
a cooperative process

for planning

sustainability



DISCOVERING *your* **COMMUNITY**

À LA DÉCOUVERTE *DE votre* **COLLECTIVITÉ**



un processus coopératif

de planification

de la pérennité

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FOREWORD

"We need everyone working in the campaign to protect the environment."

ROBERT BATEMAN

HONORARY CHAIRMAN, HARMONY FOUNDATION

"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

ANTHROPOLOGIST

We are standing on the edge of the future. Behind us is a world that no longer serves our needs. A world that we have taken advantage of, often without realizing or thinking about the consequences of our actions. The land, air, and water—and all those who depend upon them—have all been adversely affected by our damaging behaviours. Pollution, over-consumption and deforestation are only a few of the symptoms and causes of our crisis.

Once, few of us realized the environmental impact of our lives. Today, we know that our actions can dramatically affect the world. Together, we are becoming more thoughtful. We are learning to re-shape our ways and change the world. We have made some significant improvements by recycling glass, paper, metal and plastics; composting our organic waste; growing our own vegetables; re-using plastic containers and envelopes; reducing our use of electricity in our homes and offices.

Despite our good intentions and modest changes in behaviours, we realize that we have not done enough. We must adopt more fundamental change. We look behind us and we see a once pristine world and many of its inhabitants struggling to survive. Sometimes, we can feel overwhelmed and uncertain about our ability to change quickly enough to rescue the Earth from the destructive habits of humanity.

You may be thinking that the situation has deteriorated

too far, that "sustainability" is a utopian vision. Some educational materials acknowledge the seriousness of the situation but lack the direction and encouragement that is essential to positive change. Harmony Foundation's message is that it is not too late to create a better world—unless we are unwilling to try. Our personal actions are important, indeed essential, but for comprehensive change, we need to re-evaluate our communities, our goals, and our visions of the future and how to get there. *Discovering Your Community* will help guide you and your community successfully towards a future that can meet the needs of our generation and those to come.

Discovering Your Community is a helpful tool to guide you through the process of developing a sustainable community plan that involves all sectors of your community in a cooperative process. It was developed and tested as a part of Nelson, British Columbia's successful creation of such a plan. The workbook is a comprehensive, practical and easy-to-use resource that will help you and your community members develop a successful plan based on your community's realities and needs. We all want to take positive actions that are going to create a sustainable future. This workbook will make your process less a leap of faith and more of a movement to well-planned and effective action.

Standing on the edge of the future, we can see before us a world of possibilities. A world of cooperation that benefits ourselves, our communities, Earth and all her inhabitants. A world of small groups of thoughtful and committed citizens who have worked side by side to create a sustainable future for themselves and the generations to come. Together, they have assessed what makes up their communities, re-examined their values and goals, developed a vision of what kind of community they want to live in, created a plan of action to achieve it and acted upon their good intentions. In the process, they discovered their community.

By entering into the process that the workbook facilitates, you are becoming a part of that community of citizens, the visionaries of the future, who are making sustainability a reality by the actions they are taking today. Congratulations on your decision to join the campaign to protect the environment and good luck as you take your first steps into a promising future.

HARMONY FOUNDATION OF CANADA

AUGUST 1994

HARMONY FOUNDATION

INTRODUCTION TO SUSTAINABLE COMMUNITIES



"Ecologically sustainable development requires a profound shift in how we see nature and experience our relationship with the rest of life on the planet."

Sustainability

Unsustainability is endemic to western industrial society. It has become a way of life. Our economic models, political machinery, culture, education—indeed, our very world view—is founded upon dangerous beliefs that regard humans as separate and superior to the rest of life on the planet.

Development in the face of this denial of our interdependence has caused serious problems. Imbalance has manifested in the form of thousands of lakes and millions of trees dying from acidification; massive global deforestation; rapid desertification; staggering loss of species, gene pools and habitat; loss of soils; toxicity of land, air, oceans and lakes; ozone depletion; and an increasing preponderance of greenhouse gasses leading to potentially drastic climatological change. Social manifestations include rising population, poverty, disease, malnutrition and homelessness. The mainstream industrial perspective that regards humanity as separate from nature and sees nature purely as a backdrop for human affairs—as an object for human economic exploitation—has clearly demonstrated its inability to meet both human and non-human needs.

We need to rethink our social, political, economic and education goals and practices and make sure they are environmentally sound. We can no longer continue to grow in

THE NELSON ECOMMUNITY PROJECT

A sustainable community plan is being developed by the residents of Nelson, British Columbia to deal with current and future issues and goals. A base study conducted in 1993 produced a report characterizing the community, its issues, opinions and prospects, from the point of view of its citizens.

The study of Nelson as a model sustainable community—an "ECommunity"—was organized by the Harmony Foundation on contract with Health and Welfare Canada through its Healthy Environment Program which funded the project. This financing allowed the hiring of The Johnson Group to conduct the study. A donation from the John Labatt Foundation paid for summer students to assist in the community survey and its compilation.

The City of Nelson and the Nelson and Area Economic Development Commission pledged its full support and provided office space for the project staff, a meeting room for the Joint Advisory Committee and assistance with telephone, fax and copying services.

The success of the project was, in part, due to the materials and process outlined in this workbook. Nelson's steps, successes and lessons are referenced here to provide a concrete example for others interested in initiating a similar program. Other sustainability planning projects undertaken in Canada are also highlighted to serve as examples.

our present manner without threatening the health of the entire ecosphere. Given applications of current technology, it would take two planet Earths in constant cultivation to bring the rest of the world up to the western standard of living. The biosphere cannot even sustain existing levels, where one species—the human species—appropriates 40 percent of the “net primary productivity of photosynthesis”, the only real form of production in the biosphere.

Choosing sustainability

Good examples in western Canada of unsustainable communities are the “boom and bust” ghost towns left behind by the Gold Rush. Dependent entirely on one resource, without long-term thought or planning, these hastily-built communities could not survive the loss of their one *raison d'être*.

A HISTORY OF UNSUSTAINABILITY

Our current world view and development practices are founded in the Scientific Revolution. Matter was believed to be based on separate little entities, bouncing around, competing for space. Darwin extended these ideas to the biological world. Competition, survival of the fittest and individualism were taken up by the philosophers of the enlightenment and put into social practice and economic strategies for industrial development. Such qualities do exist in nature, but science today is finding something more fundamental: matter is based on relationships of probability patterns and flows of energy. Nature is not a machine reducible to independent mechanical components; it is a vastly complex system of intricate interdependent wholes which compete, co-operate and synergize into living systems, which again form even larger, more complex systems. We are a part of that ecosystem.

Unfortunately, we don't have to look to the distant past to find other examples of unsustainability. Today, many towns are faltering as important industries close down and businesses move to more lucrative or less restrictive locations. Others are suffering from pollution which has made their water unfit to drink and toxified their soil. On Canada's east coast, centuries-old fishing towns are being decimated by declining fish stocks. At the same time, many of our farm communities are turning to dust. Our inner-city neighbourhoods are faring no better; they are being ravaged from within by the damaging effects of alienation, poverty, hunger and violence.

Is this process the inevitable price of progress and change, or is it avoidable through long-term planning for sustainability?

Turning the tide: making necessary changes

Scientific research and public policy development need to be guided by a larger, more holistic understanding of life. Ecologically sustainable development requires a profound shift in how we see nature and experience our relationship with the rest of life on the planet. This is why so many people are taking steps in their personal lives to create sustainable communities.

The issue of sustainability on a global scale came to mass public attention in 1987 when the United Nations Commission on Environment and Development published its ground-breaking report, *Our Common Future* (The Brundtland Report). Sustainable development was defined as, “the ability of present generations to meet their needs without compromising the needs of future generations.” More importantly however, the report made the connection between social deterioration, environmental degradation and economic decline.

Under the axiom of “think globally, act locally,” the concept of sustainable community has been gathering momentum across Canada. An increasing number of towns and cities are beginning to view their future with a more enlightened eye—one which looks not only at economic growth but at environmental and social “quality.” For true and lasting sustainability, environmental and social issues must be the basis of the community planning process.

Community

Community is more than where we live. It is more than people. Community is all encompassing: people, their

cultural and social attitudes and activities, the land, water, air and all resident species. More specifically, community is about relationships, the interactions between and amongst all of these entities. We need to grasp this special way of thinking about a community to ensure the on-going health and prosperity of all the life which lives therein.

Working toward the goal of sustainability entails a thorough examination of the community—analyzing its hopes, fears, strengths, weaknesses and uniqueness—so that a balance can be achieved to ensure the community's on-going health and prosperity. If ecological sustainability is going to be meaningful, materially and otherwise, a comprehensive examination must form the basis of the process.

This workbook is designed to help you in that examination.

Getting to sustainability

The bottom line of sustainability is the ecological carrying capacity of the local and global system. The next point, from the "social" perspective, relates to political will and the concept of equity. People must be a central part of the process. Ecological sustainability will become political reality when people understand and desire it, as individuals and collectively. Ecological sustainability is a personal as well as global issue. Sustainability of one community, human or other entity, cannot be gained at the expense of another. Equity, therefore, figures prominently in the equation. Carrying capacity, or some similar concept, must form the foundation for any vision of sustainability and process for its implementation in the field.

The manner in which we work together, is also critical: sustainability must come from processes that are sustainable and be based on principles of equity. It depends on a positive and cooperative approach. The ends are the means.

This workbook is meant to help you understand the society, the environment, activities, goals and the people that make up your community.

Planning for sustainability is neither boring nor repetitive. It has all the earmarks of an exciting journey—a journey through change, opportunity and achievement. It is a constructive challenge to conventional wisdom and the status quo. It begins with small steps which grow larger and more frequent as you gain confidence and direction.

Sustainability planning is more than implementing an economic development plan, cleaning up a river, providing recreational opportunities for seniors or arranging events to celebrate local history. Every aspect of community life is measured against the bottom line: living within the limits of

the environment which supports us. This requires more than cosmetic or token gestures: the process you use will determine where you are now, where you want to be and how you plan to get there.

In the book *No Place Like Home: Building Sustainable Communities*, author Marcia Nozick identifies five interrelated components which provide a framework of action for developing sustainable communities:

■ Working toward self-reliance:

A self-reliant economy tries to generate and retain new wealth for a community by stretching human and physical resources and putting them to productive use. We can create new industries designed to serve local markets, as opposed to simultaneously allowing the export of valuable resources while importing other goods which drain away capital. The idea is to keep dollars circulating as much as possible among members of a community by pursuing an economic strategy based on local production using local resources to meet local needs rather than through externally controlled corporations.

■ Harmonizing with nature:

All things, from the individual to the community to the region and outward, are interconnected: every human activity impacts on other social and natural systems in the world. Locally-based development, which is responsive to community needs, must be planned to fit harmoniously within the greater ecosystem. The emphasis needs to be on building partnerships and connections between the various parts which make up a

"ENVIRONMENT"

Most of us have been taught that humans live separate from and above the natural world. This is untrue; we are all part of "the environment", a larger living system within which we live in interdependence with countless other species and life processes in a state of inherent dependence on the healthy functioning of the whole.

healthy, diverse community and on linking communities within the surrounding regions.

■ **Attaining community control:**

The future well-being of a community depends on its ability to decide how capital will be invested and local resources developed. To increase the community's decision-making powers, there needs to be a shift of power from government bureaucracy to grassroots management, from outside ownership and control of capital to local control and ownership and from hierarchical to non-hierarchical decision-making structures. These changes will encourage broad participation in the development process. Community power is structurally different than top-down power. Its strength lies in sharing power among as broad a membership as possible, through the building of coalitions, networks and partnerships.

■ **Meeting individual needs:**

People are a community's most valuable resource. Development must, therefore, be geared to meeting our material needs of security and sustenance (food, housing, safety) and our non-material needs of self-dignity, personal empowerment and community belonging.

■ **Building a community's culture:**

Development should emerge as an expression of a community's diverse culture and history, as opposed to a uniform development based on externally defined norms. Culture is the spirit and binding force which keeps people together. A community's culture is shaped by its local traditions and environment: the way people express themselves in art, the geographic landscape, shared

HEALTHY COMMUNITY

An ecological concept of "health" connects the health of individuals and communities with the health of the ecosystem. A healthy community is made of healthy members. In turn, how can the members of a community be well when their very life support—forests, water, soil—is ill?

experiences of the past, and people's dreams and hopes for a future. These items should be nurtured by development, not "manufactured" by it.

The problems confronting our communities can seem daunting and monumental but they are solvable—if we apply our talents, dreams and energies to the task. Most importantly, if we work together, learn about where we live, define and discuss the problems and solutions, and cooperatively make a future plan with our co-citizens, we can heal our cities and towns.

Discovering Your Community will help you achieve those goals by showing you how to gather the vital information you need to organize for positive change. Agreeing on a sustainability plan will be empowering to you and your community. The most important step is to begin, to make a commitment. You may just find that the very act of discovering your community and the people in it goes a long way to restoring your special place to health and happiness.

FOOTNOTES

1. *Primary Productivity of Photosynthesis*. An address by Dr. William Rees and Mathias Wackernagle, Vancouver: University of British Columbia, 1992.

RESOURCES

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Home! A Bioregional Reader. Edited by Van Andruss, Christopher Plant, Judith Plant and Eleanor Wright. NEW SOCIETY PUBLISHERS, P.O. Box 189, Gabriola Island, BC, V0R 1X0. 1990.

Living with the Land: Communities Restoring the Earth by the British Columbia Environment and Development Working Group and IDERA, edited by Christine Meyer and Faith Moosang. NEW SOCIETY PUBLISHERS, P.O. Box 189, Gabriola Island, BC, V0R 1X0. 1992.

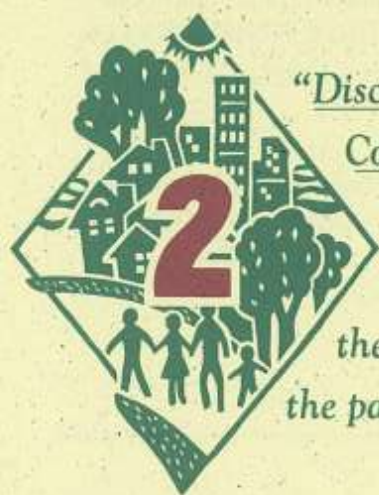
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No Place Like Home: Building Sustainable Communities by Marcia Nozick. CANADIAN COUNCIL ON SOCIAL DEVELOPMENT, P.O. Box 3505, Station C, Ottawa, Ontario, K1Y 4G1 (\$30 from CCSD). 1992.

NOTES

HOW TO USE THIS WORKBOOK



"Discovering Your Community offers guidance to those interested in moving their community along the path to 'sustainability.'"

