionally, OTs have worked primarily with individuals. More recently, it has been proposed that CD principles are compatible with many of the core values of occupational therapy, such as empowerment, partnerships and justice (Thibeault & Hebert, 1997; Banks & Head, 2004) and there are growing numbers of OTs employing CD strategies in their work.

Despite this growing interest in the use of CD approaches in occupational therapy practice, key models in occupational therapy continue to focus on understanding and intervening at the individual level, rather than at the community level. In addition to this, there is limited research that examines *how* OTs engage in CD in their daily practice. As a result of these gaps, it is difficult to adequately prepare new OTs for CD work and the contribution of OT's to CD remains largely unacknowledged both within the profession and within the broader field of community development.

Research Purpose

This study aimed to describe the process of how OTs engage in CD in their daily practice. Specifically, this research aimed to use multiple case studies and the qualitative research method to develop a theoretical framework that describes how OTs integrate occupational therapy and CD into daily practice.

Methodology

Three diverse examples of OTs working in community development were studied. The cases varied in their geographical location in Canada, setting and population. I spent 3 weeks at each site conducting interviews with the OT, colleagues and program participants and observing the CD activities. Qualitative analysis was used in order to identify the key processes observed during the community development activities in each case.

Key Lessons Learnt

Preliminary analysis of the three cases reveals a dynamic interaction between the professional's role of clinician/expert and that of partner/facilitator. When I began this research, I anticipated a tension between these two roles. As the research progressed, I became aware that although these roles at times have conflicting expectations and duties, they can also be complimentary, with the OT's understanding of individual needs and strengths contributing to the ability to work effectively with communities in a community-centered manner.

As well, when embarking on this research, I hoped to delineate the unique contribution of OTs to the field of CD. As the research progressed, the notion of a profession having a unique contribution was challenged by the blurring of roles and professional identities in CD. Although OTs brought an occupational perspective to their community development work, in particularly when working at the individual level, they also expanded their skills and domains as required for their varied CD tasks.

This presentation will describe these discoveries about the roles of OTs in CD, while also describing the key components of the CD processes that were common among the cases. These CD processes will be described from both the OT and the community's perspective, describing the changes that occurred overtime in the three CD examples explored.

Conclusion

It is anticipated that the preliminary results of this research will begin to describe the link between the individual and the community as illustrated through the process of community development engaged in by OTs and the communities with whom they work. The preliminary themes described in this presentation can help create awareness about the unique and shared contribution OTs make to community development.

Summary

A multiple case study of occupational therapists engaging in community development (CD) was conducted to explore the process of CD in practice. This paper provides an overview of the key lessons learnt about the process of community development engaged in by occupational therapists.

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Collaborative Rating Tool – Identifying Partners Strengths & Challenges

HRM has developed and piloted a Collaborative Rating Tool which has been successfully used over the past two years in the review of our Facility Lease Agreements. The Rating Tool, was designed to assist community organizations/boards and HRM in their efforts to ensure overall success. The Tool provides the mechanism required to assess a Funder=s roll/support structure and a Board=s organizational performance in five key areas of operation; Board Status and Structure (Governance), Business Planning of Services and Sta/Volunteer Resources, Financial Management and Fund-raising, Promotion/Marketing and Partnerships and Facility Management. Does your organization partner with volunteer community groups in the operation of government owned facilities or will it be doing so in the near future? Are you looking for a tool that promotes a collaborative approach to the evaluation of both partners= strengths and weaknesses, as well as, allow for meaningful dialogue that promotes a successful partnership? Then let us share our findings with you.

In 2006, HRM staff began a formal review of Facility Lease Agreements and their relationship with 21 community groups who manage and operate Municipally-owned neighbourhood facilities. Facilities that are designed and equipped for community-based services such as recreation and cultural programming, community social gatherings and events. Facilities that offer a venue to assist citizens in building stronger communities through mutual involvement and support. The Review Process included several key steps, one of which was to determine a group=s capacity to deliver services and the areas of support required from HRM. This was accomplished by the **Collaborative Rating Tool** exercise.

The intent and purpose was to:

- Support community boards/organizations operating HRM owned facilities through a commitment to an alternative community based recreation service delivery approach
- Strengthen the relationship between partners
- Establish and deliver support mechanisms
- Understand values, missions and services
- Monitor direction and evaluate results
- Implement strategies

Prior to this initiative, a large number of community groups were struggling and at least three were on the verge of walking away.

Many of the groups:

- had trouble retaining volunteers.
- were experiencing financial problems.
- were not aware of their own role or that of HRM.
- did not have a business plan, goals or objectives.
- were unable to move forward in an organized process.

HRM was not aware:

- of the challenges the community groups faced.
- of the service delivery taking place in their facilities.
- of the financial situation or many of the groups.

To date, all community groups have participated in the HRM/Board Rating Tool twice and have been able to identify accomplishments, improvements and areas still needing to be addressed.

The Rating Tool clearly indicates the strengths and areas for improvement. Based on the results of the Rating Tool assessment, boards and staff are able to respond with a clear plan of action and follow-up strategies that pave the road to success.

As a result;

- Community groups are more stabilized.
- Groups are reporting quarterly on budget, facility usage and facility condition
- Both partners are aware of areas that need improvement and are working together on the solutions.
- Communications have been improved .
- Community facilities are becoming more accessible.

The key components of our strategy have been:

- Commitment to a process that allows a collaborative approach to board and staff development.
- Dedicated effort to improving communication, internally and externally.
- Commitment to dedicated resources

The Rating Tool allows for ongoing review, evaluation, development and progress.

The vision for this community work has been to:

- Assist community groups in the successful operation of community-based facilities.
- Access, engage and mobilize community skill sets required for facility management and program delivery.
- Build, strengthen and sustain community capacity of volunteer organizations.
- Promote public use of HRM facilities.
- Leverage services and resources.

The Rating Tool allows this to happen by identifying the strengths and weaknesses of both partners. It allows time for discussion and visioning.

The process has allowed everyone involved to celebrate successes and take an organized and shared approach to improvements. Community groups are thankful for the help and support they are receiving and are appreciate that their hard work is being noticed and supported.

What have you discovered and now learned about community development practice/research that aligns with and supports your work?

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead

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From Clients to Citizens: Communities Changing the Course of Their Own Development

Consider two communities, located in the same general area. One has prospered, the other has stagnated. The one that has prospered sees itself as the engine of its own success; the one that has stagnated holds the view that the cause of, and the solution to, its predicament is in the external environment. Both, of course, hold a partial truth. But without detracting from the very real structural constraints on both of these communities, what can we learn from the community that sees itself achieving success in its own right and on its own terms? This presentation summarizes the insights drawn from a collection of 13 case studies profiling different communities around the world that see themselves in this way. These communities have brought electricity to remote rural areas or an urban slum, secured basic services from government and the private sector, diversified agricultural production, created workable savings and credit schemes, built a soccer field or a community centre, established new markets for their products, or built cooperative enterprises. Their stories not only offer particular strategies to improve livelihood options at the community level, but also offer insights into the motivation behind active communities and the leadership that feeds that action. They also shed light on the dynamic of genuine community-driven development and the role played by organizations working with them. Most importantly, as windows on success, the cases challenge us to reconstruct the way we think and talk about development, and see what may be hidden from view.

Research for these case studies has been carried out over the last 3 years by the Coady International Institute. The purpose of the research has been to identify the role of assets and agency in community-driven development, and in so doing, help to advance our understanding of the means by which sustainable livelihoods can be achieved at the community level. Inspired by Kretzmann and McKnight's research among US communities, we identified communities around the world that stood out as "success stories" in terms of being self-mobilized and being able to attract outside investment. Located in Brazil, Ecuador, Ethiopia, Kenya, South Africa, India, the Philippines, Morocco, Vietnam, Canada, and the US, these communities are mainly communities of place, but also include communities of identity, whether bound by ethnicity or organizational membership.

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Publication in the International Community Development Journal

This workshop will identify a number of themes that have been emerging, via the Community Development Journal, in recent years, highlighting the potential for shared learning from articles/ case studies that critically reflect on community development practice. Participants will be invited to reflect upon how to maximize the learning from such case studies, and how to present their own practice experiences most effectively to facilitate such learning amongst a wider international audience, including dissemination via the Community Development Journal.