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The main focus of *Discovering Your Community* is gathering information, an ongoing process which is most effective when its goals and procedures are clear. In Sections 5 and 6, you will discover that profiling your community is a vital step. Without a thorough inventory of what and who makes up your community, what's been accomplished, and the problems and various views on solutions and future options, your group may not have the necessary information critical to developing a comprehensive and successful sustainability plan.

The COMMUNITY PROFILE WORKSHEETS (Section 6) are indispensable tools to help your team research and catalogue essential information for sustainability planning. The topics listed in each section will help your team sketch a profile of your community and its local ecology, and search out contacts, community leaders, funding sources, habitat, intact ecosystems, social programs, economic indicators, etc.

Discovering Your Community also contains a comprehensive appendix and bibliography to assist you in your research and self-education.

The *Discovering Your Community* workbook briefly covers the steps involved in the process: from forming a working group to evaluating the program's success. To avoid duplication of related publications, a resource list containing

TAILORING THE WORKBOOK TO YOU

The workbook is laid out for flexibility. Feel free to use it and set it up in a way that will work best for you. Photocopy worksheets for your use. Set up sections of the workbook in a looseleaf binder to which you can add reports and press clippings, updated information and so on. (Please refer to the inside cover for photocopying and copyright restrictions first).

information covering the topics in greater detail can be found at the end of pertinent chapters.

A brief overview

GETTING ORGANIZED covers preliminary steps to planning. Process is critical for group and individual vitality. Decide how this can work in your community by broaching the subject with like-minded people, assessing what you need in order to get started and using your knowledge of where you live.

BUILDING A TEAM covers steps for creating awareness, gathering support from within the community and building a co-operative and committed team of people from various backgrounds.

GATHERING THE INFORMATION and **ANALYZING THE INFORMATION** lists what information to collect and how to analyze the data to identify the challenges and opportunities facing your community.

The final three chapters—**REPORTING BACK, MOVING TO ACTION** and **EVALUATION**—briefly discuss ways to report the team's findings to the community, move the group to action and stress the importance of evaluating your community's progress.

Discovering Your Community doesn't cover everything; it isn't meant to. Each community is different: participation

rates, issues, problems and solutions will be as diverse as our communities and members. The workbook is an aid to collecting and evaluating information about your community which will help you to map out a successful strategy. It pinpoints areas of inquiry that are essential and suggests ways to communicate with your community.

Discovering Your Community is not a book of ready-made solutions nor a thesis on sustainability. It is not meant to promote the philosophy of why we should be undertaking

such a process within our communities. It assumes that readers are familiar with some of the issues and have decided to become actively involved in mapping out a sustainable future for their community.

In other words, *Discovering Your Community* is a tool for the development of a plan, one to get you thinking and your creative juices flowing. Even more importantly, it's a tool that can move your group from words to action.

NOTES

GETTING ORGANIZED



"In order to reach realistic goals, setting practical objectives at the beginning is extremely important."

8

The first step on the road to guiding your community effectively into the next century is to understand the philosophy of sustainable communities and how to get people involved. The resources listed in this workbook can help you educate yourself.

Hold a meeting or informal get-together to brainstorm how to achieve sustainability in your community through cooperation. Discuss what you have learned from your research with others in your community (friends, neighbours, work colleagues, dedicated community leaders, etc.) and with organizations. Get them involved, invite their comments.

ASK YOURSELVES:

- Is anyone or any group already working on this process in your community? Rather than duplicating efforts, why not join together?
- Who are the reputable, knowledgeable and experienced people you can invite to get involved?
- What are some examples of sustainability in your community?
- What kind of activities are clearly not sustainable?
- How might a sustainability planning process work in your community?
- Where might resistance to the idea come from and how can it be overcome?
- Where might support for such a process come from and

what kind of help can be expected from those sectors, groups or individuals?

- What kinds of visions or dreams do people have for their community and their personal lives that are based on sustainable ideas?

Answering these very fundamental questions may be difficult and requires time, but it's wise to spend the energy now and have a clearer idea of the needs and points of view before going any further. Clear goals and plans are essential to your success.

WHERE WE FIT IN THE BIG PICTURE

Ecological sustainability is fundamentally an issue of perspective: how we understand and experience our relationship with nature.

A sustainable living perspective means recognizing the planetary biosphere as a living system with its own purpose and an "a-priori" right to exist, independent of the needs of any one species.

Humans are a part of that whole and live in interdependence with all other species and life processes.

From this perspective, we accept the healthy functioning of the system as a whole as our primary goal and the attainment of this goal is the fundamental organizing principal for our actions. This outlook requires us to replace our sense of separateness from the rest of nature with a new beginning: to live from a sense of personal connectedness with the planet as a whole.

Organizing resources and available key people

It is important to give thought to the project's present and future needs—both physical and financial. Most projects require some funding and the assistance of specialists. Advance planning can help avoid problems. For example, although your team will be made up primarily of volunteers, you may eventually need paid staff to keep the project running smoothly. Where will you find suitable candidates and funds?

In addition, there are the everyday operating costs to consider:

- Will your team meet in a home, or is office space required?
- Who will cover the furniture, phone, fax, stationary, publishing expenses etc?
- Do you have access to a computer and skilled volunteers?
- Will you need to rent a hall for large public meetings?
- What kind of promotional or publicity materials will you need?
- When sponsoring community events what food, refreshments and supplies will you require?

You may be able to cover many expenses through donations, but "resources" means more than simply fundraising and expenses. "Resources" includes the skills of talented, reliable and knowledgeable people for specific needs. You'll find that your greatest resource is the people. In all resource areas—funding, equipment, people, etc.—identifying what your group can expect to obtain in the

above terms will help you be realistic when setting your goals.

"Resource-building" should be assigned to several team members. To help them collect the information needed, use the worksheet entitled "Community Bank."

Being realistic

In order to reach realistic goals, setting practical objectives at the beginning is extremely important. Although you may have dreams of transforming your community into an "Ecotopia", there are real and tangible essential steps to take along the way. Therefore, take this project on one step at a time and accept the fact that you won't be able to change your entire community over night. By working carefully and cooperatively however, you can create positive change.

PLAN CAREFULLY

Far too many worthwhile programs fail because of an inadequate amount of initial planning. Taking the necessary time now to plan ahead will help move your community further and more effectively along the trail to sustainability.

NOTES

BUILDING A TEAM



"A healthy group can be a source of support, stability, and meaning that enables people to achieve tremendous fulfillment and results."

10

Once you have identified and assembled a core group of individuals interested in applying the concepts of sustainable community, it is time to bring the idea to the community-at-large. The objective is to inform the public and add other valuable participants to the process.

Process

For people to work together sustainably over time, it is essential to create a context which supports individuals and the group. This is one of the most critical aspects of the whole project: how to get there is where you are going. The means are the ends. Unfortunately, most of what people know about working in groups is largely top down decision making. Even though many are dissatisfied with this, we don't seem to have a lot of examples of shared responsibility and decision making structures and even less experience of them to draw from. A more shared leadership, however, requires more shared responsibility.

Differing opinions and communication problems will occur. How we deal with this is important. The process needs to support the group; individuals get their needs met and the overall goals are obtained in a healthy manner. How can we deal with conflict and healing in our community if we are unable to address this within the smaller group?

Herein lies the shadow of community and group work—and the magic. Even in the face of great adversity, a healthy group or community can be a source of support, stability and purpose that enables people to achieve tremendous fulfillment and results. In the end, you may find that the

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COMMUNICATING: THE TALKING CIRCLE

The talking circle is one form of opening communication in a group. It is a time-tested technique for discussing and resolving issues. The circle treats people equally and it is a place where interruptions will not occur.

Facilitate by starting the session with a brief activity that brings the group together and sets an appropriate tone or intention. The group chooses an object that will be held by the one whose turn it is to speak. The practice is that everyone in the circle listens and is respectful while the speaker shares. What occurs in the circle is only between those who took part. At the end, there should be an appropriate closing, one that brings the process full circle.

There are many other good choices. Seek out communication processes that are comfortable for everyone in your group.

greatest accomplishment was not just what you achieved but also how you achieved it.

Creating awareness

Awareness and active support for sustainability within your community is essential—with it, your efforts are more likely to succeed. How do you accomplish that and where is the best place to start? There are a number of effective ways.

Publish a **brochure** with basic, positive information, your contacts and their phone numbers. The slant should be about sustainable community planning. Invite public input.

Another way is to participate in established **community events** which will allow you to present your goals and activities to as many community members as possible. A heritage day, agricultural fair, nature walk or other event may be a good opportunity.

Use the **media**. Get your local newspaper editor to help.

A series of articles and a few supportive editorials can give your program legitimacy and a high community profile thereby attracting others to get involved. In addition, the planning process will go on for six months or more and so the public needs to be involved and educated in order to maintain interest and support. Get coverage.

Arrange air time through a **local radio** station talk show. This will highlight your project and provide a variety of opinions on various community-related topics. It can also help solicit talented people or available resources.

Local cable television can be another valuable tool. Check to see who has programs that would be interested in profiling your group or interviewing representatives.

Develop a **slide or video show** and/or a short presentation for delivery in schools, community centres, retirement homes, etc. It should be an introduction to the issue with information on local process and how to participate. Hand out your brochure at this and all other events. Be open to new ideas.

Once you've chosen the event or publicizing method and how you are going to participate in it, decide on the best way to explain it to everyone. The presentation should interest people, rather than discourage or confuse them, so **keep your message simple**. Explain what a sustainable community is, how people can be involved and where the process can lead. The objective is to build support for the process and motivate people with a broad range of interests and influence to join your team. Make it sound exciting because it is exciting. Your overall concern is to generate a positive process from the start.

Make your message topical by bringing in a few local issues. For example, if your community has started to rally around a pressing problem—such as the pollution of a local river. Use the topic to explain how the fouling of the river was an example of unsustainable planning. Then, outline alternative actions or planning that could have prevented the problem and provide solutions for today.

While it may be helpful to point out an unsustainable problem or two, stress the positive results a cooperative sustainable project can achieve. Dwelling on past mistakes may alienate those you need on your side. Look to the future.

Recruiting team members

A successful team is created when you draw on the interests, talents and commitment of many different community members. Ideally, you will want people who are willing and able to see the process through from planning to execution. Some members, however, may want to contribute their time

and skills only at particular stages of the process. That is perfectly acceptable. Consider them to be **consultants** in their particular field of expertise and call upon them as necessary. It's important that people contribute where they are most useful and that they feel good about their contribution. Try to balance your team with members from diverse backgrounds to better reflect the community as a whole.

You want to recruit civic-minded **"movers and shakers"** who are already involved in community activities. Attend different local meetings and publicize the project through the media to attract potential team members.

Senior citizens are your mirror of years gone by and they may help pinpoint where your community got off track. Be sure to include them in your group. They can remember a time when meadows and forests stood where buildings are now and when living in a community meant more than signing an apartment lease. They also may have vast experience and knowledge about local habitat and natural and cultural history.

If seniors are the mirrors reflecting your community's past, then **youth** are the binoculars to help you look forward. The on-going health and vitality of a community depends in large part on young people staying where they live. Including them on the team helps you incorporate their needs into your long-term plan and may even influence them to stay. When you have youth, the elderly and people of ages in between working together, real community is represented.

It is equally important to include **members of environmental, social, economic, First Nations and other groups whose experience can be helpful**. Different views create a comprehensive community perspective and can be a valuable component to the process and help each understand the others.

Even in a small community, you will never get everyone involved and low turnouts to meetings can be disappointing. Don't get discouraged if that happens. Instead, focus on the members you have been able to mobilize and scale your expectations and efforts to a reasonable size. As you achieve results others will join in.

Facing challenges

Every community planning program—whether environmental, social or economic—has challenges to face. You may experience feelings of alienation, indifference, language and cultural divisions, and issues which already polarize the community. These are natural problems. Community-building, helping people find common ground, is an important step to overcoming them.

Remember that the purpose of the planning process is not to develop a list of demands to dump on your local government. Instead, it is to get the people of the community together to learn about each other, identify challenges and opportunities, and cooperatively ensure that principles of sustainability are embodied in decision-making in the community.

Organizing the team

A formal structure—complete with terms of reference, chair, recording secretary, minutes, etc.—makes the task of team organizing easier. Establish a meeting schedule (perhaps once every two weeks or once a month) to allow people to plan in advance. Decide now what will be expected from different individuals and how decisions will be made by the group. This will help avoid task and time problems later. It may be worthwhile to include a short check-in at the beginning of meetings and a full-scale discussion process every few meetings to prevent communication breakdown or polarities.

Estimate the optimum size of your team: too small and you will be over-loaded, too large and it will become unwieldy. Common sense dictates that the larger your community, the larger your team should be to better reflect different community concerns. If you are fortunate enough to draw large numbers of people who want to be team members, consider electing a steering group—or stewardship committee—of 12 to 15 people and organizing working groups or committees for specific functions.

Assigning responsibilities

Clearly outline the terms of reference for your team. Make team members aware of what they can do on their own and what decisions must be taken by the group as a whole. Knowing what is expected of them will help team members in making a commitment of their time, resources and support. Make sure that assigned tasks fall within the capabilities of the person chosen for the job. Job sharing and changing jobs can add flexibility and success to the work.

A key assignment is that of spokesperson for the group. This is your face to the public. Be sure that the person you select is knowledgeable, well-spoken, non-aggressive and will represent the group's ideas and opinions—not their own—in public.

An alternative

It is important to be open and flexible to the process. Some

ORGANIZING THE NELSON ECOMMUNITY PROJECT

The Joint Advisory Committee (JAC) was the main body of advice, support, information and balance for the project. Initially, the JAC was to consist of a small group of advisors; however, in order to give a fair and balanced representation of the community, it was expanded.

Thirteen community members volunteered to serve on the JAC, representing a balance of expertise and/or active interest in the economy, the environment, and health and social issues. Volunteers came from the City of Nelson, the Nelson and Area Economic Development Commission, local business, land-use planning, health and environment groups, social programming, arts and culture, natural resources, forestry, and youth and seniors groups.

The JAC met every two weeks to advise the project staff on all aspects of the project, including the initial list of community stakeholders to be interviewed in depth. JAC members contributed suggestions for refinements in the survey design process, vetted the format, provided a computer survey program (*SURVEY IT!*), contacted polling experts for advice and even tested the survey on friends and relatives.

When the interview format was complete, JAC members served as the testing group allowing staff to make adjustments to the questionnaire and to determine the optimum length of time to be spent on individual interviews.

The JAC members also acted as ambassadors for the project within their constituencies and served as specialized community experts in the complex process of issue-identification. In several cases, their expertise was needed to clearly define the many sides of an issue.

communities may not be able to attract sufficient numbers or resources to build a new team. In that case, explore the option of having an already-established group or organization conduct the community planning process.

The following is a short list of some existing organizations which might be considered for the task. Some advantages and disadvantages of each are outlined.

Municipal advisory committees

ADVANTAGES: has structure and terms of reference; committee members may have some understanding of municipal government operations; may be able to tap municipal resources (meeting space, etc.); provides advice to council; has some accountability to public through reports; membership may be drawn from a small pool of active, civic-minded individuals.

DISADVANTAGES: council does not have to act on advice; not usually driven by grassroots concerns; need council's approval to start the advisory committee or add to the terms of reference of an already-existing committee; reputation is based on past activities; overpoliticized; potential conflicts of interest.

Economic Development organizations

ADVANTAGES: has structure and terms of reference; many people interested in economic planning.

DISADVANTAGES: traditional and disproportionate concern with economy; potential conflicts of interest.

Chambers of commerce

ADVANTAGES: has structure and terms of reference; long-standing community organization.

DISADVANTAGES: may have disproportionate emphasis on business; potential conflicts of interest; may also be very politicized.

Citizens' groups

ADVANTAGES: grassroots; activist; have commitment to process and to community; attract participation of people with a broad range of interests, talents; have ability to take broad view, not confined to one issue.

DISADVANTAGES: resources may be limited; may not be very representative; may be confrontational in working style; may be politicized.

Local round tables

ADVANTAGES: has structure and terms of reference; draws participation of people with different views; has some provincial support; may be seen as a legitimate body.

DISADVANTAGES: may encourage economy/environment dichotomy.

Watershed authorities

ADVANTAGES: has structure and terms of reference; prime focus is monitoring activities which affect environment; watersheds are generally accepted as good geographical areas to plan for sustainability.

DISADVANTAGES: traditionally concerned with flood prevention, etc.; can encompass large geographical area.

Regional districts

ADVANTAGES: draws several communities together; pools resources.

DISADVANTAGES: lack of grassroots participation; is another level of government.

Joint advisory committees

ADVANTAGES: has wide representation of and a direct link into many sectors of the community; can provide a broad range of knowledge about the community.

DISADVANTAGES: dependent on the commitment of individual members.

Whatever structure you choose to work within, remember that the key is to work cooperatively, comprehensively and towards positive action.

CREATING AWARENESS AND RECRUITING TEAM MEMBERS

There is no reason to treat these as two separate stages. You can combine them naturally and, depending on your community and the dynamics of your initial participants, conserve valuable time.

RESOURCES

The Barefoot Channel: Community Television As a Tool for Social Change by Kim Goldberg. NEW STAR BOOKS, 2504 York Avenue, Vancouver, BC, V6K 1E3. 1990.

Community Action Pack developed by National Health and Welfare. Available from COMMUNITY PROGRAM GROUP, 643 Queen Street, Toronto, Ontario, M4M 1G4.

Green Communities: A Guide to Taking Action by Elaine Rowan, Laura Torrible, and Sandy Turner. THE CONSERVATION COUNCIL OF ONTARIO, 506-489 College Street, Toronto, Ontario, M6G 1A5. 1992.

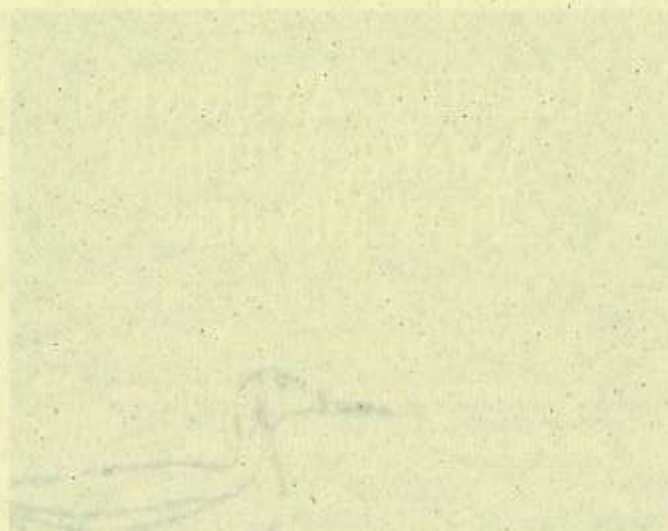
A Passion for Radio: Radio Waves and Community edited by Bruce Girard. BLACK ROSE BOOKS, 3981 St. Laurent Boulevard, Suite 444, Montreal, Quebec, H2W 1Y5. 1992.

Nelson—A Model Community, Community Interviews and Survey Report. A report prepared for Harmony Foundation by the Johnson Group. Available from the Nelson and Area Economic Development Commission, 203-625 Front Street, Nelson, British Columbia, V1L 4B6. 1993.

Taking Action: Working Together for Positive Change in Your Community by Elizabeth Amer and Constance Mungall. SELF-COUNSEL PRESS LTD., 1481 Charlotte Road, North Vancouver, British Columbia, V7J 1H1. 1992.

Winning the Media Game: How the Media Works and How to Work the Media by Phil Ross Boynton. Toronto, Ontario: STODDART PUBLISHING CO. LTD., 1989.

NOTES



GATHERING INFORMATION



*"The data
you gather
will guide
your actions."*

By this stage, you should have assembled a team and defined a planning process strategy for your community. Now, you have to determine what information is needed for the planning process. The data you gather will guide your actions, so be as specific and accurate as possible when accumulating information.

A profile of your community

A complete community profile is needed to plan for sustainability. Creating a profile which includes information about the local natural environment (land, air, water, plants and animals) and local human activities (traditions, economy, government, health, recreation, etc.) will help you understand your particular community better and thus make you better able to achieve your goal.

ASK YOURSELVES:

- Does your community have a sustainability plan?
- If so, how effective is it? (Does it meet the five elements outlined in the introduction?)
- Where does it concentrate its energies (economy, health, social and/or environment)?
- Where is it definitely not sustainable over the long-term?
- If your community does not have a plan, what actions are needed to move your community toward sustainability?
- Is there a reason why this topic has not been addressed yet? Are there specific groups who would view this as a threat?

LIVING WITHIN THE LIMITS

To live in a sustainable and self-supporting way,
a community must recognize and live within the
limits of its total environment.

- How can you avoid fuelling the argument of jobs versus the environment in a resource-based economy?
- How can you build multi-sector support for sustainability?

What kind of information is needed?

You will need to paint a complete picture of your community by learning about:

- available financial and skills resources
- the area's natural environment
- the economic indicators
- the social history and make-up
- cultural background
- important community leaders, groups and individuals
- people who have already made a difference
- current activities, previous activities
- the attributes your community cares about
- restoration and remediation work required
- the problems and challenges

The information gathered can be in the form of:

- statistics
- surveyed opinions and interviews gauging the perceptions and attitudes of residents (what they care about, issues they identify as pressing, how they see their community)
- voting records of municipal officials on particular issues
- position papers from groups
- natural area surveys (description and maps of areas identification of environmentally-sensitive sites)
- water quality reports
- health surveys

A QUICK QUIZ:

How well do you know your community?

This self-scoring quiz will show you how well you know your community. Your score will underline the importance of working on your community profile. The quiz serves as a good ice-breaker for a focus-group meeting, your first team meeting, or a public workshop.¹

1. Trace the water you drink from precipitation to tap.

2. Describe the soil you are standing on. What does this mean for growing food in your area?

3. Which spring flower is among the first to bloom where you live?

4. Name five resident and five migratory birds in your area.

5. What percentage of students graduating from high school go on to post-secondary institutions?

6. Name two local historical events and describe how they shaped your community.

7. Who lived in the area at the time of Confederation?

8. What percentage of your community's population is senior citizens? What percentage is youth?

9. As a percentage of the total labour force, name the two economic activities or sectors which employ the most people in your community (bonus if you get the percentages correct).

10. Name four products which are produced locally for local consumption.

11. What health care services and facilities are available? What is their ratio to the population (number of doctors, dentists, clinics, etc., to citizens)?

12. How many people must leave your community to seek specialized health care?

13. What percentage of people in your community require some kind of social assistance?

14. Name two local annual community events and their dates (if you participate in any way, take a bonus point).

15. What percentage of people in your community donate time, services or funds to charitable organizations? How does this compare to the national average?

Scoring:

- 0-3** You do not know a lot about your community (but at least you admit it).
- 4-7** You have got a few ideas of what community is all about.
- 8-12** You should be in charge of writing up the community profile!

Your purpose is to compile the most useful information for your purposes. The team's task is to bring together data that will help them identify and understand the issues and challenges facing the community.

How to gather the information you need

Many publications document methods for gathering information. We have simply provided a short summary of several methods and descriptions of actual experiences (see the appendix and bibliography for references on this topic).

The most effective methods are those which will make people feel comfortable and eager to participate. Designing a survey which divides the community into factions over an issue is not useful. Likewise, interviews carried out hurriedly at lunch time at the shopping mall are not the best way to ask people how they want their community to look in 25 years' time. The following presents a number of proven methods that you can consider for use in your community:

1. Public workshops

Short, intensive workshops can be an invaluable tool for educating the public. They draw people together and offer an effective vehicle to introduce specific ideas to a community. As a forum for the exchange of thoughts, opinions and experiences, workshops can help collect data on how your community feels.

Hamilton Ontario's ECOCITY PROJECT is one example of how a series of workshops helped a community on the road to sustainability. In April 1991, this public education project conducted four Saturday-afternoon workshops and two Sunday-afternoon field trips. The aim was to increase public awareness of environmental issues at the local level, particularly as they related to a sustainable integration of the city and countryside.

Workshop topics covered: the definition of ecosystems, sustainable development, self-sufficient bioregions, the production and consumption of food for humans, the costs and benefits of industrial development and the environmental impact of lifestyle choices.

Field trips included: a nature tour of the region and a visit to local farms.

The ECOCITY PROJECT committee's detailed, two-part report outlined their preparation for the workshops including organization, publicity, funding and proposed follow-up activities (see resource list).

How Do We Picture Where We Live?

Imagine that a relative from out of town has dropped by (unexpectedly, of course) and has a couple of hours to see the sights. Your task is to draw a map showing features of the community that you think Uncle Fred should see—such as natural areas, the downtown, a museum, historical buildings, community centres, or a shopping centre. Use an "x" to mark where you live, go to school, and/or work. Can he use public transit to get from one place to another? If so, list which bus/subway he would need.

This simple exercise shows how we picture our community and what we, as map-makers and community members, consider important.

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The APPLETON PROJECT is another good example of workshop usage.

In 1993, the Friends of the Mississippi initiated a pilot project for community-based planning in Appleton, Ontario. To involve as many citizens as possible, they held an open series of workshops sponsored by the Appleton Community Association.

The workshops were designed to answer one simple question: what kind of community do we, the residents of Appleton want and how do we get there? This was their four-part plan of action:

1. A team went door to door conducting a survey and inviting residents to attend the workshops;
2. The first workshop's goal was for participants to develop a vision of their community;

3. A second workshop was held a month later to develop a concrete plan for realizing the vision;
4. Participants returned to the final workshop at the end of the month to determine how to implement the plan.

The workshop process was a co-operative effort. Ramsey Township Council, government agencies and other local organizations enthusiastically supported and actively participated in the effort. At the end of the workshops, a community concerns committee was formed to involve the community in continuing to shape and define the plan and implement it.

2. Visioning

"Visioning" is a process which helps individuals, groups and a community use their creative skills in developing a positive view of the future. Through symbols, actions and words, a vision helps others to understand the purpose and significance of what is desired in the future."²

ATTRIBUTES OF AN INSPIRATIONAL VISION:

- It encapsulates hopes and dreams.
- It is inspirational and aspirational.
- It appeals to common values about the community.
- It states positive outcomes.
- It emphasizes the strength and diversity of a community.
- It uses word pictures, contains compelling images and metaphors.
- It communicates enthusiasm and kindles excitement about the community and the future.
- It embodies some tension to direct change.
- It welcomes broad participation.

The co-design process is a type of workshop which helps communities see the future. The focus on visualization distinguishes this process from other forms of public participation. Developed over the past 20 years, co-design process trains local artists and writers to illustrate pictures of the future that community members wish to see and to encapsulate these choices with a few key words. The creative process starts in neighbourhood kitchen meetings, generating ideas that participants bring to the one-day workshops. Participants then take walks through the focus area and writers, accompanying them, note their comments. Small-group discussions follow, describing visions of the environment while one or more artists render the ideas.

One of these workshops was held in the fall of 1992 in

Kaslo, British Columbia as part of THE KOOTENAY LAKE SUSTAINABLE COMMUNITIES PROJECT. The process was organized by local volunteers, funded by the provincial government and the Heritage Trust of BC and coordinated by the Tourism Action Society of the Kootenays (TASK).

Participants were asked to ask of themselves:

- Why do I live here?
- What really matters to me? What do I most care about?
- What kind of community do I want to live in?
- How would I feel like living in it 10, 20, 100 years from now?
- What do I want the environment to look like? The economy? The government? The transportation system? The towns and villages? The social and education systems? The arts, leisure and cultural amenities?
- What kind of community do I want to give to my children and grandchildren?

3. Focus groups

Focus groups allow you to do exactly that: focus attention on a particular topic. For example, you ask, "what are the environmental issues facing our community?" Rather than ask individuals chosen randomly, you direct the question to a group of people, about twelve in number, called a "focus group."

To form your focus group, choose people with first-hand experience in the issues facing your community. Such a group might include a representative from a naturalist club, a recreation group, the business and/or economic community, a health organization, the municipal works department, a native group, a commercial fishery, or from the forestry or other government departments. Include students, seniors and citizens-at-large to round out the views.

Focus groups are also helpful for designing questionnaires that express what issues concern local people and contain questions that are understandable and unbiased.

A focus group interviewer makes sure everyone has an opportunity to express her/his opinion and that all sides of the topic or issue are discussed and recorded. Conflicts between participants may arise, but remember that the purpose of the focus group is not to solve the conflicts, but to identify them so that the interviewer hears (and records) the various viewpoints. A good facilitator will ensure that the process is effective without influencing the outcome.

4. Document research

Collecting information from official community-based and/or

informal sources can help provide valuable information. Contact the municipal offices, local naturalist club, local newspaper, health unit, economic development office, chamber of commerce and others to see what surveys and research they've done in the past. Keep in mind that information from these sources can be biased by the group's purpose or goals.

For example, your community may have already produced a state of the environment report or have developed an economic strategy. Instead of duplicating this work, your team can review such reports or strategies:

- What analysis is provided, if any?
- Does the report cover the same area you have defined as "community"?
- Does the report stop at municipal boundaries or include the bioregion?
- Is the economic strategy a progressive or outmoded one?
- Is there an analysis of the "ecological sustainability" and the health and social impacts of economic goals?
- Does the report simply boost the reputation of those issuing it? Does it emphasize past accomplishments and ignore the problems? Or vice-versa?