The workshop presentation and discussion

The workshop will focus upon the four questions that have been posed, drawing upon examples of case studies/ articles from the Community Development Journal to illustrate differing answers as these have varied over time, and in differing contexts, internationally. This will set the scene for focusing more specifically upon ways in which these questions could provide a template for writing up reflections on learning from practice for wider dissemination.

So, ‘what have we discovered about community development practice/ research, that aligns with and supports the work?’

The workshop will begin by summarizing a number of themes that have been emerging via articles in the Community Development Journal, as practitioners and researchers have been reflecting on community development practice in differing contexts, in recent years. Whilst practice has varied from place to place, and from decade to decade, over time, common themes have also been emerging. The importance of sharing this learning from varying contexts has been increasingly recognized, it will be argued, as practitioners and researchers have been developing greater awareness of the opportunities and spaces, as well as the challenges being posed by globalization, aiming to build strengthened links between action at the local and the global levels, as a result.

‘What is the vision of Community Development that informs the work that is being done? What is the community’s view of the work?’

Reflecting upon the articles that have made the most impact on practice in recent years, Community Development Journal Editorial Board members have identified a number of competing visions and agendas that have been underpinning these articles. These competing agendas have taken various forms, at different periods, illustrating both continuity and change in the most prevalent visions for community development work at any particular time. The second part of this question – what do communities themselves think of the work – illustrates precisely such shifts over time. The question of how communities themselves evaluate interventions has emerged as an issue of increasing significance in recent years, it will be suggested, as practice has become more self-critical in relation to the extent to which community development strategies have actually been succeeding in promoting participation and empowerment.

‘What are the key components? What was the intent and purpose of the work when it was started? Is this what happened? Why/ Why not?’

The workshop will then move on to identify examples of case studies/ articles that summarise the key components of the work most effectively, linking critical reflections on practice with the

visions and theories that underpin these. How did the case study explain the ways in which the work developed, in each case, giving reasons for any shifts, over time, including reflections on the extent to which the work has – or has not – been sustainable for the longer-term?

What might be the lessons in terms of sharing experiences of practice, and critically reflecting upon these, with wider audiences, internationally as well as more locally?

The workshop will conclude by inviting participants to share reflections on the value of disseminating the learning from practice more widely, in the context of increasing globalization, together with reflections on ways of taking such shared learning forward. How might the structure for presentations in Nova Scotia, be used and / or developed to provide a template for writing articles for wider dissemination to differing audiences internationally? And what, if any, support might be valuable, to encourage practitioners to write up their learning from their experiences, for wider audiences?

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Building Stronger Communities Through Local Food

In Nova Scotia, there are many dynamic community development initiatives that are using food to support rural communities. This presentation will focus on two unique approaches to engaging community and working to increase local, healthy food production and consumption. Presenters will explore how food can be an effective tool in sustainable community development.

What have you discovered/learned about community development practice/research that supports your work (whether it is ongoing or completed)?

The most dominant factor that keeps arising in each of these projects has been the appreciation of stakeholders (farmers, consumers, community members) to see a partnership where a deliverable has had a measurable impact on the community. The ACORN project has also resulted in both individual education and capacity building (in order to help farmers identify their marketability and new market opportunities), as well as to provide an increased demand and understanding of local organic food (via restaurants and chefs). This strategy of working on both sides of issue has been extremely successful, fostering a sense of partnership between farmer and chef. This same development has been evident in the VOICES program, whereby low-income families have made direct partnerships and linkages with local farmers through a tangible outcome (increasing the consumption of fresh, local food).

What was the intent/purpose of the work you are doing when it was started? Is what happened what was intended? Why or why not?

The goals of each project have been to increase the well-being of individuals in Nova Scotia communities through food, as well as to provide support for local food production and support family farms. In the Community Based Food Micro-Enterprise (CBFME) Development project, the primary goal is to provide creative solutions to build Food Security. The project has been successful in engaging unique approaches to meet this broad mandate. One of the specific outcomes is the VOICES has been a program which meets local values and has created a community asset that works with existing resources, while engaging new volunteer energy. The ACORN project is on-going; however, the intended outcomes have been greater than originally projected. The farmer participation is more than 50% of eligible farms, and enthusiasm from restaurants is very high. The project has also resulted in new projects that will further encourage partnerships between farmers and institutions.

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Examining Linkages between Community Economic Development Practices and Economic Growth in Rural Manitoba

This presentation will discuss the results of research that examines the current role of selected rural Manitoba communities with regards to their Community Economic Development (CED) functions and the community's economic status in order to determine possible linkages. A select number of communities in Manitoba have been chosen based on community size and relation to urban areas. Key informants in twenty two incorporated towns and villages have been asked to participate in a survey to determine how the community practices CED in order to identify potential variables that may have impacted the economic status of the community.

The determination of possible links between selected indicators of economic growth and CED practices will be highlighted.

The results of this research will be used to provide communities and local governments with information regarding the linkages between CED and economic growth to encourage their use of practices that show positive linkages with this growth. The study will also be shared with policy makers' at all three levels of government as it is hoped that the results will influence policy decisions with regards to CED at all three levels.

What is the nature of your community development work (brief background information about your work)?

I am currently the Community Economic Development (CED) Specialist for Manitoba Agriculture, Food and Rural Initiatives. In this role, I develop programs, tools, resources for CED practitioners in the province which includes researching and applying best practices within the field of CED.

Previous to this role, I worked as a regional Community Development Specialist in the Pembina region of the province where I worked very closely with economic development officers, municipal councillors, and all of the people involved in the CED organizations in that region. This involved facilitating capacity building efforts such as community visioning, action planning, accessing or developing training and helping to coordinate community and regional projects which included such projects as a regional immigration strategy.

I am also fortunate to have experienced working for the Manitoba Community Development Corporations Association, developing Community Development resources and curriculum for Assiniboine Community College's Aboriginal Community Development program, as well as several years working at the local level for the Turtle Mountain Community Development Corporation in Boissevain.

My work at the local level inspired me to pursue my Masters' in Rural Development from Brandon University which has led me to this research on examining the linkages between community development processes and strategies in a community and it's economic growth.

1. What have you discovered/learned about community development practice/research that supports your work (whether it is ongoing or completed)?

My involvement in Community Development over the years, combined with my research and the variety of work experiences that I have enjoyed in this field has led me to understand that

“communities” – however they are defined, and how they organize themselves, can have profound impacts on their sustainability, growth and “success”.

Many communities in rural Manitoba are facing progressive population declines, business closures, deteriorating infrastructure and pressures on public funding in areas such as health care. While this is the case in many rural communities in Manitoba, there are those who are showing growth and “success”. If the communities who are showing decline continue in the direction they are headed, they are at risk of disappearing. So, what is the difference between those communities who are showing growth and those who are not? Is this difference linked with Community Development?

In Manitoba and all across Canada, research is showing that communities within more metropolitan catchment areas show a high propensity to population growth and those who have grown the most also show a tendency towards a more diverse economy. Many rural Manitoba communities outside of a metropolitan influence zone (MIZ), and whose economies have traditionally been dependant on the Agricultural sector, however, are within that group of communities facing predominant decline. What are the barriers to their success? These observations and discoveries have led me to question the role of community economic development in the pursuit of economic growth and stability in rural communities outside of a MIZ. Is there a link between how a community organizes to do CED, the level of support for CED, and the activities that are undertaken, and the economic growth of that community? That is the purpose of my research.

I am currently sending out surveys to 22 communities in Manitoba and when the results of this survey are combined with the release of the Statistics Canada data on economic indicators (March, 2008) this will provide me with the data that I need to make this analysis.

3. What are the key components that have built/anchored your work?

The key components that have built and continue to anchor my work are an in-depth knowledge of working and living in small communities in Manitoba for many years. This knowledge has been gained by being involved in a variety of community and CED organizations for many years in my small rural hometown and in the current farming community where I live with my husband and two young sons.

Another component is the years of studying and research within the field of Community Development at Brandon University as I have pursued my Masters of Rural Development – one course at a time for six years!! These studies have also been combined with the progressive pursuit of my career in the field, first as a local economic development officer, managing a provincial CED organization and then working in the field within the newly mandated structure of MAFRI and it’s focus on Rural Initiatives.

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Between the Land & the Sea: the Unexpected Evolution of Social Science Research to Social Enterprise

Increasingly, non-profit organizations are looking for ways to support their organizations without government grants and project funding. CCN's experience conducting social science research, and discovering the value of research carried out by a non-profit organization led to a social enterprise that helps CCN continue to meet the needs of rural and coastal communities throughout Nova Scotia.

Our Intent

Coastal Communities Network's *Between the Land and the Sea* research project set out to prove the social and economic importance of harbours and wharves. In addition to reaching that goal, the project illustrated the connectivity of various sectors, increased CCN's ability to carry out social science research and evolved into a social enterprise that supports the sustainability of CCN.

After being asked by fishermen to help deal with the downloading of wharves onto community organizations, CCN soon realized that information regarding wharves and harbours and harbour management did not exist; we had to do our own research. CCN intended to solve a specific issue connected to the fisheries, but ended up developing a comprehensive resource that is valuable to government, academia and communities, whether or not they are involved in the fisheries.

Our Vision

CCN envisions communities dealing effectively with issue through participating in, and having access to, relevant and understandable social science research. Using this research, communities can take an active role in developing and implementing policy strategies. Research results can build community pride and provide solid evidence for proposals and projects. CCN also believes that research must lead to action; consequently, CCN always develops an accompanying action plan that builds the capacity and vitality of rural communities.

Communities respect CCN research because it is action oriented, and because communities are well represented and involved in a meaningful way.

Key Component

In fact, the key component in our research project was having community members actively involved in shaping and implementing the research and action plan. We built a team in which community people, academics and government representatives are equal partners. Because people see CCN as an 'honest broker', CCN facilitated an effective collaboration between diverse participants.

CCN provided a bridge between academics and community. Our work stresses that community and traditional knowledge is equally important as academic knowledge. These two complimentary types of knowledge generate power to affect policy change since government agencies respond to well-designed, credible research.

The intended and unintended results

The Between the Land and the Sea report contains not only information about the importance of wharves and harbours to the fisheries, it also paints a holistic picture of the relevance of these coastal infrastructures in other aspects of community life including tourism, culture and health. It also outlines actions for CCN, government and academia. The resource we created is used in ways we never expected. For example, an adult literacy group in Colchester County used the information in a successful funding proposal. Community groups fighting against the in the proposed quarry on Digby Neck used the data in their presentations to government.

In the end, an additional 50 million in funding was secured for wharves in the Maritime region and CCN received additional funding from Health Canada and the Canadian Volunteer Initiative to continue and build on this work.

Through this project, and the ones that followed, CCN developed its capacity to carry out social science research and gained credibility for this work. This capacity has allowed us to access different sources of funding and provide the data that communities need to plan for a sustainable and vibrant future.

Over time, CCN realized the value of the resource we created and began developing it into a social enterprise to contribute to the sustainability of the organization. CCN's *Close to the Coast* website provides the most reliable and comprehensive information about Nova Scotia's harbours and coastal facilities. The information we maintain is relevant to community organizations, recreational boaters as well as motor tourists. With over 17 000 hits per month, we are helping people to understand and appreciate the unique and unknown places, people and businesses around the province. Ads sales and reasonably priced links for small businesses in coastal communities help generate revenue while future plans include publishing the online information in an accessible, boat-friendly book.

CCN discovered that the value of community based research can be used in a social enterprise while still maintaining the credibility and respect the organization receives from the academic, government, and rural communities.

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From the Deficiency Based to the Asset-Based Model: Challenges in Community Development

Since the abolishing of Apartheid in South Africa in 1994, the policies and practice of social and community development has gained wide recognition as one of the most appropriate interventions for addressing inequities in South African society. As a result a wide variety of community training programs and models to address poverty, inequality and developmental problems were introduced. A further consequence was that a fairly large amount was invested in the training of students in community leadership training programs, but unfortunately the outcomes were mostly disappointing. A possible explanation for this negative finding is that most of the training programs are still based on the so-called expert model with deficiencies as the point of departure, and emphasis on felt needs, problems and the role of the expert. It appears if the concept of felt needs is inadequate for contemporary community development practice and the needs assessment methodology is not an appropriate basis for program design. Felt needs are products of a past-to-present orientation, trying to fix the past and incapable to address today's major social and economic issues in the ever-changing environment.

As an alternative to the so-called expert model, the asset-based model for community development is proposed. The asset-based model focuses on anticipatory needs and assets, capacity building and visionary leadership development. Felt needs are replaced by the concept "anticipatory" needs, which identifies what needs to be done in order to move towards a specified future. Anticipatory needs are products of a present-to-future orientation, is visionary and inspiring in nature. The model further includes whole systems processes to engage and motivate large groups of people in community actions geared towards self-reliant sustainable development. These processes tend to cultivate citizens' self-image, and it energizes stakeholders to take ownership for the development of their communities. The model also includes a holistic, integrated and interdisciplinary approach. This asset-based bottom-up approach consists of six phases, namely purpose, vision, visionary themes, action planning, implementation and evaluation.

The model was incorporated in the curriculum of the post graduate Social Work learning program of the University of Johannesburg during August and September 2007. After the students were trained in the ABCD model, it was required of the students to implement it in various rural and urban communities. The outcomes of the implementation were then evaluated by observing and interviewing the participants and students. An initial qualitative analysis of the results indicated that the asset-based model (a) engages relatively more people in the various community development actions; (b) tend to lead to relatively more sustainable projects in various communities; (c) forces the participants to be future and capacity-oriented; and (d) establishes a broad basis of leadership in the community.

To move from the deficiency-based approach to an asset-based approach is indeed a challenge especially working with people who are extremely poor and who are facing challenging problems. However, the asset-approach brings a greater message of hope and it is more inspiring to disadvantaged people.

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Improving Success through Linkages: Building Capacity & Improving Success

M-RON Inc., one of twenty economic development boards in the province of Newfoundland and Labrador, has developed a strategy to combine social and economic development through capacity building to assist in the development and success of long-term community development goals. While funded as a not for profit corporation as the lead agency in our region for economic development, our annual work plans link the development of the region based on a socio/economic approach.

Many communities in Atlantic Canada have a variety of not for profit groups seeking to assist in the development of the communities' social fiber while other community development groups address economic development. While all efforts are worthwhile, duplication of effort or attempting to conduct successful community development in isolation of each other deters from the real objective.

M-RON Inc., through its "*Capacity Building Leadership Modules*", has established a successful framework to assist in building the capacity of communities. By linking social and economic development principles and practices we have improved our overall success in this approach. In order to achieve long-term success, we developed a series of leadership modules offered at no cost to communities and community organizations. Sustainable development is/was achieved based on developing local leadership thus creating commitment and ownership.

Through the promotion of this approach and the extensive utilization of the modules we have been extremely successful in creating awareness and new partnerships with communities, community groups, and other development agencies.

While we started out to concentrate on economic resource development, the inclusion and linking of increasing the capacity of the various stakeholders has lead M-RON Inc. to be recognized as one of the top three zone boards in the province. Also, while we have broadened our scope of operation to link social development we have not last touch with our stated objectives, and indeed have excelled.

This workshop (60-90 minutes) will demonstrate:

- the necessity of linking social and economic development;
- how effective leadership can assist in creating healthier communities, and
- identify options to build capacity and strengthen success.

Group will Review the case study and discuss three key issues:

- Blending for success
- Capacity building
- Focus and ownership

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First Nations Comprehensive Community Planning – Planning the First Nations Way.

Nature of Our Work: APC coordinates a comprehensive community-based planning effort, by providing technical support and training to nine First Nation community planners as they move through the First Nations Comprehensive Community Planning process in their communities in Atlantic Canada.

- 1) The Vision for our Work:** The vision for our work is two-fold: First, APC has a long-range vision of self-sufficiency and self-sustainability for First Nation communities in Atlantic Canada. One of the means to achieve this vision is through the made-in-Atlantic First Nation Comprehensive Community Planning process. Second, each participating First Nation community develops its own vision as part of the CCP process based on its strengths and opportunities, and this vision is translated into reality through the plan that is formulated and its implementation.
- 2) Key Components of the Strategy/Process:** This First Nation-led process was developed in the Atlantic region by First Nations, government agencies and the technical expertise of professional planners at Dalhousie University. This award winning model was developed, pilot tested, and later refined prior to roll-out to more than 15 communities in the Atlantic Region. There are 7 key components to the FN CCP process: 1) Gathering of Background information; 2) identifying strengths and opportunities; 3) researching issues; 4) developing a vision; 5) developing the plan; 6) implementation; and 7) monitoring and revisiting goals and progress on a regular basis. APC and the First Nation communities partner with professional planners and government agencies to help move through the planning process and begin implementation.
- 3) Purpose for our Work:** Atlantic First Nation leaders recognize the value of the CCP approach and know that a broad plan can help move their individual communities, their nations and their people as a whole into the mainstream economy as full partners. Education, health, and social welfare of First Nations will also be impacted based on appropriate developments and respect for local traditions and place. The CCP process builds internal human resource capacity, governance capacity, and a knowledge and understanding of both leaders and community members that they hold the key to their futures.
- 4) What Have We Learned about Community Development?** The First Nations CCP process was initiated in 2000 which resulted in some successes as well as some disappointments. Throughout the process, First Nations have come to see that the comprehensive community planning process is but one aspect of the broader community development needs of First Nations in Atlantic Canada. Indeed, the FN CCP process showed our communities how to plan, but did not show us how to develop the governance support or management capacity to see effective implementation of these important plans. APC is now moving forward on development of a governance framework that will facilitate preparation, development and implementation of community plans in order to achieve the First Nation communities' visions for the future.