5. Questionnaires and surveys

Questionnaires can be used to answer specific questions and determine people's perceptions, beliefs and attitudes. They can be distributed to a particular segment of your community or mailed to the entire population.

To be truly successful, any questionnaire or survey method should be preceded by publicity about the community planning process and why the information is needed. If a questionnaire turns up in a person's mailbox, or an interviewer appears at the doorstep without any prior notice, low participation rates can be anticipated. You must also ensure confidentiality for participants.

SAMPLE QUESTIONNAIRES

Your team will have to design the questionnaire based on what you need to know. To give you an idea of how the process works, here is an example to complement Nelson's experience.

In 1993, the ENVIRONMENTAL MANAGEMENT BRANCH OF THE OTTAWA DEPARTMENT OF ENGINEERING AND WORKS developed and implemented a city-wide environmental survey as part of the environmental inventory project. Its survey was based on public participation and input through the use of community associations,

SURVEYING AND THE NELSON ECOMMUNITY PROJECT

Before you design your survey, it's vital that you do some background research on how people in your community feel about surveys. For example, in Nelson, the sustainable community team designed a telephone survey. Although 300 people were called, only 10 agreed to participate. Later, research showed that the community had been surveyed many times in the last five years. As the project coordinator explained, "The community had been phone-surveyed to death," thus the low return rate.

The team then designed an alternative survey. Participants, randomly selected from a current voters list for the area, were contacted by phone, given a brief explanation of the survey and its purpose and asked to participate. Survey questionnaires and a stamped return envelope were then hand-delivered or mailed to positive respondents. The survey took 20 to 30 minutes to complete.

In total, 255 community members agreed to fill out the survey and 202 were completed and tabulated. Combined with previous personal interviews, this resulted in 357 residents who actively participated in the data collection phase of the project.

local environmental groups, schools and citizens at large. The information gathered helped to identify areas of environmental value for biophysical or social reasons, as well as indicate areas requiring a further detailed environmental inventory.

METHOD OF DELIVERY

Once you've decided what you want in your questionnaire or survey, you must decide on the best way to bring it to the community. There are several different ways to do this — some of the advantages and disadvantages of each are listed below. Again, advance publicity of the survey is paramount to success.

PERSONAL INTERVIEWS

STRENGTHS:

- can provide in-depth answers on attitudes and feelings
- allow verification of points with the interviewee
- allow observation of response to questions
- encourage participation of people who would not be inclined or able to fill in a written questionnaire
- provide possibility of showing photographs, or sketches, as background to questions
- allow sampling in various neighbourhoods and at meeting places (such as a library or a shopping centre)
- enable interviewer to test questions for use in a written questionnaire

WEAKNESSES:

- time-consuming for the interviewer.
- need skilled interviewers
- may discourage candor or provoke disagreements

TELEPHONE INTERVIEWS

STRENGTHS:

- can provide in-depth answers on attitudes and feelings
- allow verification of points with the interviewee

- encourage participation of people who would not be inclined or able to fill in a written questionnaire
- enable interviewer to test questions for use in a written questionnaire
- reduces travel time and costs

WEAKNESSES:

- time-consuming for the interviewer
- low participation rate—people may resent intrusion, give offhand answers and/or feel their privacy is being invaded

MAIL SURVEYS

STRENGTHS:

- cover larger area
- computer entry of the data is possible

WEAKNESSES:

- need to find and choose a local mailing list that can be used by your team and which includes a wide sample of residents (for example, local utilities customers). These lists are often "rented", adding an additional cost
- low return rates are the norm for questionnaires
- expensive in terms of stamps and paper materials
- paper waste, especially if no recycling programs exist
- passive response

Whatever research methods you use, remember that collecting useful data needs the cooperative participation of members of all sectors of community. Comprehensive and focused areas of inquiry are necessary to produce organized and relevant data that can be compiled to develop a sustainable community plan.

FOOTNOTES

1. Inspiration for the quiz: **Where You At?** A bioregional quiz created by Leonard Charles, Jim Dodge, Lynn Milliman, and Victoria Stockley which can be found in *Home! A Bioregional Reader*, pp. 29 and 30. See bibliography.

2. **Community visioning** from the *Community Futures* instructors manual. See bibliography.

RESOURCES

Community Futures Training Project. Prepared by the School of Rural Planning, University of Guelph, for Ken King, Head of CJS Training Operations, Employment and Immigration Canada. 1992.

Creating the Future We Most Want: Transcending the Limits of Problem-Solving in British Columbia Communities, by Bruce Elkin of the Earthways Institute, Saltspring Island, BC.

Boundaries of Home: Mapping for Local Empowerment edited by Doug Aberley. NEW SOCIETY PUBLISHERS, P.O. Box 189, Gabriola Island, British Columbia, V0R 1X0. 1993.

The Appleton Project, Friends of the Mississippi, RR 2, Almonte, Ontario, K0A 1A0.

The Ecocity Project, The Ecocity Committee, 305 Northshore Blvd. W., Burlington, Ontario, L7T 1A6.

Enjoying Research? A 'How-To' Manual on Needs Assessment by Diane Abbey-Livingston and David S. Abbey. Recreation Branch, Ontario Ministry of Tourism and Recreation, Toronto, Ontario. 1982.

Environmental Survey. Environmental Management Branch, Department of Engineering and Works, City of Ottawa, 1600 Scott Street, Ottawa, Ontario, K1Y 4N7 (613) 564-4417.

Guideposts for a Sustainable Future, a video (1990), and a book *Planning for Seven Generations* by Mike Nickerson. Available from: Guideposts, PO Box 374, Merrickville, Ontario, K0G 1N0. 1993.

The Kootenay Lake Sustainable Communities Project, Peter Duryea, Acting Chairperson, c/o PO Box 20, 16234 King Road, Crawford Bay, British Columbia, V0B 1E0.

Nelson: Toward an Economic Strategy for the '90's prepared by the Nelson and District Economic Development Commission, 203-625 Front St., Nelson, British Columbia, V1L 4B6. 1991.

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NOTES

COMMUNITY PROFILE WORKSHEETS



"Sustainability planning
can only be achieved
when all the
information has
been gathered and
seen in its entirety."

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Once you've finished collecting your data, the next step is to compile the information accumulated through document research, surveys, interviews and other methods. The following worksheets will help make that task easier.

List of community profile worksheets

COMMUNITY BANK (resources, skills)

NATURAL ENVIRONMENT (air, land, water, environmental indicators)

ECONOMIC DIMENSIONS (self-reliance, jobs)

SOCIAL DIMENSIONS (population, health, education, recreational facilities, housing, cultural activities, social programs, crime, public activities, volunteer activities)

CULTURAL DIMENSIONS (social history, roots, multiculturalism)

COMMUNITY LEADERS (personal power, power with others, land trusts, local business)

MODELS AND SUCCESS STORIES (community success stories)

ATTRIBUTES THAT THE COMMUNITY CARES MOST ABOUT (attributes and characteristics of the community that residents value and wish to protect)

These worksheets are a guide to the data you need to collect. Please make the necessary adjustments based on the particular realities of your community.

A word of advice: Although your group may be tempted to choose only a few of the worksheets to focus on, it is important that you avoid the temptation. Sustainability planning can only be achieved when all the information has been gathered and seen in its entirety. Looking solely at economic, social or the natural environment aspects of your community will not allow you to see the "whole picture" and thus your planning will be biased and faulty from the start.

At the end of each worksheet, you will find a **CHALLENGES AND ISSUES** section. Many challenges and issues of concern to members of your community will surface as you gather information for your community profile. Some will be raised time and again; others may be identified or confirmed upon analysis of the information gathered. Write a short description of each challenge or issue as it arises (see the section on *Analysis of information* for **CHALLENGES AND ISSUES** worksheets).

RESOURCES

Using Development Indicators for Aboriginal Development: A Guidebook, Development Indicator Project Steering Committee. Sto:lo Tribal Council. September 1991. pp. 68-71.

THE COMMUNITY BANK

Resources

Suggested sources for information

Regional/municipal offices

WHAT TO DO: Identify the community resources, skills, expertise, information and funding essential to beginning the planning for sustainability. What are other groups doing? Where is there overlap and opportunity to consolidate efforts?

Use this worksheet as a guide to finding resources to tackle the specific challenges and issues chosen by the community for action.

Legislation; bylaws (*environmental protection, anti-pollution, land-use*)

Volunteer or in-kind contributions (*administrative help; office space; computer time; meeting rooms and equipment; graphics and printing services*)

Volunteer bureau

Training and education programs

Fundraising events

Land-use maps

Settlement pattern diagrams

Histories

Census data

Newspapers and periodicals

Phone books

Colleges and universities

Local resource and learning centres

Historical society

Naturalist club

Museums

Libraries

Recreational clubs

Electrical utility company

Community organizations and clubs (*environment, health, women's issues, etc.*)

Chamber of commerce

Unions

Business or professional associations

Banks, trust companies

Real estate firms

Economic development groups

Tourist association

Elected officials

***Provincial ministries,
departments or
non-governmental
organizations***

Environment, natural resources, tourism, health, rural development, transportation, agriculture, housing, education
Conservation authority
Conservation council
Member of Provincial Parliament (MLA, MNA)
Non-governmental organizations

***Federal/territorial
departments and
national organizations***

Environment, agriculture, statistics, employment and immigration, health and welfare, transport, forestry
Business and professional associations
Federation of Canadian Municipalities
Members of Parliament
Non-governmental organizations

***Professional sources
of skills, expertise***

Educators (*environmental concerns, facilitation, mediation, native traditions*)
Environmental conservation and rehabilitation (*environment groups, environmental planners, consultants, naturalist clubs*)
Social workers
Health care practitioners
Economic development planners
Cultural workers

***Sources of funding/
donations-in-kind***

Local business, industry
Co-operatives
Credit unions
Venture capital funds
Community development corporations
Government programs (*local, regional, provincial, federal*)
Foundations
Corporations

NATURAL ENVIRONMENT

B I O R E G I O N S

"One way to see the relationship of local development to the larger environment is to visualize our homes and communities as part of a bioregion, a natural watershed area made up of connecting rivers, lakes, land, air, plants, and the human and animal life living within the region. How do our towns and cities relate to this ecosystem in terms of transportation, sewage, solid waste disposal, air emissions, use of water, energy production, building development and settlement patterns?"

(*No Place Like Home*, Page 76.)

Water

Drinking water

Sewage disposal

Industrial use of water

WHAT TO DO: Prepare a description of your community's natural environment (including air, water, soil, forests, climate, plants, animals) and the ways in which people are part of and dependent on nature. Examine the interrelationships between human activities and the other components of your natural environment. Start determining where your community stands in the natural/geographic world. Which conditions or phenomena existed that encouraged settlement? For example, does your community lie in the foothills of a mountain range (temperate weather), at the source of an important waterway (transportation), or on prime agricultural land (food)? Have the conditions continued to play an important role in the health and stability of your community? What are the interrelationships? Use topographical and geological maps, hydrographic charts, and photographs to help firmly establish your place in nature.

TOPICS TO RESEARCH:

Outline the watershed of which your community is a part.
Describe the major rivers, lakes and marshes in the watershed (*size, flow or replenishment rates, water quality, fish species*).
Note water table levels or location of major aquifers.

What is the source for drinking water?
What is the water's quality?
What chemicals are added?
How much filtration of contaminants is needed?
How much water is available?
What is the average residential consumption rate?

What is the annual volume of sewage?
What treatment methods are employed (*municipal receptor, septic systems*)?
What is the treatment level (*primary, secondary*)?
When was the system last updated?
Where does the sewage go—which is the receiving body of water?

What is the annual commercial consumption rate?
Which effluents are discharged without treatment?
Which effluents have partial or complete treatment?
How much water is used to produce hydro-electric power?
Are waterways used for shipping and navigation? If so, what negative effects have resulted?
What health issues exist?
How much water is used for irrigation?

Other water uses

What recreational water activities are popular (*swimming, canoeing, sailing, motor-boating*) and what negative effects are generated?

What are the recreational and commercial fishing rates?

Is there waterfowl hunting? What is the annual kill of different species?

Is leaded shot a problem?

Land

What is the area's elevation?

What are the soil types?

What is the area's geology?

What are the forests like (*natural or replanted, dominant species, size*)?

What natural areas are prominent (*forests, marshes, mountains*)?

How many green spaces and parklands are available?

Are there other outdoor recreation areas?

Is there a solid waste disposal site? Where is it in the context of agriculture, water and settlement? How large is it and what is its expected lifespan?

How much land is taken up by roads and other pavement?

How much of the area's land mass is used for industry and/or commerce?

How much is residential use?

Agriculture

What is the percentage of agricultural land?

Is food exported from the area?

What percentage of food is composted?

How much food is sold for local consumption?

Are there any organic farms?

How much agricultural land has been converted to other uses?

What is the annual loss of topsoil?

Industry

Which industries exist in your area: Forestry? Oil? Gas? Minerals?

Tourism? Others?

How many people do they employ?

Do they receive government assistance?

Have any been indicted for environmental violations? If so for what and what was the outcome of the investigation?

Energy

What is the principle source of energy?

Is it locally produced or imported?

What are the production advantages (*jobs, cheaper rates*)?

What are the production disadvantages (*oil spills, acid rain, nuclear accident, climate change*)?

What are the annual consumption rates for households, industrial and transportation sectors?

What is the rate of growth in consumption?

What alternative energy sources could be developed for your area?

Housing

How many people live in the city proper?
 Are there suburbs and is their population rate increasing? Why?
 How many residents are there in high density housing?
 Is the housing scattered (*therefore taking up a greater landmass*)?
 What is the number of homeless?

Natural life

What are the local and migratory birds?
 What wild animals exist locally?
 Which insect species predominate?
 What kinds of vegetation are there?
 What changes have occurred in recent years in the wildlife population and why?

Climate, air quality

What is the climate (*rainfall, snowfall, seasonal temperatures*)?
 What are the wind patterns?
 What is the air quality (*note specific industrial discharges, low-level ozone formation, smog*)?

Environmental indicators

Selected environmental indicators are used to assess the health of the environment and/or point to problem areas. Ideal indicators are those which can be used to solve a specific problem.

Bird feeder counts

A change in species over a number of years may indicate loss of food sources, habitat destruction, or excessive pesticide use. What changes are known or suspected?

Fish species

Changes indicate pollution problems, changes in water temperature, and overfishing. What changes are known or suspected?

Sensitive plants

Affected by increased air, water or soil pollution, disturbances from development or over-use. What changes are known or suspected? What are the native vs. introduced plant species?

CHALLENGES AND ISSUES: Write short descriptions of the challenges and issues you are able to identify.

ECONOMIC DIMENSIONS

Organizational framework

WHAT TO DO: Prepare a profile of your community's economy. How do people make a living? What kind of industries and businesses employ the most people? What is the unemployment rate? How has employment changed since 1900? 1940? 1960? 1980?