The Atlantic Region is a leader in First Nation Comprehensive Community Planning on a national scale. APC proposes to bring 4 speakers to present to the conference including 2 First Nation practitioners to speak about their experiences in using the model as well as the impact

the comprehensive community plans have had in their communities. The other 2 speakers will include a professional planner and senior policy analyst from the APC who will address the ongoing development of a “made-in-Atlantic” First Nations Governance Framework that will provide the means to undertake planning effectively and implement the final plan.

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Addressing Pregnancy and Tobacco Use: Merging Community Development and Health Promotion Principles to Impact Positively on Health Outcomes

A unique project in Nova Scotia demonstrates how community development and health promotion principles can merge to impact positively on health outcomes.

Smoking during pregnancy is a major public health concern. In Nova Scotia, roughly 28% of women smoke during pregnancy. Of those who try to quit 70-90% will relapse within one year postpartum. With funding from Health Canada, from 2004–2007, South Shore Health was engaged in a 3-year project to build capacity and generate action around a best practice approach to pregnancy and tobacco. The project's original goal was to impact primarily on practice within South Shore Health, and to a lesser degree in Annapolis Valley Health and South West Health. However, by blending solid health promotion techniques with community development principles, the project generated the momentum to impact on all health districts of the province, as well as in provincial systems, and created a foundation of a best practice community in Nova Scotia.

The vision of the ongoing work was to encourage front line workers (doctors, nurses, pharmacists, family resource workers, public health nurses and community visitors, etc) to use evidence-based better practices in tobacco use reduction or quitting. Over 160 Nova Scotian health care professionals have been trained through 'train-the trainer' workshops, a targeted physician's workshop, and a province-wide Telehealth series. The project included an extensive evaluative framework, including a logic model and continuous evaluation questions based on overall objectives.

One aspect of the project that was particularly instrumental in triggering the development of a learning and practice community was an innovative Telehealth training series. After initial successes in the South Shore in piloting and delivering face-to-face training, province-wide interest was generated. The challenge was in building capacity over a large geographical area with limited resources and a lack of local expertise. The solution was the development of a five-part, case-based Telehealth series offered to health professionals province-wide. Its innovation was in adapting a non-interactive 'cool' medium into a collaborative and interactive 'warm' learning opportunity. From this experience, project organizers identified twelve key lessons on how to effectively use Telehealth technology as a means of developing community and increasing capacity.

Elements of success included an extensive evaluation matrix based on a comprehensive needs assessment, a province-wide planning advisory, effective partnerships (Telehealth professionals, content experts, and local planners) and ongoing reflective evaluation with participants.

The evaluation of the Telehealth series indicated that 84.6% of participants have already changed their practice working with pregnant women who smoke and 75.8% indicated increased opportunities for collaboration with others working on the same issue in their district. Participants expressed an increased skill level working with their clients: "With the participants that I see, I am now able to approach this (issue) in a more positive, pro-active way. I feel more "armed" and confident in helping them through this journey." Such changes in practice have significant impact on improved health outcomes for babies, moms and families (eg. reduction in premature births, improved birth weights, decreased incidence of SIDS, respiratory ailments, and child behavioral problems).

Throughout this process both planners and participants learned how to use community development practices to engage key stakeholders in adapting a woman's centred approach to addressing pregnancy and tobacco. It was a process that engendered a great deal of enthusiasm to promote the work locally. Key to this enthusiasm is the practical and relevant application of better practices to participant's day to day work. Participants were able to receive the training and then immediately implement new skills with women in their care. Many of those participants now want to share these learning with others.

Enthusiasm generated by the Telehealth series contributed to a decision to host, in October of 2007, a provincial learning and strategy conference – "Connecting the Dots on Pregnancy and Tobacco." Participants went home with action plans for next steps in their local health districts. Provincial and federal representatives also developed an strategy as to how to best support the implementation across Nova Scotia of a best practice approach on this issue.

Participants will leave this conference presentation with an understanding of how existing infrastructure can be adapted to creatively build community capacity. Specifically, they will learn how interdisciplinary, multi-site Telehealth sessions can be used to build community and increase knowledge transfer and collaboration. Presenters will also share their learnings in how to move from a project mindset to one of sustainable programming.

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Time Banking – An Innovative Approach to Growing Volunteerism

Overview

The Department of Seniors is advancing the implementation of the *Strategy for Positive Aging in Nova Scotia* - a framework for Government action that also serves as a guide for helping all sectors plan for an aging population. To support the Strategy's emphasis on creating supportive, sustainable, and senior-friendly communities, the Department of Seniors is promoting Time Banking as an innovative approach to volunteerism.

Similar to "pay it forward," the Time Banking concept is simple: For every hour you spend doing something for someone in your community, you earn one Time Dollar, which you can spend by having someone do something for you. The Department of Seniors has embraced Time Banking as a community development tool that engages seniors, improves socialization, builds trust, connects resources with needs, and turns passive recipients into active participants who are valued and rewarded.

Background:

According to a study by GPI, Nova Scotia lost 30,000 volunteers between 1997 and 2000. Volunteer groups across the province report that it is becoming increasingly difficult to recruit and retain volunteers, and with more of the work falling on fewer shoulders, remaining volunteers are "burning out." By contrast, Time Banking has been successful in recruiting "new" volunteers – 50% of the people involved in these programs have never volunteered before! Dr. Edgar Cahn, the founder of TimeBanks USA, created the concept of Time Dollars in 1980 as "a new currency to provide a solution to massive cuts in government spending on social welfare. If there was not going to be enough of the old money to fix all the problems facing our country and our society", Edgar reasoned, "why not make a new kind of money to pay people for what needs to be done?" Time Banking programs value everyone's contributions equally. Dr. Cahn is the author of two books, *Our Brother's Keeper* and *No More Throw-Away People*.

There are 300 Time Banking programs operating in 22 countries - 100 of those are in the United Kingdom. They are promoted as a tool for "community regeneration." The UK government is currently looking at incorporating Time Banks into the national health care system.

An example of a nearby program in Portland, Maine has 700 active members choosing from 800 services. In 2006, members exchanged over 20,000 hours of service.

One of the most successful and long-standing programs is in New York City. Since 1987, Elderplan's Member to Member Program focuses on seniors helping seniors by providing services such as minor home repairs, escorts to the doctor, help with shopping, and friendly visits. In return, volunteers earn "time dollars" which can be exchanged for assistance they may need in the future or redeemed for health-related products, free lunches, and other amenities.

In September 2007, the Department of Seniors sponsored an introductory workshop for 25 stakeholders hosted by TimeBanks USA founder Dr. Edgar Cahn and co-director Christine Gray. With support from the Department of Economic Development's Community Vitality Fund, three volunteers attended the International Time Banking Conference in Wisconsin (November 2007). With support from the Department of Seniors, the Federation of Community Organizations (HRM) has developed a model of community engagement for Time Banking and has used the model to determine the level of interest, discuss challenges and opportunities, and seek recommendations from among its diverse member organizations and other rural-based stakeholders.

The findings of this project (due in mid-June 2008) will inform program development and community engagement activities undertaken by the Department of Seniors to promote and support the creation of Time Banks in communities across Nova Scotia.

COMMUNITY DEVELOPMENT IMPLICATIONS

Quick Facts

- Based on the percentage of seniors, Nova Scotia is the oldest province in Atlantic Canada; the second-oldest in Canada – after Saskatchewan.
- The percentage of Nova Scotia's population 65+ increased to 15.1 percent (from 13.9 in 2001). Currently, 14 towns in Nova Scotia have between 20 and 30 percent seniors. Projections show several of these towns will be at or approaching 50 percent seniors by 2026.
- The aging of the baby boom generation is compounded by the out migration of young people and low fertility rates. Nova Scotia has been below the national average for fertility rates for over 20 years and has a lower percentage of women of childbearing age due to migration to other provinces. Nova Scotia currently has the second-lowest proportion of children under 15 - after Newfoundland and Labrador.

Population aging has broad social implications. Expenditures for health, continuing care, housing, and community-based transportation, to name a few, will inevitably increase with an aging population. However, demography is not destiny. Opportunities to minimize the impact of these costs are also increasing through planning, broader stakeholder engagement, and growing awareness of the roles that every sector can play in ensuring that seniors are encouraged and supported to remain self-reliant, are able to contribute to family and community in meaningful ways, and can feel safe and secure in their homes and communities. Initiatives currently being developed and implemented by the Department of Seniors will benefit not only the senior population, but all Nova Scotians and their communities.

CONCLUSION

The Supportive Communities goal in the *Strategy for Positive Aging* is to ensure “seniors have opportunities for personal growth, lifelong learning, and community participation in safe and supportive environments.”

- Time Banking programs have the potential to advance nearly all of the 32 actions detailed under the Supportive Communities goal. Time Banks can provide greater support to Nova Scotia's voluntary sector, while also redefining “productive aging,” making better use of under-utilized skills, enhancing in-home supports to extend independence, and strengthening the social capital of Nova Scotia communities. The focus of Time Banking programs in Nova Scotia will be to strengthen community development and ensure community sustainability in a way that responds effectively to challenges associated with population aging.

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The Models for Rural Development and Community Capacity Building Research Program – Emerging Themes and Interim Findings

The Models for Rural Development and Community Capacity Building is a research program of the Rural Secretariat, Agriculture and Agri-Food Canada, which is supporting 21 models of community development with over 50 sites including nearly 300 communities from all provinces and territories. The models are working with literally hundreds of local, regional and national partnerships to examine the operation of networking, capacity building, and participatory approaches to inform program and policy development, and benefit rural communities across Canada.

The research and analysis activities of the Models for Rural Development and Community Capacity Building Program will contribute to the understanding of what approaches (models) to community development and capacity building work in rural, remote and northern communities. The learning generated by these community-based projects will be used to inform all levels of government to support their decisions on programs and services for rural Canadians, as well as future policy directions. In addition to helping governments with their decision making, the information developed will benefit the individuals, organizations and communities involved with the models and other projects aimed at community development and capacity building.

This exciting and innovative program wraps up at the end of March 2008, although some research, analysis and dissemination activities will continue after that. Emerging themes and interim findings are already apparent. The diverse nature of the program has enabled research on a wide range of approaches to community processes, economic development, rural demographic challenges, and many other issues. The multi-year funding and flexible definitions of deliverables have enabled community development groups to adapt their approaches to local issues and changing contexts.

Key Components of Community Work.

Previous research in this field had indicated that there were three themes which merited closer examination. Each project funded by the Models for Rural Development was expected to examine and report on learning about partnerships and networks, community capacity building, and participatory approaches, as well as model-specific research questions developed by the model proponents in consultation with the participating communities.

What has been Learned?

Emerging themes around partnerships include understanding the time and effort required to build functional partnerships and networks, and the importance of flexibility as these collaborations evolve. Community capacity building was enhanced by the interaction of proponents and participants in communities that partnered to demonstrate a common model. There were also many lessons learned about the readiness of specific communities or groups to participate in particular approaches to community development. Many variations of participatory approaches were implemented by the various models and sites, and although these approaches often added complexity to the start-up of a project, in many cases this contributed to the satisfaction of participating groups and the likelihood of sustainability. Many of the models developed or adapted particular tools and strategies for community work. Some of these have the potential of widespread relevance, while others were based on lessons learned about adaptation of common approaches to particular local contexts. The program has been designed to collect and disseminate useful tools and strategies, along with comments on potential relevance for specific situations.

Intent and Purpose – Original and Ongoing.

Rural Canadians will benefit from the results of these research activities in many ways. In the short-term, people living in the communities in which the models are being tested are benefiting from the projects and gaining useful skills. Experience with these projects will also be helpful for organizations and individuals involved in rural development. In the long-term, the lessons governments and rural communities learn from these models will provide government with validated information to guide the formulation of rural development programs and policies which will encourage and facilitate partnerships and networking, community capacity building, and participatory approaches. The exciting part of this program is that people living in rural areas are playing an important role in gathering information that will have a positive impact on their own and other rural areas. This addresses issues that have been raised in a number of contexts: that governments need to work with communities to develop policies, programs and services that assist rural communities and that the solutions to the challenges facing rural Canada are found in rural communities themselves.

Note: The Rural Knowledge Clusters project of Nova Scotia Community College, which is featured in one of the IACD conference field trips, is one of the models for rural development supported by this research program.

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Fishing for the Future II: Tracking the Coastal Community Network from First Beginnings to Economic Sustainability

The proposed paper outlines a collaborative research project which will begin in February, 2008. This project, *Fishing for the Future II: Tracking the Coastal Communities Network from First Beginnings to Economic Sustainability* will be exploring the process that the organization has undergone from its inception 15 years ago during the fishery crisis, through its ensuing history, to its current place as the largest rural advocacy group in Nova Scotia. The paper explores models and best practices which will enable the CCN to shift from a strictly not-for-profit model towards one which will employ the idea of social entrepreneurship in an attempt to create economic viability and sustainability for itself in the future.

The Coastal Communities Network is the community partner in this collaborative research. It came into being as the result of the *Fishing for the Future* conference held in February of 1992 in response to the collapse of the ground fishery. Although initially created to deal with the on-going crisis in coastal Nova Scotian communities, in the ensuing 15 years it has grown to become the voice of rural and small town Nova Scotia as a whole.

The CCN's mission is to provide a forum to encourage dialogue, share information, create strategies and undertake actions that promote the survival and development of Nova Scotia's coastal and rural communities. It does this in a number of ways: by acting as a convener and mediator, bringing together groups and people with divergent points of views and interests. By providing a safe neutral forum, it assists people to look at the wider issues and seek common ground and complimentary solutions. The CCN also provides a province-wide network for rural communities and individuals, helping to break rural isolation and providing both networking opportunities and moral support for overworked community-based volunteer. Through its capacity building and life long learning programs in areas identified by rural citizens, it helps to build the effective leadership critical for ensuring vital, healthy sustainable rural communities. The CCN is a strong proponent of rural research, striving to conduct research on issues that are identified by its membership as being critical to rural development. This research is community based, in that it is in response to a community need and is conducted with community members and the results are given to communities for their use. CCN members also play a proactive role in identifying issues that have wide implications for rural Nova Scotia, convening as many sectors as possible who are affected by any particular issue and playing a facilitation role to identify common actions.

The Vision: Like most community-based organizations, the CCN is constantly having to find outside sources of operational funding to keep it going from one year to the next; further, it is dependent on project-based funding to allow it to undertake its many (and increasing) research and capacity- building activities. Currently, because of this "not-for-profit" funding model and all that it entails, the CCN does not have time to step back and examine where they've been and where they could go; it is forced by time and funding constraints into being reactive to crises instead of proactive to avert crises. Thus, the organization is working on finding ways to develop sustainable revenue streams to allow it to become less dependent on outside funding (such as its *Between the Land and the Sea Project*).

The Key Components: This research project has four key components, which build on each other:

1) develop a history of the CCN from its creation in February, 1992 to its current state;

- 2) create an asset map of what the CCN has that it might be able to leverage into revenue streams (e.g., facilitation expertise, mediation services, research, etc.).
- 3) identify best practices from existing social entrepreneurial literature and organizations that may be used by the CCN to make the shift from a “not-for-profit” funding model to a social entrepreneurial one.
- 4) combine the three previous goals to create a “social economy case study” of how a not-for-profit-organization is formed, grows, and then moves toward a social entrepreneurship model in an attempt to become self-sustaining.

The Intent and Purpose: This in turn will allow it to be able to create long-range planning and goals, as well as remove the time-consuming task of constantly having to be looking for funding sources, time better spent in doing what it is mandated to do. Thus, its goal for this research project is to allow it to articulate and then learn from, the process through which it has grown into today’s organization, and further, to explore best practices and models of social entrepreneurship which it could adopt, allowing it to move forward towards economic sustainability.