Is there a lead organization for economic development?

If so, is it representative of the community?

Does it have adequate capacity to do the job?

Are there some inter-organization collaborations on economic issues (including social, cultural, education, business, health, union and environmental groups)?

Public participation

Is there widespread participation in the community economic development process? What amount of influence do residents have regarding development priorities and direction?

Knowledge base

Is there an up-to-date data base on the community's economy?

Is there adequate information on the performance of the community's economy over the last five years? Where is it available?

Is there a clear sense of the community's development strengths and weaknesses?

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Planning

Is there a community economic development plan?

Has the plan been extensively reviewed in the community and formally approved?

Has the plan been completed and/or reviewed in the last five years?

Does the plan contain a vision statement? What are its goals?

Does the plan have a reasonably detailed schedule for implementation?

Does the plan have a list of priority projects?

Does the plan emphasize community-based initiatives (such as co-operatives, co-housing, community trusts, etc. rather than attracting outside capital and industries)?

Does the plan give preference to development of economic activities with social and environmental benefits?

Management

Is there an active plan implementation/management group in place?

Do the plan's projects have specific timelines and budgets?

Is there a plan-monitoring system in place?

Has the plan undergone formal evaluation? By whom?

Have concrete projects been implemented? If so, make a list of them.

Economy/ employment

Describe the economy (*Prosperous? Depressed?*)

How is the labour force employed (*name the dominant economic activity*)?

Record the activities and the percentage of the labour force in each of the following and note any significant increases or decreases over the past 25 years:

Recycling industries	Mining
Environmental rehabilitation	Fishing
Education	Arts, theatre, dance
Tourism	Handicrafts
High-tech industry	Transportation
Agriculture	Manufacturing
Food processing	Construction
Retail trade	Government (<i>all levels</i>)
Service industry	Other significant sectors
Forestry	

General employment-related information

Are unions active in the area? What is their involvement in social and environmental improvement?

What is the rate of seasonal to permanent employment?

What are the unemployment rates (*for the general labour force; for youth*)?

What is the record of new job creation?

What is the average annual household income?

What is the average annual family income?

What is the per capita income?

What is the average hourly wage?

What is the cost of living?

Many of the above questions were adapted from: **Selected Elements in Community Economic Development**, published in the **Community Futures Training Manual** (see appendix and bibliography).

CHALLENGES AND ISSUES: Write short descriptions of the challenges and issues you are able to identify.

SOCIAL DIMENSIONS

Population demographics

Health facilities/ programs

Education

WHAT TO DO: Compile information to show how well individual needs are being met in your community. What are the social characteristics of your community? Do people have resources to meet their needs for food, housing, education, health care, security, social programs, etc.?

Start with a brief description of what your community looks like:

Is the community scattered or compact?

Are there many parks and trees?

What building(s) or built-up area dominates the view?

Is there a public transportation system? Does it cover the entire community?

Do residents participate in keeping the community litter-free? Is there an emphasis on reduction, reuse and recycling of materials?

Are buildings well-maintained?

Describe the main business section: Has it been planned or developed in ways that make meeting community needs simpler and have less impact on the environment? Is it made up of mainly local businesses or chain stores? Does "main street" have to compete with malls in the area?

What is the proportion of age groups; youth, senior citizens?

What are the birth and death rates?

What is the out-migration rate? Immigration rate?

Is it stable or mobile?

What minority groups are represented and in what percentages?

Recognize the diversity of your community and how that contributes to your community. How is this recognized?

List the kinds of health-care facilities and services available.

Is there a hospital? Is it adequate for the needs of the population? How many beds does it have? How many are available?

Which services does it not provide?

What are the health statistics (*mortality; infant mortality; birth rate; life expectancy; rates of hospitalization*)?

Is the need for health care increasing or decreasing?

What preventative programs are available (*travelling health clinics, sponsored physical fitness and or health-education programs*)?

What is the ratio of health care professionals to citizens?

Are there stay-at-home care and/or support programs?

What programs are at risk and who is not being served?

What alternative health services are available (*naturopathy, acupuncture, homeopathy etc.*)?

List the schools (*elementary, secondary, post-secondary*).

Is the school population increasing or declining?

Which other types of educational or training programs are available?

Nature and recreational facilities

What is the average level of educational achievement?
What is the school drop-out rate?
Do the schools have environmental education in the curriculum? Is it prospering and does it have institutional support?

Are there environmentally-sensitive natural areas?
How many parks?
What kinds of recreational opportunities (*hiking trails, skiing, water activities*) are available?
List the social clubs and associations.
What other kinds of facilities exist?
What are the major natural features you see when you look at the community?

Housing

What is the average cost of housing (*rental and ownership*)?
Is there a housing shortage or a high vacancy rate?
What is the number of dwellings with electricity, water and sewer hook-ups?
How many lack these services?
What is the number of homeless? Is there a program to assist them?
Is there public housing available?
What is the ratio of homeowners to renters?
What is the number of housing starts?
Is housing expanding onto agricultural land?
How energy-efficient are the houses? Below, average or above average?
Do programs exist to help achieve energy efficiency?

Cultural activities

Are there many local crafts people? Does one medium predominate?
Are there theatrical groups? Are any professional? Do they tour?
How many movie theatres?
How many art galleries?
Are there music clubs and/or concert halls?
Is there a library?
How much participation is there in cultural programs by residents as audience members? As participants?
Is culture a significant part of the local (*tourist*) economy?

Social programs

List the social services available to residents.
Are there adequate daycare facilities?
What is the value of social assistance payments?
What is the percentage of people below the poverty line?
Are there programs to help victims of abuse?

Crime/security

What is the size of the police force?

What is the size or number of independent security forces?

How many violent crimes are committed each year?

Has there been an increase or decrease of violent crimes over the last 10 years?

What is the incidence of vandalism?

What other types of crime predominate in the community?

Are there any community involvement programs (i.e., *Neighbourhood Watch*) underway?

Public spending

What is percentage of public spending on roads, sewers, public transportation, sports, cultural activities, etc.? Are the priorities sensible?

Volunteer activities

List the volunteer activities of residents.

How many groups have activities requiring volunteers?

What percentage of people volunteer for an activity at least once a year?

CHALLENGES AND ISSUES: Write short descriptions of the key challenges and issues you are able to identify and wish to address more immediately.

A PLANNING PROCESS REMINDER

The research and planning process takes time and should not create divisions within your community. Remember that the purpose of the planning process you are engaged in is to bring people together to learn about each other, identify challenges and opportunities, and cooperatively ensure that the principles of sustainability are embodied in decision-making in the community. In other words, you are laying the groundwork for a cooperative, well-organized decision-making process that will be invaluable in subsequent phases of your program.

CULTURAL DIMENSIONS

History

WHAT TO DO: Pull together information to represent community culture. Community culture includes the roots and heritage of the place and the people.

What is the history of the community and region (*when was it settled, by whom, migration trends, government, economic base*)?

Are there any heritage buildings? If so, are they designated and/or protected by law?

People

Describe the people (*background, traditional employment, etc.*).

Cultural organizations and facilities

List the cultural organizations and their activities (*historical society, museum association, religious organizations, charitable organizations, ethnic associations, native community organizations*).

Events

What kind of cultural events take place (*include farmers markets, civic and cultural pride days, arts and environmental festivals*)?

What is the level of participation in these events?

Traditional ways

List the traditional crafts and traditional ways of life of your area.

What is the participation rate in religious/spiritual organizations?

CHALLENGES AND ISSUES: Write short descriptions of the cultural challenges and issues you are able to identify.

COMMUNITY LEADERS

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SENSE OF "COMMUNITY"

Community is a bond between past and present which extends into the future. It is people who interact at a personal level, have a shared identity, values and traditions, sense an organic bond to each other, possess the power to make many decisions about their common lives and feel a responsibility for extending mutual aid to their fellows in need.

(FRANK BRYAN AND JOHN MCCLAUGHRY, *The Vermont Papers: Recreating Democracy on a Human Scale* in Holistic Resource Management Newsletter, December 1991, Number 34.)

WHAT TO DO: Find out who is actively involved in the community and where they have influence. Many individuals and organizations—from the grassroots to the corporations and government—make decisions which affect the community.

Who are the social, cultural, health, education and/or religious leaders?

Ethnic and cultural group leaders?

Native community leaders?

Religious leaders?

Chairpersons of local hospitals?

School trustees?

Scouts/girl guides etc.,?

Senior spokespersons?

Youth spokespersons?

Leaders of neighbourhood associations?

Media personalities?

Who are the established political leaders?

Who are the elected municipal, provincial and federal politicians, regional government decision-makers?

Who are the business leaders?

Heads of large or influential corporations?

The union leaders?

The business associations?

The developers?

The utility officials?

What are their perspectives on topics such as:

Environment?

Economy?

Health and social programs?

Poverty?

Women's issues?

Minority rights and related issues?

Issues of the disabled?

Culture?

Other areas of concern?

Check into as many areas of concern as necessary for each leader. This is helpful for linking the issues. Information can be found in local newspaper back issues, from the libraries (which often have clipping files as well as from the persons themselves), their affiliated organizations or from others who have had dealings with him or her.

Understanding the strength of these individuals or groups

Cross-linking efforts

Draw up a brief sheet on each leader:

Community leader (name) _____

Organization (if appropriate) _____

Interests (indicate which are appropriate: environment, economy, social, political, community control, community culture) _____

Involvement in community groups or activities _____

Level of achievement in influencing positive change _____

Here is a list of suggested questions (add and delete as appropriate for your community's reality):

- Briefly describe the issue(s) the community leader is most concerned with.
- During the last six months to a year, what decisions, made by this individual or organization, have affected the community?
- Does the individual or group cooperate with others? How?
- How can the individual or group best be approached?
- How will the structure of power help or hinder responses to this issue?
- Does the individual do volunteer work? Where?

Some community leaders will have impact outside of their particular sphere of influence. For example, a business leader might work to improve a waterfront area to encourage more tourism. In doing so, s/he might benefit the natural habitat by cleaning up pollution or destroy the habitat by interfering with the natural flow of water or eliminating spawning grounds.

These types of people can wield even more influence. Can you cross-link the leaders in your community to the following sectors?

Environment

Economy: industry, small business, unions, business association, banks, trust companies?

Social: health, housing, education, security, food, self-esteem, spiritual?

Community control: land trusts, community development? Corporations and/or cooperatives?

Community culture: heritage, celebrating cultural backgrounds, neighbourhood organizing?

Government

MODELS AND SUCCESS STORIES

Self-reliance

Harmonizing with nature

Community control

Individual needs

WHAT TO DO: Identify your community success stories, examples of individuals and organizations who have contributed to making your community a better place to live. Highlight those who have helped make progress in moving towards sustainability.

Efforts could include: zoning for market gardening, a river rehabilitation program, waste reduction, literacy programs, cooperative ventures (housing, credit union, business), adopt-a-grandparent programs, community forest management, heritage protection, celebration of local history and so on.

For easier reference, and to determine areas of active involvement, rate the efforts under the following categories:

Innovative business/industry
Recycling resources
Local production for local markets
Local investment
Local education/training programs and facilities

Conservation, rehabilitation, protection
Urban reforestation, parks
Ecologically sensitive land use planning (*reduce urban sprawl, encourage bicycle and transit use, etc.*)
Waste reduction, composting programs
Organic farming/gardening
Sewage treatment
Industrial effluent treatment

Individuals who have created positive changes in the community
Community land trusts
Community development corporation
Venture capital fund
Co-operatives (*housing, business*)
Local government initiatives

Promoting self-esteem, self-expression, self-development
Addressing the need to belong, need for affection and relationships
Housing
Education
Social support programs
Security
Food
Recreational and arts programs
Environmental initiatives

Community culture

Social and historical roots
 Heritage building protection
 Multiculturalism and cross-cultural cooperation
 Neighbourhood groups
 Performing arts
 Painting, sculpture, handicrafts
 Written history
 Festivals

Write a short description of some (or all) of these success stories:

- Indicate when the program started and the name(s) of the individual(s) or group(s) responsible for its conception and on-going success.
- Note any special comments regarding funding, co-operation with other groups, special achievements, etc.
- Cross check the names of individuals and organizations with the list on the community leaders worksheet.

CHALLENGES AND ISSUES: This worksheet is a record of what your community has already done, the areas where action can be initiated or expanded and identifies the individuals and groups already working toward sustainability. Identify areas of expansion and the challenges and issues related to them.

ATTRIBUTES THAT THE COMMUNITY CARES MOST ABOUT

Natural attributes

WHAT TO DO: Describe the attributes and characteristics of the community that residents value and wish to protect. Why do they like living here and what will keep them here? The following check list will help make the task easier.

Lake(s)? Streams/rivers?
Forests/meadows?
Mountains?
Parks?
Wildlife?

Facilities

Educational facilities (including colleges and universities)?
Libraries?
Public pools? Sports facilities?
Meeting halls?
Shopping?
Cultural centres?
Efficient public transit?

Health

Hospital/health care facilities?
Hospital services and accessibility?
Alternative health care options?

Social attributes

Regular community events (fairs, winter festivals etc.)?
Cultural events and activities?
Quiet?
Youth facilities?
Seniors' facilities?
Charities? Community organizations?
Good restaurants?
Low crime rate?
Accessibility for the disabled?

Economic attributes

Employment in community?
Low taxes?

Environmental quality

The quality of the air? of water? of land?

The disposal and reduction of toxic waste and garbage?

Community environmental programs (recycling, composting, etc.)?

CHALLENGES AND ISSUES: Is there one or are there several overriding features which attract and/or bind community members? Are any of the favourable attributes under threat of disappearing? Has the community been able to eliminate or reduce past negative attributes (i.e. been able to reduce the crime rate by setting up a Neighbourhood Watch program or clean up a favourite swimming location or park?)

NEWS OF COMMUNITY ISSUES

One way to help assess which issues your community is especially concerned about is to search through your local newspapers and document media stories on television and radio. Choose a time period (six months or a year) and look for topics which appear several times over the time period. Clip these articles and arrange under headings: economy, environment, social, cultural, community involvement. For electronic media, note the story covered, the key points and outcome (if any), the people involved and the media source and date on an index card. Make a poster of articles and draw lines between issues to indicate a link where one issue affects another. How do you rate the tone of the articles/stories or the information provided? Are the positive or the contentious aspects of the issue highlighted? What are the underlying concerns?

ANALYZING THE INFORMATION



"We must understand that everything we do affects everything else."

Naming the challenges and issues

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The last several months have been spent conducting comprehensive and insightful research on your community. Now, it is time to make sense of it all. Analyzing the information is a challenge and there are a variety of methods for doing it. Planning for sustainability is a ground-breaking process. As such, effective methods are still evolving. To discover how different communities have handled the analysis process, obtain and review some of the reports of sustainable community projects undertaken by others that are listed in the appendix and bibliography.

Regardless of the method you choose (each community and team must devise a method according to its specific needs), there are several key steps that you will need to take:

- Catalogue the challenges, the issues and opportunities that were identified;
- Evaluate your community's strengths and weaknesses;
- Scope out the considerations and various views around each issue;
- Map the connections between environment, economy, social and cultural issues;
- Identify barriers that must be overcome;
- Identify the opportunities to be seized;
- Set priorities for action;
- Establish procedures to meet and review action goals.

HARMONY FOUNDATION

COMPILING DATA FOR THE NELSON ECOMMUNITY PROJECT

Entering information into a computer helps make analysis easier. To compile the information gathered, the project used a commercially available, easy-to-use, computer program specifically designed for surveys, *SURVEY IT!* It allowed multiple choice, true/false and short answer questions. Inputting the survey into the program took approximately two hours, while inputting the responses for each individual survey took 10 minutes.

The program allowed cross-referencing, making it easy to find out facts such as how many females between the ages of 19 and 29 chose Option B on Question 4. The computer program produced the data analysis in the form of ranking tables and lists that were ready for the final report.

These tasks are vital for they will determine the appropriate future direction for you and your community.

Challenges and issues worksheets

WHAT TO DO:

List the issues or challenges which were mentioned most frequently in replies to community questionnaires, through research and from focus group meetings.

For each, create a separate worksheet and complete the following:

Name the Challenge or Issue:

- Characterize the issue.
- What is its history?
- Who is involved (specific groups of people, decision-makers)?
- Who is affected?
- What is the status of the issue? Is it being resolved? What are the barriers to action?
- Is there the willingness and commitment to resolve it cooperatively?
- List the possible outcomes and/or consequences of no action and of specific actions.
- Is it a contentious issue? If so, identify all viewpoints.
- What are the opportunities available to the community?

Mapping the links

The time has come to stop viewing issues in isolation and start cross-referencing information. Understand that everything we do affects everything else. Economic decisions affect the environment and both are linked to social and health issues. A holistic definition of sustainability is based on the integration of economic, social, health, education and political goals and activities, and roots them in sound ecological principles.

For example: Waterfront development is normally viewed solely as a land use issue. Deeper examination shows that there may be benefits/costs for the local economy, human health implications, and environmental concerns (both localized and on other parts of the water body). There may be several political jurisdictions involved and social/cultural considerations (e.g. the waterfront may have been traditionally used as a public access beach area).

For each issue your information gathering has identified as a priority, list the links or effects the issue has on:

- Environment
- Economy
- Health/social
- Community involvement and decision-making influence
- Community culture

What are the choices?

While recognizing that many factors together affect the environment, it is useful to weigh each possible choice for action, recognizing the cumulative effects on the environment. A decision to maintain the many current economic practices will probably compromise the health of the environment.

What are your community's priorities?

Are the priorities spread over different areas (ie. economic, social) and, when they do over-lap, which one is generally considered more important? Has your community recognized the costs of environmental damage on their lives and economic potential? Does your community look beyond the "environment vs. jobs dichotomy" toward longer-term solutions that benefit both?

Remember, many local and external factors affect the local situation. Be comprehensive in your investigation. One useful way to address this is by using Marcia Nozick's elements outlined in Section 1 as a frame of reference.

ASK YOURSELVES:

Where does each decision fit?

Working toward self-reliance:

"Self-reliance means that each community relies on its own resources and human capabilities to meet its own needs instead of depending on outside economic forces."

Do your community's decisions and priorities:

- reduce wasted resources?
- preserve resources?
- prevent degradation of the environment?
- rely on credit unions, co-operatives, community investment and reinvestment, or a collective barter system?
- replace imports with local products?
- result in the creation of new products or new preferences?
- promote positive environment practices in all their affairs?

Harmonizing with nature:

"Ecological development: autonomous, locally-based development must also be ecologically sensitive—that is, fit within the greater ecosystem of which it is a part."

Is there:

- an inventory of important natural areas?
- adequate urban reforestation?
- composting/recycling/goods exchange programs?
- adequate green space/parks?
- encouragement of bicycle transit?
- control of urban sprawl?
- a plan to create self-contained communities?
- reduced need for automobile transportation? More reliance on public transit?
- sufficient sewage treatment?
- air quality monitoring and control?

Attaining community control:

"Community control means that the decision-making processes and organizational structures within a community (are open to all members and) are especially designed to give the community the power and means to manage their own affairs."

Is there:

- public involvement in decision-making?
- outreach done by government and groups to involve all sectors of the community in decision-making?
- a political component to the decision-making?
- the belief that people have the right and capacity to manage their own affairs and to be respected?
- empowerment for all citizens?
- identification with others towards positive and inclusive social, economic, and environmental goals?
- opportunity for self-help?
- a community land trust?
- a community loan fund?
- small business or worker co-ops?

- any community development corporations?
- community ownership of land and housing?

Meeting individual needs:

"Development should be geared to the satisfaction of human needs, both material and non-material, (and the protection of other species) rather than the mere accumulation of material wealth."

Does local development and planning:

- promote self-esteem?
- advocate personal freedom?
- encourage self-expression?
- focus on the need to connect with the region? The world?
- address the needs of survival: health, security, permanence?
- encourage self-development?
- attract local focus to food production, community gardening?
- encourage personal responsibility for nature?

Building a community culture:

"Development should emerge as an expression of a particular culture and history of a community as opposed to uniform development based on a set of externally defined 'norms' (or standards)."

Is/are there:

- a recorded, accessible and accurate social history?
- a knowledge of natural history, local natural features?
- environmentally sensitive areas, restoration projects?
- cultural groups?
- a heritage conservation program?
- distinct neighbourhoods?
- a community newspaper?
- community groups?
- neighbourhood councils?
- community festivals?
- community environmental projects (waste reduction, recycling, composting, community gardens, etc.)?
- community education courses?

RESOURCES

Survey It! Computer software from Conway Information Systems Inc. , 1115 Blanshard Street, Victoria, BC, V8W 2H7. (604) 382-3262.

Rural and Small Town Research and Studies Program, Department of Geography, Mount Allison University, Sackville, New Brunswick, E0A 3C0.

NOTES

REPORTING BACK



"Reporting your findings is the next step to giving people a sense of ownership over their future."

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Once the information gathering process is completed, you must share what you have learned with the community. Reporting your findings is the next step to moving to action and giving people a sense of ownership, not only in the program, but over their future.

There are two major components in the reporting back process:

1. identifying what information is important to share with the community, based on their needs and concerns;
2. communication of information.

Priorizing the information to share with the community

People do not want to be overwhelmed with information; be selective and share the details and information which affect the community and to which you need to respond. A brief but complete run-through of the program is necessary both to refresh people's memories and to inform those who may still be unaware of the undertaking.

The major points to highlight are:

The background to the community planning process:

- How did it start?
- Why?

- What are the steps?
- Who has been involved in the process?

Explain the concept of a sustainable community:

- What are the characteristics/qualities of a sustainable community?
- What does sustainability mean to your community?

How your team gathered its information:

- How was the information gathered (focus group meetings, community survey, public workshop, etc.)?
- What groups and individuals were interviewed?
- How many households received questionnaires and what was the return rate?

What your team found out through the community profile:

- What are the special characteristics of the place and people that make your community what it is? Use maps, vision statements, community quizzes, written and oral history, photographs, narrative, slides, video.

The challenges and issues that were identified:

- What challenges and issues were identified? Be specific!

The team's recommendations for the next phase:

- What actions are deemed necessary to move the community toward sustainability?
- Does the team recommend a timetable and how will the community be invited to decide on action priorities?
- How can the community tackle contentious issues?

The role for individuals and organizations:

- How can individuals and community organizations get involved?

How are you going to share the information?

The next step is to decide the best way to share the information. The same techniques discussed in the gathering information section can be used to report your findings. Choose the one(s) which work best for your specific area.

Local media

Keep in touch with the media, even if you have not been successful so far in getting coverage. Continue to keep them informed and ask them to do an updated story.

NEWSPAPERS AND NEWSLETTERS

Encourage your local newspaper editor and community reporters to give prominent coverage to the report. Invite the comments and participation of everyone. Ask organizations to include highlights in their newsletters.

RADIO

Get on a talk-show program. If you've decided on holding a public information session or workshop, get it listed in the radio's community bulletin. Talk to the editorialist at the station to see if s/he will cover the program.

COMMUNITY TELEVISION PROGRAMMING

Secure time available on your community's cable television station to present an overview of the report and/or interview team members or other community leaders.

Printed report

A printed report is a good way to gather support from the community. Make sure several copies are available for reference at the local library, resource or community centres and to individuals seeking a copy.

Printing can be expensive, so explore the possibilities of sharing costs among several groups and/or finding a printer who will donate services. If necessary, charge for the report to cover printing costs.

Slide or video show, or poster display

These are exciting ways to present information and, if used effectively, can reach large numbers of the population. Choose an established community event (such as an annual

fair) or public meeting place (shopping malls on a Saturday) to stage the event. If you decide on this approach, check to see what appropriately talented people within your working group can develop and execute the project. You may wish to seek the assistance of people with communication and graphics skills. For success, keep it simple and direct and positive.

Popular theatre

For the really motivated, the recruitment of a community member to produce a play about your district, its people and history and the problems and potentials of the community, is an exciting possibility. Although theatre can involve major expenses and time commitments, it can be done simply. This is a powerful technique that can foster community involvement and support. Often people who will not go to a forum or read a report will go to a cultural presentation.

Public workshop or forum

A public workshop or forum draws people together in a non-threatening, open environment. The participatory experience helps build ownership in the plan. By providing opportunities for small groups of people to confirm or voice their recommendations for priorities, you will be encouraging them to get involved in the up-coming implementation.

Workshops and forums can provide a lively setting and include activities such as singing, dancing, a play, field trips, slide shows and pot-luck suppers. People can get involved with a fun and community-building atmosphere.

Whichever techniques you choose, present your team's report in a positive, energetic, informative and interesting way. This is your opportunity to draw more community-minded individuals into the sustainable plan and action.

NOTES

MOVING TO ACTION



"The most effective plans require people to trust each other and communicate effectively."

Plan how to move to action

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The information has been gathered, challenges and issues identified, the community informed and your team is ready to join with others in the community to move to action. The thorough community profile you've put together will put your team in an informed position to be sensitive to community needs and realities. It will also help you make recommendations and decisions that lead to concrete action.

For each challenge and issue, your community team will need to:

- set goals;
- organize resources and key people;
- set a timetable for action;
- determine team members' responsibility and accountability;
- set criteria for on-going evaluation.

One of the most important aspects of the planning process is the ability to break down divisions and communication barriers within the community. The most effective action plans require people to trust each other and communicate effectively and respectfully. So, if you have managed to help improve community relations—congratulate yourselves! It is an important action to recognize.

What about contentious issues?

Undoubtedly, contentious issues will arise. Deal with a contentious issue as a team and in as positive and constructive a way as possible. At the same time, set goals and timetables for action in other areas:

- set ground rules for meetings;
- ensure respect between people is demonstrated;
- keep communication clear, open and cooperative;
- use a facilitator without delay if communication breakdowns are occurring.

"While the goal of sustainable development is shared, a spirit of confrontation rather than communication appears to be dominating the interaction between the parties. Further, the fuels of conflict are frequently fired up by media coverage of the issues, which often tends to be unbalanced, superficial and sensational—resulting in further polarization between parties, who must cooperate if sustainable development is to be a reality."

"This apparent conflict necessitates a meeting of minds to establish common ground, identify differences and develop the resolve to reconcile these differences through communication leading to mutual understanding."

So reads the rationale for ENVIROFOR '93, a workshop specifically designed to facilitate a dialogue amongst all parties with a stake in forestry in the province of Saskatchewan.

Sponsored by the Saskatchewan Forestry Association, the workshop drew together rural municipalities, senior representatives of the forest industry, environmental NGOs, native groups, academia and media. Through a survey, the topics of discussion were identified. A facilitator was provided for each topic and a mix of people from various groups and interests worked together. Participants decided how the results of the discussion will be used (for example, approaching a provincial forestry minister with recommendations). Proceedings were produced (See Appendices).

COMMUNITY CONCERNS

To take action on their efforts, the Appleton Community Association, as in Nelson, BC, established a community concerns committee charged with implementing the community plan for sustainability. The committee, in turn, prepared the plan for presentation to the township council so that it could be incorporated into the official plan of the township.

Those associated with the entire program noticed a very encouraging early consequence: feedback from residents showed dramatic results. People who used to avoid talking about certain topics deemed "too sensitive" began openly talking about them. The community enjoyed a spirit of cooperation and empowerment.

The benefits of this kind of achievement should not be overlooked or underrated; goodwill is priceless.

NOTES

EVALUATION



*"Evaluation
allows the
process to stay
active and
on target"*

Why evaluate?

For your project to be highly effective, you need to do an evaluation. This process will track your accomplishments and help you assess what you have missed and need to follow up on.

The community sustainability planning process is a long-term effort. Evaluating your progress and sharing that

evaluation with the community is important to maintain the momentum. Sustainable community principles adopted by local council mean little if they are not followed—evaluation allows the process to stay active and on target.

ASK YOURSELVES:

Who is the evaluation for?

It is for the community and for your team.

What are you evaluating?

How successful has the community been in moving toward sustainability over the past six months or year?

How are you evaluating it?

Using the goals and timetable for action, what's been done? What has been successful and what has not? What has impeded progress and accelerated it? Where do you need to follow up to get a task in motion?

How will you convey the evaluation to the community?

What information-sharing techniques would work best (you may want to review what has worked for you and for others in the past)?

RESOURCES

Keeping on Track: An Evaluation Guide for Community Groups, by Diana Ellis, Gayla Reid and Jan Barnsley. THE WOMEN'S RESEARCH CENTRE, Vancouver, British Columbia, 1990.

CONGRATULATIONS!

*Now Harmony Foundation
would like to hear
your success story...*

Your community is on an exciting journey. We hope that *DYC* has helped in your efforts to build community, solve existing problems, plan pro-actively for foreseeable problems and incorporate sound principles of sustainability into your community's future.

If you have undertaken a sustainability planning process, we would like to hear about it. Please contact us and share your efforts with us so that we can help you share your story with others.

We would also appreciate your comments on this publication. Has it been helpful? Which sections have you found most useful? We would be very happy to listen to you as we strive to provide the most effective and useful educational materials for our communities.