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Learning the World and Building a Sense of Community while Watching the Silver Screen: Community Education through Documentary Film Festivals

While there has been a noticeable increase in the number and popularity of film festivals since the mid 1990s, there is little written about documentary film festivals as tools for community building, community education, and outreach for social justice. The fact that documentary film festivals are not discussed as tools for greater democratic participation, citizenship education, community building and community development is an unfortunate oversight. Among the most important efforts of civic education, few have been as long lasting as the Canadian National Film Board (NFB). Selman et al. (1998) suggests the NFB was effective in providing coast-to-coast education, including the ground-breaking Fogo Island project which used films and filmmaking for community development. As the NFB has seen its funding eroded in recent years, there is a shift from government-initiated programs to community-based initiatives turning to film festivals as tools for community building and community education.

In this presentation, I will focus on one community-based film festival that has taken place in Peterborough, ON, since 2005. A coalition of community and university organizations, 92 community sponsors, and 100 volunteers have all contributed to making this 3-day documentary film festival a successful yearly community education event that takes place in 3 venues concurrently and had from 1800 individual film screenings in 2005 to 3400 individual film screenings in 2007, went from having no money to a budget of \$28,000 and growing. While one goal of this community education and community building event is to showcase films by independent documentary filmmakers, local and international, another is to build links between the local and global. In addition to films, local and international art displays have been organized at each venue while local performing artists have been invited: Native drummers, a high school group using African-style drumming, and an international students' choir have all participated. Festival goers represent an intergenerational demographic and are diverse by background and interests. A film festival is a vehicle for presenting a wide range of topics to be aired in public: homelessness and housing, drug addiction, poverty, gay and lesbians issues, women's and environmental issues, community struggles in various parts of the world, among others, have all found a receptive audience.

Futurist Kevin R. Roche suggests that in the twenty-first century, competition will not be over market share but "over capturing share of mind, share of time" (cited in Turan, 2002, p. 56). Film festivals are not only "places where tickets are taken and movies are shown" (p. 65). At Ouagadougou, Burkina Faso, site of the Panafrican Festival of Cinema, Richard Peña, director of the New York Film Festival and the Film Society of Lincoln Center suggests, "Here you see how open and dialogic the relationship to film is. Goddard said that cinema is what goes on between the screen and the audience, and it really goes on here. You are seeing a truly communal experience" (p. 66). To explain the interest of cinema in Africa, an anonymous director reportedly said, "there are no illiterates in the world of cinema," which makes film an ideal tool for outreach. Incidentally, Burkina Faso has a literacy rate of only 18% (p. 75). Gaston Kaboré, a pioneering film director in Burkina Faso suggests that "ever since we started making films, we have used cinemas as a tool of liberation, liberating the individual in his mind. We need to describe our own reality by ourselves" (p.71). In another part of the world, Sarajevo, Bosnia, people defiantly dodged bullets and a siege to attend film screenings; it was "so important to local morale that the Bosnian government has issued a stamp in its honor" (p. 94). Dzeilana Pecanin added, "In spite of all the hardships we never give up on the things that made us human beings, not animals" (cited in Turan, p. 104). "You see films," says Haris Pasovic, "because you want to connect, to communicate from your position on the other side of the moon, to check whether you still belong to the same reality as the rest of the world" (p. 105).

Documentaries play an important role in the recording and analysis of community struggles and victories, and as such deserve our attention. Hall (1996, 2001) suggests we need to “strengthen the documentational aspects of an already existing knowledge creating process” that provide “a context of continuity” and engagement for activists and adult educators (2001, p. 174): “our own transformative struggles deserve more attention” (1996, p. 123). Documentaries serve to create connections across differences, of gender, race, culture, religion, class, across a country or the world, and offer an opportunity for dialogue by exposing a problem, at times a victory. Documentary film festivals attempt to raise consciousness and stimulate debate among citizens. Inspiring stories of community development, social and political engagement can serve as models for effective action. Champoux (1999) claims the unique qualities of film make it an uncommonly “powerful teaching tool . . . unequaled in its ability to hold and direct the attention of the viewer” (pp. 242-243). Boler and Allen (2002) and Cristall & Emanuel (1986) suggest that independently produced documentaries offer the opportunity to judge what is missing from mainstream media and think critically about the images that dominate our visual horizons. Film festivals represent ways to engage various groups to find out about each other. The organizing of the film festival can also build a sense of community and help create new and dynamic networks across individuals and organizations in a community.

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Community-Based Planning in First Nation Communities in Saskatchewan, Canada

Fundamental values rooted in the land; poor and limited land holdings; a critical if not desperate need for more resources and better living conditions; and a direct relationship with the Federal Government are among the features that distinguish First Nation communities. Each of these features supports the conclusion that, in this context, planning is particularly important.

There is a need for immediate and coordinated action to help First Nation communities increase local employment, settle land claim issues, negotiate resource rights and prepare for self-government. Planning is an instrument that helps communities understand current circumstances collectively determine the need for change and clearly define future possibilities. Planning sets the stage; it guides individual decisions; it indicates how and where the community should grow; it establishes how community resources should be managed; it serves as the basis for negotiating agreements; it is transparent and holds everyone accountable.

Over the past year, the Cities & Environment Unit has been working with four First Nation communities in Saskatchewan to develop, implement and monitor comprehensive community-based plans and will begin planning work with four new pilot First Nation communities in March 2008. The Comprehensive Community-Based Planning (CCBP) Pilot Project represents a bold commitment to rethinking community development in First Nations and responding to urgent issues and needs in the communities. The success of Community Plans relies on changing attitudes and approaches at the local, regional and national levels with respect to First Nation community management.

The CEU brings to this work expertise in community planning and development, along with an integrated and comprehensive approach to working with communities. We developed the First Nations Community Planning Model, which is recognized as a distinguished and effective template for community planning, and have worked with First Nation communities, and numerous towns and cities across Canada and around the world.

The Model makes it possible to address all aspects of the community holistically and comprehensively, engaging community members every step of the way. The approach is action-oriented, and provides tangible products and concrete steps to achieve the goals each community. The resultant Community Plans are seen as working documents that will lead to real change on the ground. The CEU's approach centres on a community-based philosophy that encourages and employs extensive community involvement throughout the development and implementation of a Plan. This approach ensures that community members and band administration are fully aware of the planning process, have many avenues for meaningful input and participate in the implementation of projects. The three fundamental conditions of community-based planning are:

1. The Plan comes from the community.
2. The Plan is appropriated by the community.
3. The Plan inspires and motivates the community.

Capacity building is also fundamental in our approach. The work has been structured to provide hands-on, product-based learning through the development and implementation of CCBPs. Particular to this pilot project, a local Community Planning Network has emerged in Saskatchewan that will continue to provide support and connection for First Nation

communities in the province. The CEU will also continue to build on this enthusiasm and potential through working to create a Community Planning diploma program at First Nations University of Canada and a First Nation Planning Resource Centre in Saskatchewan.

This project has provided a great deal of awareness, tools, capacity and examples of what planning can do for First Nation communities. The CEU has gained tremendous insight and experience from the first four Saskatchewan Pilot communities, and have subsequently improved and adapted the Model based on lessons learned. We have advanced our thinking about how to make an even greater difference in First Nation communities and have adjusted our approach to better respond to local circumstances, needs and condition. Building on the foundation of work completed, the legacy of examples and local capacity in developing Plans will continue to advance and improve as the project move forward. The conference What's Working in Community Development offers the Cities & Environment Unit an opportunity to share specific examples of how we have advanced our thinking about community planning through our experiences with CCBP in Saskatchewan. The conference also presents the CEU a forum to discuss, listen and learn from other organization's experiences in community development. We look forward to June 2008.

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Using a Matrix (Multiple Lens) Approach to Prevention and Community Education in Northern Nova Scotia

1. What have you discovered and now learned about community development practice/research that aligns with and supports your work (if the work has been completed or ongoing)?

- The Northern region of Nova Scotia comprises three counties (Cumberland, Colchester-East Hants, and Pictou) and a diverse population that includes town and rural communities, aboriginal populations and ethnically and culturally distinct communities.
- Prevention and Community Education (P&CE) staff members of Addiction Services have long worked with communities to address cultural factors and determinants of health that impact behaviors and environments that can lead to negative outcomes including addiction.
- Addiction Services evolved from a grassroots initiative developed by and for the community and is still advised by a Community Advisory Committee.
- The increased resources in staff members, government support and recognition of the role of prevention and community development in the shared service area of Addiction Services have helped to shape a unique framework of service delivery.

2. What is the vision for the community work that is being done? What is the community's view of the work being done?

- In the past, success in prevention initiatives has been hard to track and evaluation measures relied on anecdotal evidence rather than accurate tracking measures.
- It is only since 2002 Prevention and Community Education (Addiction Services) have adhered to standards and best practices guiding our work and outcomes in the areas of: communication: facilitation of learning, enhancing community health, community mobilization, advocacy and policy development.
- These standards are utilized on a provincial level and assist Addiction Service (AS) teams in achieving timely services standards (TSS) and prioritizing service plan delivery.
- With increased resources allocated to preventative programming as well as a growing body of research and best practices, community prevention efforts are recognized as an essential aspect of addressing addiction and enhancing community health by stakeholders and community partners.
- In addition to community presentations and awareness building opportunities, P&CE staff members assist in the coordination of a number of community development initiatives including locally-driven committees concerned about community drug use, workplace policy development, and community capacity and partnership development.
- While these standards have been beneficial, P&CE staff members recognize that these standards alone are not sufficient to build success in communities. The vision of our staff team includes the development of a new lens (**matrix**) with which to undertake community development work.

3. What are the key components of your strategy/process/ collaboration that have built/anchored your work?

- Our work in communities has led to an understanding that a complex response to community development and health promotion prevention initiatives calls for a wider lens in which to view the process of community development.

- Our knowledge in community development, the increased body of documented evidence, and our strength in prevention initiatives focused our redesign of the standards. (Appendix A).
- The **matrix** approach continues to rely on our five standards but also introduces three lenses that focus and add shape to our work. These lenses are: to provide accurate messaging of harms and protective factors, to provide effective marketing of our services, and build protective factors including internal and external resources.

4. What was the intent and purpose of the work you are doing when it was started? Is what happened what was intended? Why or why not?

- This **matrix** has been developed since 2006 and has been the basis of developing a new service plan and stronger qualitative measures (QM) and evaluation measures that adhere to CIHI standards
- By developing and incorporating a **matrix** design to community development, we expect to add a richness and depth to the programming initiatives and service plan delivery undertaken in the northern region of Nova Scotia.
- Our **matrix** provides a lens of the work we undertake as a staff team. By viewing each action item in our service plan ‘deliverables’ through a series of lenses we are able to see if the initiative passes a series of requirements that focus the outcomes and approach we take.
- As resources and community support build, prevention staff at Addiction Services have the opportunity to develop a framework that can track and measure success of our community-driven initiatives.
- The matrix evolved through our regional teams desire to work as a cohesive unit, in partnership with community, government and institutional allies and will allow P&CE to be at the forefront of addressing the diverse needs of the communities in which we work.

This 60 minute workshop will be co-facilitated by the P&CE staff of Addiction Services. Elements of the presentation will include a brief history of community development in northern Nova Scotia, an introduction to the **matrix** approach and supporting documentation, and evidence and best practices in this area. Our workshop will be a dynamic interplay. Facilitators will highlight and showcase a number of unique service plan initiatives employing the **matrix** approach. Finally, the **matrix** will be presented in a generalized form allowing participants the opportunity to individualize content and approach to take back to their respective communities.

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Nova Scotia Community Counts: Using Data for Sustainable Community Development

Communities need data to inform and support their sustainable development. The Nova Community Counts information system is a web-based resource for communities and government to provide data and information for evidence-supported decision-making by policy makers, program planners and community developers.

Communities need data to inform and support their sustainable development. The Nova Community Counts information system is a web-based resource for communities and government to provide data and information for evidence-supported decision-making by policy makers, program planners and community developers. It is being utilized in the context of Nova Scotia's Community Development Policy. This policy promotes a model of sustainable community development - a process in which a community uses and enhances its social, cultural, economic and environmental resources to ensure a better quality of life for everyone, now and for generations to come.

NS Community Counts provides thousands of facts about hundreds of communities through one website - www.gov.ns.ca/finance/communitycounts. Community Counts presents social, economic and environmental data that illustrate the unique nature of each community. With easily accessible information, Community Counts also allows comparisons of community resources among regional, provincial, and national levels to present a more complete picture of Nova Scotian communities. Data is organized into ten domains that cut across all sectors - Demographics, Social, Income, Health, Education, Resources, Households, Environment, Labour, and Production. This enables the use of cross-cutting frameworks like sustainable community development. The workshop will include a brief demonstration of the key features of the system: the indicator domains, the levels of geography, the thematic maps and other graphics to make it easier to understand the data that is being presented.

Community Counts has been used by a growing number of Nova Scotia's community-based organizations. Two examples will be presented in the workshop. One involves a neighbourhood development project in a community considered to be at risk in many ways. The other relates to building capacity among community groups to use local data for community development.

Action for Neighbourhood Change in Spryfield is a neighbourhood development project supported by the United Way of Halifax Region in collaboration with community groups. Community Counts provided detailed information and maps to inform community conversations about current and future development. It also collaborated with the School of Planning at Dalhousie University to develop indicators of the built environment that contribute to a healthy and sustainable community. The *We are Spryfield* report is an exemplary document that used Community Counts resources effectively.

The Community Development Planning Project (CDPP) designed and tested a program to help community groups prepare more realistic and evidence-based community development plans and funding proposals. The approach was to introduce groups to the Community Counts system and to facilitate participatory planning processes making use of evidence drawn from the system. One intended outcome was the development of a network of trained facilitators across the province who would assist community groups in using the planning process and Community Counts to strengthen their community development planning activities.

The lessons learned from these projects include:

The Spryfield Project

1. Local knowledge, intelligence, and interpretation are needed to bring meaning to data about communities.
2. Good data about a community can support an asset-based approach to community development.
3. Providing information on how the built environment impacts community safety, trails, and transportation adds an important perspective about how to create healthy communities.
4. Defining community boundaries can be contentious.
5. Use of visual aids like thematic maps can engage community residents in conversations about their communities.

The Community Development Planning Project

1. Community Counts is a major new asset for community development practitioners in Nova Scotia.
2. Community Counts is an effective educational and planning tool for community groups.
3. There are practical constraints on the use of Community Counts by community groups.
4. Community groups need guidance and facilitation in shifting from single issues to more strategic approaches.
5. There will be an ongoing need for technical support, advice and communications for practitioners and community groups using Community Counts.

While both of these projects have been completed, new work on Community Counts is in development. This involves building community capacity for ongoing training in the use of Community Counts for development and incorporation of crosscutting frameworks like “sustainable communities” into the system. The capacity building work is being done in collaboration with the Coastal Communities Network, a leading community development organization in Nova Scotia. Highlights of the work will be presented in the workshop. The other new development involves adding new data and features to the system to support holistic approaches to community development.

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Citizen (Community?) Stewards: Reclaiming the Authority Privilege and Duty of Stewardship

Mission: To move and inspire youth in partnership with adults to steward the Gulf of Maine and its watershed.

Activities/Programs: Community Based Initiatives (CBI), Teacher Training Initiatives (TTI) and Community Communications Initiative (CCI).

Target Population: The Gulf of Maine watershed, total population approximately 30,000,000.

This presentation will focus on the importance of helping youth and mentors spearhead environmentally based community development projects across the bioregion. Youth, working with local communities environmentalists and scientists, assume the authority, responsibility and duty to plan and steward their local environmental projects.-This connects and bonds them to their local and bioregional communities and simultaneously their social communities.

1. Discoveries and learnings: In seven years GOMI has moved from an idea to a bioregional network composed of volunteer partners including university scientists, public schools teachers, environmentalists and government officials. We have learned how to:

Develop effective methods for training teams to think bioregionally and lead locally;

Raise funds to support summer Workshops and local projects;
Recruit highly qualified, volunteer, science faculty;

Provide technical support to Community Based Teams (CBI);

Train and support 24 CBI teams which have reached out to over 6,000 people; and

Communicate via our website at HYPERLINK "<http://www.gulfofmaineinstitute.org>" www.gulfofmaineinstitute.org and our quarterly newsletter GOMI Currents.