Simply copy and fill in this form and attach your comments, suggestions, and, if possible, your community report. Our mailing address is:

Harmony Foundation of Canada
Discovering Your Community
1183 Fort Street
Victoria, British Columbia V8V 3L1

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NAME AND TITLE: _____

ORGANIZATION: _____

ADDRESS: _____

TELEPHONE/FAX: _____

COMMENTS (add pages as necessary):

APPENDIX AND BIBLIOGRAPHY

Items are listed under the following categories:

Selected sustainable community projects

Organizations involved with sustainability issues

Community economic development

Community project reports

Training courses and programs

Workbooks, how-to manuals and kits

Sustainability, community and related resources

Additional reading

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Selected videos and films

Selected sustainable community projects

Canadian Healthy Communities Project

The Canadian Healthy Communities Project is a network of cities and towns across Canada which have recognized that: "The fundamental conditions and resources of health are peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice and equity (Ottawa Charter for Health Promotion, 1986)." CONTACT: Canadian Institute of Planners/Institut Canadien des Urbanistes, 126 York Street, Suite 4040, Ottawa, Ontario, K1N 5T5. (613) 233-1617.

The Ecocity Project: Public Workshops on a Bioregional View of Hamilton and Burlington

Two reports describe how a group of residents increased awareness of environmental issues at the local level, particularly as they related to a sustainable integration of city and countryside. The reports also review all aspects of their organization, publicity, funding and proposed follow-up activities. Cost: \$8. CONTACT: The Ecocity Committee, 305 Northshore Blvd. W., Burlington, Ontario, L7T 1A6. (905) 525-7935.

Eco-Volunteer Program

The United Nations Volunteers organization (UNV), Geneva, has agreed to have Canada participate in a pilot two-year eco-volunteer program. The UNV is supporting volunteers to work in their own communities. Usually, a UN volunteer has specific skills and travels to a community in another country to assist local initiatives. Each eco-volunteer must meet criteria and will receive support. CONTACT: Jean Arnold, Falls Brook Centre (coordinator of the Canadian project), RR #1, Hartland, New Brunswick, E0J 1N0. (506) 375-8143, fax: 375-4221.

Environmental Inventory

The City of Ottawa developed and implemented a city-wide environmental survey as part of its environmental inventory project. The goal was to establish baseline data necessary to establish guidelines for the management, use and protection of the city's environmental resources while involving public participation. CONTACT: Environmental Management Branch, Department of Engineering and Works, City of Ottawa, 1600 Scott Street, Ottawa, Ontario, K1Y 4N7. (613) 564-7422.

Steal This Process

Friends of the Mississippi (FOM) has tested and provided a process for bottom-up sustainability planning: a simple way that empowers a community to develop an effective and comprehensive plan towards sustainability. FOM will assist other communities in using this model to develop an action plan. CONTACT: Friends of the Mississippi, RR 2, Almonte, Ontario, K0A 1A0.

Strong Communities for the '90s

Nelson, BC was one of the first of ten communities across British Columbia to participate in this program of British Columbia's Ministry of Regional and Economic Development. CONTACT: Strong Communities for the 90's Program, 822-A Victoria St., Nelson, British Columbia, V1L 4L5.

Sustainable Communities Project

The Rural and Small Town Research and Studies Program at Mount Allison University is a three-year course designed to encourage a broad base of community participation in the management and administration of community planning (see under workbooks, how-to manuals and kits for more information). CONTACT: Rural and Small Town Research and Studies Program, Department of Geography, Mount Allison University, Sackville, New Brunswick, E0A 3C0. (506) 364-2394, fax: 364-2601.

The Kootenay Lake Sustainable Communities Project
CONTACT: c/o PO Box 20, 16234 King Road, Crawford Bay, British Columbia, V0B 1E0.

Organizations involved with sustainability issues

Canadian Council on Social Development

Through research, consultation, public education and advocacy, the CCSD has promoted progressive social policies and programs to enhance the quality of life of all Canadians since 1920. CONTACT: CCSD, 55 Parkdale Avenue, PO Box 3505, Station C, Ottawa, Ontario, K1Y 4G1. (613) 728-1865, fax: 728-9387.

Center for Holistic Resource Management

A not-for-profit organization "dedicated to restoring the vitality of communities and the natural resources upon which they depend."

Holistic management brings a community together and helps members identify the "whole" with which they are working; set a three-part visionary goal; teach communities a new model for making decisions that are environmentally, socially and economically sound. *The Holistic Resource Management Newsletter* is published quarterly. Subscriptions available with membership. CONTACT: Center for Holistic Resource Management, 5820 Fourth Street NW, Albuquerque, NM 87107. (505) 344-3445, fax: 344-9079.

Envirofor '93

For the Saskatchewan Envirofor '93, various stakeholders were drawn together (rural municipalities, senior representatives of the forest industry, environmental NGOs, native groups, academia and media) to dialogue on forestry issues. Proceedings are available. CONTACT: Saskatchewan Forestry Association, Box 400, Prince Albert, Saskatchewan, S6B 5R7. (306) 763-2189.

The Earthways Institute

A think-tank and round table for eco/creative design and development. The Earthways Institute offers workshops, retreats and consulting services in eco/creating and creating sustainability for individuals, organizations and communities. Their draft manuscript, *Taking a Stand for the Earth: Creating a Rich and Sustainable Life in Harmony with a Healthy Planet* is available (Cost: approx. \$25). As it is still

undergoing revisions, comments are appreciated. CONTACT: The Earthways Institute, PO Box 492, Ganges, British Columbia, V0S 1E0. Fax: (604) 537-1462.

The Canadian Network for Environmental Education and Communications

EECOM is a nation-wide network of environmental educators from all sectors engaged in environmental education activities. It is dedicated to the promotion and development of environmental education, including sustainable issues and seeks to link educators so that information and programs can be exchanged. EECOM is creating a database of educators and programs to facilitate communication. CONTACT: EECOM, c/o Anne Camozzi, EcoLogic, PO Box 1514, Antigonish, Nova Scotia, B2G 2L8. (902) 863-5984, fax: 863-9481.

International Council for Local Environmental Initiatives (ICLEI), International Training Center

ICLEI serves as an international clearinghouse on sustainable development and environmental protection policies, programs and techniques being implemented at a local level by local institutions. It coordinates the initiation of joint projects or campaigns, organizes a number of conferences, congresses, exhibitions, chief executive seminars and continuing education and training courses. CONTACT: ICLEI World Secretariat, City Hall East Tower, 8th Floor, Toronto, Ontario, M5H 2N2. (416) 392-1462, fax: 392-1478.

The Sustainable Communities Education Foundation

The SCEF is a new organization dedicated to providing skills development that will build community capacity to move on the sustainability agenda. To get involved or obtain information, CONTACT: The Sustainable Communities Education Foundation, Gordon Harrison, RR#2, Almonte, Ontario, K0A 1A0. (613) 256-1487; fax: 256-0744.

Community economic development

Case Study

Newsletter of the Committee for A Sustainable Economy. One year subscription: \$10.00. CONTACT: Don Alexander, 3209 West 3rd Avenue, Vancouver, BC, V6K 1N5 (make cheques payable to Don Alexander).

From the Roots Up: Economic Development as if Community Mattered

David Ross and Peter Usher. Toronto: JAMES LORIMER AND COMPANY, 1986.

The Living Economy: A New Economics in the Making

Paul Ekins, editor. London: ROUTLEDGE AND KEGAN PAUL, 1986.

WEST COAST DEVELOPMENT GROUP

Westcoast publishes and distributes a range of resources to assist training, research and analysis in community economic development.

A few examples:

Co-operatives and Community Development: Economics in Social Perspective

The Development Wheel: A Workbook to Guide Community Analysis and Development Planning

The Development Wheel Workshop: Facilitators Manual Organizing: A Guide for Grassroots Leaders

CONTACT: Westcoast Development Group, a division of the Centre for Community Enterprise, 163 West Hastings, Suite 337, Vancouver, British Columbia, V6B 1H5. (604) 685-5058, fax: 685-5363.

Community project reports

The Ecocity Project: Public Workshops on a Bioregional View of Hamilton and Burlington

See listing under Sustainable Community Projects.

Green City Program for San Francisco Bay Area Cities and Towns

Peter Berg, Beryl Magilavy and Seth Zuckerman. San Francisco: PLANET DRUM BOOKS, 1989. CONTACT: Planet Drum Foundation, P.O. Box 31251, San Francisco, California, 94131. (415) 285-6556.

Greenways, Public Ways

Vancouver: City of Vancouver Urban Landscape Task Force, 1992. CONTACT: City Clerk's office (604) 873-7276.

Livable Region Strategy: Proposals

Burnaby: Strategic Planning Department, 1993. Available for free from (604) 432-6215.

Models of Neighbourhood Participation in Local Government

Vicki Jo Morris. Vancouver: Social Development Planning Department, 1993. Possibly available for free.

Nelson: Toward an Economic Strategy for the '90s

The report of the Nelson and Area Economic Development Commission. 1991. Nelson and Area Economic Development Commission, 203-625 Front St., Nelson, British Columbia, V1L 4B6.

Nelson—A Model Community, Community Interviews and Survey Report

A report prepared for Harmony Foundation by the Johnson Group, 1993. Available from the Nelson and Area Economic Development Commission, 203-625 Front Street, Nelson, British Columbia, V1L 4B6.

Regeneration: Toronto's Waterfront and the Sustainable City

Report of the Royal Commission on the Future of the Toronto Waterfront, 1992. CONTACT: Information Services Branch, 77 Wellesley Street West, Toronto, Ontario, M7A 1N3, or Publications Ontario, (416) 326-5300 (in Ontario: (800) 668-9938).

Training courses and programs

Community Choices - A Sustainable Communities Program for Manitoba (coordinated by Department of Rural Development, regional offices)

Community Choices offers rural and northern communities a process through which all members can get together in a formal setting, take a realistic look at their community, draw up a plan for its future based on past and present trends and work to develop plans of action. Community-Choices is open to any community in Manitoba and encourages the formation of community round tables to which the province provides one-time matching grants. CONTACT: the local city hall or municipal office in the area of Manitoba you are interested in (check the blue pages in the phone book).

Institute of Cultural Affairs (ICA) Canada

The ICA draws on over 30 years experience to offer services to organizations, communities and development projects in

Canada and around the world such as: courses for leaders in facilitation skills; group facilitation; winning through participation; community development. Two day workshops range from \$225 to \$550. Publishers of *Edges: New Planetary Patterns*, a magazine. CONTACT: ICA Canada, 577 Kingston Road, Toronto, Ontario, M4E 1R3. (416) 691-2316, fax: 691-2491.

Community Futures Training Project

Produced by Employment and Immigration Canada and prepared by the School of Rural Planning and Development, University of Guelph, 1992. This course provides introductory training to individuals and groups engaged in community economic development, particularly in smaller and remote communities. The cost and length of courses vary according to need and range in length from three to 30 days. CONTACT: Head of CJS Training Employment Operations, Employment and Immigration Canada. (819) 953-1920.

Creating Sustainable Communities: Visions, Issues, Skills

This five week course is for those working with environmental issues, and in other community areas, such as health or education, who wish to gain a better understanding of environmental issues and how they affect their work. There are six courses offered per year. CONTACT: Canada-Asia Partnership (CAP), Division of International Development, The University of Calgary, SA, International Centre, 147, 2500 University Drive N.W., Calgary, Alberta, T2N 1N4. (403) 220-7078, fax: 289-0171.

Ecology and Community Program

An intensive, educational experience in social ecology, this integrated, college-level curriculum explores five major areas: social theory, ecological agriculture, architecture and design, community health and eco-feminism. Students select a combination of courses, seminars and extracurricular activities that best address their interest and needs. Held at Goddard College in Plainfield, Vermont. CONTACT: Institute for Social Ecology, PO Box 89, Plainfield, Vermont, 05667. (802) 454-8493.

Environmental Issues Forum

Using the national issues forum model pioneered by the Kettering Foundation, the North American Association for Environmental Education offers a training program for people interested in learning more about environmental issues forums and how to run them. The growing network of

NAAEE professionals who have conducted forums may be able to help your community. CONTACT: EIF coordinator, NAAEE, Suite 400, 1255 23rd St. N.W., Washington, DC, 20037. (202) 467-8753, fax: 862-1947.

Enviro Towns

A comprehensive community-based approach to caring for the environment, Enviro Towns is modelled on successful programs in other countries and is geared toward inspiring a "can do" attitude to local problems by using a step-by-step approach. A number of community project modules are available. CONTACT: The Clean Nova Scotia Foundation, 1675 Bedford Row, PO Box 2528, Station M, Halifax, Nova Scotia, B3J 3N5. (902) 420-3474, fax: 424-5334.

Foundation for International Training (FIT)

FIT is a non-profit, non-governmental organization engaged in training in developing countries that transfer technical and managerial skills. Resource materials are available at cost. FIT's primer, *On Common Ground—Managing Human Planet Relationships* examines the major environmental concerns as they affect management decisions (Cost: \$25). Volumes 2 and 3 are *Building Our Sustainable Future: The Institutional Challenge* and *Building our Sustainable Future: A Casebook of Techniques for Decision Makers*. Training modules incorporating sustainable development concepts, techniques and approaches have been developed for the training of decision makers around the world. CONTACT: FIT, 1262 Don Mills Road, Suite 200, Don Mills, Ontario, M3B 2W7. (416) 449-8838, fax: 449-8547.

Holistic Resource Management

Courses and consultation in holistic resource management. CONTACT: Global Holistic Consulting, 120 Stewart Crescent, Kindersley, Saskatchewan, S0L 1S1. (306) 463-6236.

Skills Program for Management Volunteers

Developed by Fitness Canada, this program is a federal, provincial/territorial partnership including a network of more than 800 qualified trainers who deliver workshops from coast to coast. The skills program helps volunteers manage their not-for-profit organizations more effectively. CONTACT: National Skills Program Office, 1600 James Naismith Dr., Gloucester, Ontario, K1B 5N4. (613) 743-5666, fax: 748-5734. 1-800-361-2756 for the skills program coordinator in your area.

Tree Plan Canada

A component of the federal government's Green Plan, Tree Plan Canada was initiated and implemented by Forestry Canada. It is a national tree planting program which encourages and fosters the planting of up to 325 million trees. Ask them about partnerships with Global ReLeaf and the Community Tree Foundation. CONTACT: Tree Plan Canada, Place Vincent Massey, 20th Floor, 351 St. Joseph Blvd., Hull, Quebec, K1A 1G5. (800) 563-0202.

Workbooks, how-to manuals and kits

The Barefoot Channel: Community Television As a Tool for Social Change

Kim Goldberg. Vancouver, BC: NEW STAR BOOKS, 1990. Includes a step-by-step user's guide with examples of processes and procedures. Various types of shows are discussed.

Boundaries of Home: Mapping for Local Empowerment

Doug Aberley, editor. Gabriola Island, BC: NEW SOCIETY PUBLISHERS, 1993. Step-by-step guide to accessible sources—from libraries to oral histories to sophisticated computers—to compile empowering images of one's home and what's crucial to the community.

Community Action Pack

Developed by National Health and Welfare. This user-friendly box set of 60 resources provides the best available tools for community action. Cost: \$267.50 (includes GST); make cheque payable to the Receiver General for Canada. ORDER FROM: Community Program Group, 643 Queen Street, Toronto, Ontario, M4M 1G4. (416) 778-8727, fax: 778-8726.

Enjoying Research? A 'How-To' Manual on Needs Assessment

Diane Abbey-Livingston and David S. Abbey. Toronto, Ontario: Recreation Branch, Ontario Ministry of Tourism and Recreation, 1982 (Included in the Community Action Pack). \$10. Includes helpful sections on designing and administering questionnaires for surveys and interviews.

Green Communities: A Guide to Taking Action

Elaine Rowan, Laura Torrible, Sandy Turner. Toronto, Ontario: The Conservation Council of Ontario, 1992. A

manual to assist people in forming or guiding a community group to undertake environmental projects.

Organizing Special Events and Conferences: A Practical Guide for Busy Volunteers and Staff

Darcey Campion Devney. Sarasota, Florida: PINEAPPLE PRESS, INC, 1990. A 129-page manual covering what you need to know on how to plan, organize and run effective, efficient meetings, seminars and conferences.

Sustainable Communities Project

Rural and Small Town Research and Studies Program, Department of Geography, Mount Allison University, Sackville, New Brunswick, E0A 3C0. The kit contains excellent resources that allow each community to use different approaches to address five steps to sustainable community development. The kits includes an array of resource materials.

Winning the Media Game: How the Media Works and How to Work the Media

Phil Ross Boynton. Toronto, Ontario: STODDART PUBLISHING CO. LTD., 1989. A how-to manual on everything you need to know about local newspapers, how to write news releases, interviewing skills for radio and television.

Sustainability, community and related resources

A Passion for Radio: Radio Waves and Community

Bruce Girard, editor. Montreal, PQ: BLACK ROSE BOOKS 1992.

Circles of Strength: Community Alternatives to Alienation

Helen Forsey, editor. Gabriola Island, BC: NEW SOCIETY PUBLISHERS, 1993. Offers practical advice and inspiring visions about ways to weave webs of mutual caring and support.

City Magazine

Marcia Nozick, publisher, 1464 Wellington Crescent, Winnipeg, Manitoba, R3N 0B3. Subscription: 1 year \$18 (individual), no GST. City Magazine explores sustainable Canadian urban culture and identity emphasizing that a healthy life in cities is possible.

Community Guide to the Forest: Ecology, Planning and Use

Susan and Herb Hammond. Winlaw, BC: Slocan Valley Watershed Alliance, 1992. 350 pp. \$45 from Box 139, Winlaw, B.C., V0G 2J0.

Community Workshops for the Environment

Harmony Foundation of Canada, 1991. A flexible guide for group discussions on individual and community action. Specific workshop topics: energy, hazardous materials, waste and water. Each topic includes background for facilitators, the local focus, a quiz, activities and additional discussion topics. \$10.70 (incl. postage and GST) from Harmony Foundation, 1183 Fort Street, Victoria, British Columbia, V8V 3L1. (604) 380-3001, Fax: 380-0887.

The Environmental Address Book, How to Reach the Environment's Greatest Champions and Worst Offenders

Michael Levine. New York: PUTNAM, 1991. A user-friendly resource with some helpful discussions and an international orientation.

Envisioning a Sustainable Society, Learning Our Way Out

Lester W. Milbrath. Albany: State University of New York, 1989. A discussion of sustainability from a social learning perspective.

The Gaia Atlas of Green Economics

Ekins, Hilmann and Hutchinson, eds. Toronto: ANCHOR-DOUBLEDAY, 1992. A good textbook with a tremendous amount of information and lots of visuals.

Global Network

Directory of community-based groups. \$25. Available from Falls Brook Centre, RR 1, Hartland, New Brunswick, E0J 1N0. (506) 375-8143, fax: 375-4221.

Green Cities: Ecologically Sound Approaches to Urban Space

Montreal: BLACK ROSE BOOKS, 1990.

Household Ecoteam Workbook

David Gershon and Robert Gilman. Editor-in-chief (Canadian edition): Paul Payson. Uxbridge, ON: Global

Action Plan for the Earth, Canada. 180 pp. A six-month program to bring your household into environmental balance.

In the Company of Others, Making Community in the Modern World

Claude Whitmyer, ed. New York: PUTNAM, 1993. A well-rounded and helpful collection of works.

Investing In Natural Capital: The Ecological Economics Approach to Sustainability.

A.-M. Jansson, M. Hammer, Carl Folke, Robert Castanza eds. Washington, DC: ISLAND PRESS, 1994.

Invested in the Common Good: Economics as if the Earth Mattered

Susan Meeker-Lowry. Montpelier, VT: NEW SOCIETY PUBLISHERS, 1994.

Living With the Land: Communities Restoring the Earth

(A project of the British Columbia Environment and Development Working Group and IDERA). Christine Meyer and Faith Moosang, editors. Gabriola Island, BC: NEW SOCIETY PUBLISHERS, 1992.

A collection of stories from communities which were asked: "How is your community managing to meet your needs and aspirations and those of future generations, while living within the ecological limits of your region and the Earth? Tell us how you live and from that we'll learn about developing sustainability."

Naming the Moment: Political Analysis for Action: A manual for community groups

Deborah Barndt. Toronto: Jesuit Centre for Social Faith and Justice, The Moment Project, 1989. This step-by-step process starts with people's daily experiences and helps them analyze the conditions of their lives, so they can act together to change those conditions more effectively.

No Place Like Home: Building Sustainable Communities

Marcia Nozick, 1992. \$30 from the Canadian Council on Social Development (CCSD), 55 Parkdale Avenue, Ottawa, Ontario, K1Y 4G1. (613) 728-1865, fax: 728-9387. Challenges the conventional wisdom on social and economic development and provides an alternative vision of how we can develop sustainable communities.

Putting Power in its Place: Create Community Control!

Christopher and Judith Plant, editors. Gabriola Island, BC: NEW SOCIETY PUBLISHERS, 1993. Contributors put forward workable models of how we might restructure society to better represent the diversity of its parts through the devolution of government.

Seeing the Forest Among the Trees: The Case for Wholistic Forest Use

Herb Hammond. POLESTAR PRESS, 1991. \$46.95.

State of the World Annual Reports

An excellent up-to-date source of data from the World Watch Institute. Available from W.W. Norton & Company, 500 Fifth Avenue, New York, N.Y. 10110.

Sustainable Cities: Concepts and Strategies for Eco-City Development

Bob Walter, Lois Arkin, Richard Crenshaw, editors. Los Angeles, CA: Eco-Home Media, 1992. For more information, call (213) 662-5207.

Sustainable Development of the Biosphere

W.C. Clark and R.E. Newman, eds. New York: CAMBRIDGE UNIVERSITY PRESS, 1986.

Toward Sustainable Communities: A Resource Book for Municipal and Local Governments

Mark Roseland, 1992. National Round Table on the Environment and the Economy, 1 Nicholas Street, Suite 1500, Ottawa, Ontario K1N 7B7 (613) 992-7189, fax: 992-7385. This book is a storehouse of practical information for people wanting to move their community toward sustainability.

World Environmental Handbook: A Directory of Natural Resource Management

Agencies and Non-governmental Organizations in 145 Countries. Baker, Bassett and Eglington, eds. New York: World Environmental Center, 1985.

Your Resource Guide to Environmental Organizations

John Seredich, ed. Irvine, California: SMILING DOLPHIN PRESS, 1991. An extensive review of mainly U.S. NGOs, federal and state organizations.

Additional reading**Deep Ecology**

Devall and Sessions. Salt Lake City, Utah: Gibbs M. Smith, Inc., 1985. The classic, original deep ecology statement.

Green Politics

Fritjof Capra and Charlene Spretnak. New York: E.P. DUTTON INC., 1984. The authors introduced the Green Party politics movement to North America.

Healing the Wounds, the Promise of Ecofeminism.

Judith Plant, ed. Santa Cruz: NEW SOCIETY PUBLISHERS, 1989. A classic and essential anthology.

The Turning Point

Fritjof Capra. Toronto: BANTAM BOOKS, 1982. Probably the best historical review of the old paradigm (unsustainability) and introduction to the new paradigm.

Where the Wasteland Ends, Politics and Transcendence in Postindustrial Society

Theodore Roszak. New York: DOUBLEDAY & COMPANY INC., 1972. This book follows a string of classic treatments of North American counter-culture from the 1960s.

Wisdom of the Elders

Peter Knutson and David Suzuki. Toronto: STODDART PUBLISHING CO. LIMITED, 1992. A beautiful treatment of the age-old wisdom of indigenous peoples with current applications to our scientific culture in ecological crisis.

Selected videos and films**Adam's World**

Donna Read (Dir.). THE NATIONAL FILM BOARD OF CANADA, 1988. A wonderful (and funny) dissection of how we got into this eco-mess by Elizabeth Dodson Gray, noted ecologist and theologian.

Guideposts for a Sustainable Future

A video (1990), and book, *Planning for Seven Generations*. Mike Nickerson. Hull, QC: VOYAGEUR PUBLISHING, 1993. Both available from: Guideposts, PO Box 374, Merrickville, Ontario, K0G 1N0.

Mind Walk

PARAMOUNT STUDIOS with MIND WALK PRODUCTIONS, 1991. Liv Ullmann, John Heard and Sam Waterston discussing unified field theory, ecological problems and the meaning of life. Based on *The Turning Point* by Fritjof Capra. Available on video.

Positive Action for the Environment

HARMONY FOUNDATION OF CANADA. Hosted by Gordon Pinsent, this 24 minute video is packed with practical how-to information on environmental action. The accompanying 36-page community projects booklet helps groups organize a variety of community environmental projects. Available from The Harmony Foundation, 1183 Fort Street, Victoria, B.C. V8V 3L1. (604) 380-3001, fax: 380-0887.

We're the Boss!

THE NATIONAL FILM BOARD. Focuses on the Evangeline District in Nova Scotia. This Acadian community has built a strong local economy through a variety of co-operative ventures. The process to get the community together is referred to as "kitchen table meetings".

For more film and video listings, contact your local office of the National Film Board of Canada or a local non-profit artist-run gallery or film/video centre. They will be able to assist you in your search. You can also try your library for research materials on film/video.

GLOSSARY

Appropriate technology: Low-cost, low-impact technology for small-scale use.

Biodegradable: Capable of decaying via the action of living organisms.

Bioregion: An area that constitutes a natural ecological community.

Biosphere: The thin covering of the planet that contains and sustains life.

Carrying Capacity: The maximum equilibrium number of organisms of a particular species that can be supported indefinitely in a given environment.

Consensus: A decision-making process whereby everyone's perspective is heard and given equal weight and the decision arising has the support of the full group.

Ecosystem: A self-sustaining and self-regulating community of organisms interacting with each other and the environment. Can apply equally to an area of land, an ocean or the entire planet.

Environment: Combination of external conditions influencing the life of an individual or population who are also a part of that system.

Green consumerism: A demand for safe and high quality consumer products by supporters of a movement that espouses global environmental protection, bioregionalism, social responsibility, and non-violence. Implies a rejection of wasteful consumption.

Lobbying: To solicit or try to influence the actions of someone, especially public or elected officials.

Sustainability: The ability of present generations to meet their needs without compromising the needs of future generations (United Nations World Commission on Environment and Development).

ABOUT HARMONY FOUNDATION

Harmony Foundation promotes

cooperation and education to meet our
environment and development challenges.

Our education programs and materials
provide people and organizations with the
practical knowledge and skills that inspire
and promote positive environmental action.

Our work has been recognized by the
United Nations Environment Programme
with a Global 500 Award (1992) and with
a Commonwealth Foundation Fellowship
(1994) for promoting Commonwealth
understanding. Harmony Foundation
develops programs and materials for:

Educators: *The Institute for Environmental Values Education*

The Institute develops practical teaching and leadership skills for educators and community leaders, who can help us re-shape our goals and practices to create a sustainable future. The Institute's dynamic 8-day Summer Program brings together educators from across Canada and around the world to explore global, community and personal environment and development issues. They share and learn innovative and effective ideas for their classrooms and communities. Short workshops and resource materials for environmental values education have also been developed.

Communities: *ECOMmunity*

Using a cooperative process that involves all members of the community, Harmony has assisted various communities to successfully create sustainable community plans. Through ECOMmunity, we developed *Discovering Your Community* to help individuals and groups in the research and development of a sustainable community plan for their area.

The Workplace: *GreenWorks*

Workplace Guide: Practical Action for the Environment, a 176-page planning and reference workbook, provides thorough and practical information for introducing environmental improvements and enables users to develop a comprehensive environmental strategy. Chapters include: energy, hazardous materials, waste, water, transportation, purchasing, property management, education and training, and community outreach.

Through a series of successful projects with individual organizations and municipalities, Harmony developed *GreenWorks*, a training program to evaluate and improve workplace environmental practices (programs with individuals or groups are selectively done).

Children: *Growing Up Green*

Our learning materials for children encourage positive environmental values and skills and transform hope into action.

Environmental Leadership

Harmony and the Institute encourage progressive leadership and work to bring together diverse professionals to find cooperative ways to respond to environment and development issues. We also advise a number of organizations and encourage the efforts of others while especially promoting Canadian leadership in the global campaign for environmental progress.

Other Public and Community Education Materials

Harmony has an extensive library of practical, easy-to-use publications including:

Home & Family Guide: Practical Action for the Environment (80 pp.) helps individuals contribute to environmental solutions in their daily lives;

Community Workshops for the Environment (60 pp.) helps organizers develop, organize and give practical environmental action workshops.

Positive Action for the Environment (24 min. video with a 30 pp. activity booklet) presents practical demonstrations of everyday actions that will benefit our environment.

You and Harmony: *Investing in the Future*

A healthy future depends on our personal commitment to action today. For Harmony to continue to help you and others take positive action, we need your help. By donating, you share in the essential efforts to secure a sustainable future. Be a part of a real success story; one which provides lasting benefits.

To make a donation or to receive information on our programs or our publication list, please write to us at:

Harmony Foundation of Canada
1183 Fort Street
Victoria, British Columbia, Canada, V8V 3L1
Telephone (604) 380-3001; fax (604) 380-0887

Our Ottawa office can also help you with publication orders:
Harmony Foundation of Canada
202A-145 Spruce Street
Ottawa, Ontario, Canada, K1R 6P1
Telephone (613) 230-539; fax (613) 238-6470

Charitable tax receipts are issued for donations over \$10.
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