GOMI's network, a strong collaboration of individual and organizational partnerships, allows GOMI, a virtual organization, to tap into diverse material, political and financial resources

2. The vision: Crucial to human survival are clean earth, air and water. Learning to manage them in a sustainable and just way is perhaps the greatest challenge facing our collective development on Earth. To meet this challenge a new generation of leaders needs to be mentored - leaders who will understand firsthand the intricacies of natural and human systems and who will engage and lead others in local solutions. GOMI's mission is to create such leaders, citizen/stewards.

Nurturing citizen/stewards requires reconsideration of the purpose for and method by which our youth are educated. Current educational practices and cultural values have undermined young people's capacities for hands-on, direct understanding their natural world and disempowered them from the decision-making processes in the communities within which they live. Yet our political ecology, like our natural ecology, is best understood and mastered when

abstract cognitive processes are joined by sensorial immersion in the subject matter.

Johnny and Jane are not being prepared to meet the changes and challenges looming on the horizon. In his recent book, *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*, Richard Louv points out that to develop psychologically and spiritually and meet these enormous environmental challenges young people need to make experiential contact with the natural world.

3. Key components: We meet the challenge by training CBI teams of youth and mentoring adults from throughout the bioregion. Our systems approach employs sensorial immersion in real life settings. Participants develop a deep and intuitive sense of interconnected natural ecological and human political systems, and learn how to manage them. As result youth become aware and active citizens.

GOMI Teams are recruited locally. Typically, Teams are composed of seven high or middle school youth along with 3 adult mentors and represent the broad cultural, class and ethnic diversity of the region. Participation requires a two-year commitment: two summer CBI Workshops and two academic years. The summer Workshop is a weeklong residential immersion in environmental science, team building and civic engagement. CBI teams learn 1) the basis of scientific inquiry, 2) how local efforts promote the health of the bioregion, 3) techniques for project planning, execution and presentation, 4) methods for presenting scientific findings and recommendations to civic groups and, 5) how to involve larger groups of citizens.

During the academic year, GOMI supports the Teams in their community efforts. All the projects include research, action, awareness building and advocacy. Young people learn to positively influence their world. Current projects will be presented and discussed.

4. Intent and purpose of the work: The purpose was and is to develop a bioregional network of youth teams committed to thinking bioregionally and acting locally. Generally, what has happened is what was hoped and expected, however, at a slower pace - building such networks is very time consuming and funding the enterprise has been daunting.

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Nomination Grand Pré – Development and Organization of a Bid for the UNESCO World Heritage List

In 2004, Canada's Tentative List of sites to potentially be proposed to UNESCO for World Heritage Site designation was prepared. Grand-Pré was chosen as one of eleven national properties out of 125 considered to be included on Canada's tentative list! As a result, a steering committee was formed in March 2007 to begin work on a bid for Grand Pré and it is anticipated that a nomination proposal will be ready for submission in 2010. An advisory board was formed and a steering committee was selected to manage the project. Kings CED Agency and Société promotion Grand-Pré (SPGP) co-chair both groups.

The World Heritage Convention is an international agreement signed in 1972 between countries to protect properties of outstanding natural and cultural importance that are a part of the common heritage of humanity. As of 2006, there are 184 states party to the Convention. The World Heritage List is a list of natural and cultural properties that the World Heritage Committee has judged of being of outstanding universal value to be protected for future generations to appreciate and enjoy. In order for a site to be nominated as a potential World Heritage Site, it must first be on a State Party's Tentative List.

The key components of a World Heritage cultural site submission:

1. Demonstrate the outstanding universal value, meaning that the cultural significance is so exceptional at the international level that its permanent protection is important to humanity as a whole;
2. Meet the test of authenticity in design, material, workmanship or setting and in the case of cultural landscapes their distinctive character and components;
3. Meet test of integrity relating to conditions of physical fabric, control of deterioration processes, protection of necessary elements, and relationships within cultural landscapes, historic towns and living properties;
4. Have adequate legal and/or contractual and/or traditional protection and management mechanisms to ensure its conservation.

A national Tentative List was prepared by Canada in 2004. Grand-Pré was one of eleven national properties out of 125 considered to be included on Canada's tentative list! As a result, a steering committee was formed in March 2007 to begin work on a bid for Grand Pré and it is anticipated that a nomination proposal will be ready for submission in 2010. An advisory board was formed and a steering committee was selected to manage the project. Kings CED Agency and Société promotion Grand-Pré (SPGP) co-chair both groups.

The main outputs of the initiative are to successfully secure funding support for the project, undertake the necessary research to demonstrate outstanding universal value and to submit the nomination proposal for 2010.

The Kings CED Agency would like to present an overview of the project, results to date and next steps, as it is an important initiative for the region. Seeing as this initiative may result in a World Heritage Designation, it may be of interest to the international delegates at the conference.

What are the key components of your strategy/process/collaboration that have built/anchored your work?

To accomplish the objective of successfully having Grand Pre inscribed on UNESCO's World Heritage List, partnerships with a large group of stakeholders are required to create an Advisory Board for the project. These include:

1. Kings Community Economic Development Agency
2. Société nationale de l'Acadie (SNA)
3. Société promotion Grand-Pré (SPGP)
4. Parks Canada
5. Kings Hants Heritage Connection
6. Kings Federation of Agriculture
7. Atlantic Canada Opportunities Agency (ACOA)
8. NS Department of Tourism, Culture and Heritage
9. NS Office of Acadian Affairs(OAA)
10. Grand Pre Marsh Body
11. Nova Scotia Economic Development

What vision is the community work that is being done? What is the community's view of the work being done.

The local community is an integral part of the nomination. The vision for the community work is to engage the residents of Grand Pré, North Grand Pré, and Hortonville to support the project and be a part of the group working toward the successful designation as a UNESCO World Heritage Site. To date, the community has given support to the project in at a public meeting. Additionally, the community asked for assistance in forming a Community Association. This was a surprise. This second project is occurring parallel to the UNESCO World Heritage proposal. Although only one aspect of the many benefits of a Community Association, the two projects are linked as one of the purposes of the proposed Association will be to elect two representatives to the Grand Pré UNESCO Advisory Board.

The overall outcomes of the initiative will be increased community pride, tourism opportunities for the Grand Pre community and surrounding areas (increased heritage tourism as a result of the inscription) and a mechanism to manage sustainability in the Grand Pre area.

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Key Strategies to Survive During Times of Change and Chaos

The work of Chebucto Communities Development Association (formerly Captain William Spry Community Centre) has been operating in Spryfield and surrounding communities, in one form or another, since the late 1970s. We have learned, via the Multi-Service System, that cross-sectoral, multi-faceted development requires dedicated staff time to break down barriers and develop partnerships. Good intentions alone are insufficient to bring together different perspectives and mandates to move communities forward. As well, a clear vision is essential to carry on the work, regardless of changing dogmas and varying levels of support over time.

Our vision includes active, engaged residents who know they have a role to play in their community; vibrant and effective groups; and agencies and institutions that are responsive to community priorities, by building on the history and successes of the Mainland South Multi-Service System. Some of our work has been highly visible to local residents, and some has been done quietly behind the scenes, so residents' views about our work vary across the population and over time. We are learning that a good communications plan is critical to build support and community involvement for the kind of work we do, and that a wide variety of communication approaches is essential.

We have recently articulated several key strategies to strengthen and expand our work, inspired in part by a dramatic reduction in municipal government support, and new opportunities created with United Way of Halifax Region through the federally funded *Action for Neighbourhood Change* project.

- Build and demonstrate local capacities to advance towards a better life in communities through:
 - organizational and leadership development via a volunteer centre;
 - partnership building and resource access;
 - planning of community-based strategies using our facilitator role;
 - community research with others to monitor and assess change over time.
- Using our facilitator role and a comprehensive approach, improve social infrastructure by increasing the involvement of community groups, churches, youths, and resident associations in *planning* and *implementing* community-based strategies for a better life.
- Using our facilitator role, encourage agencies and service providers to fully involve residents in developing and evolving deeply collaborative, local services and programs that are responsive local priorities and that work toward system change.
- Create stronger linkages with local and provincial governments and representatives by developing regular communication with them.
- Collaborate with others to improve physical infrastructure, focusing on implementation of the Herring Cove Road Streetscape Plan, and improvement of housing stock.
- Strengthen our Association's effectiveness and governance by reviewing and regularly using our policies in: outcomes, governance, board-staff relationship, and staff limitations.

Summary of Abstract

Chebucto Communities Development Association identifies their learnings over 30 years of community development work based originally on a Multi-Service model, and identifies key strategies to move forward in spite of changes in government priorities and fluctuating funding.

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