

Pan-Canadian Community
Development Learning Network



Social Inclusion and Community Economic Development – Profile of Effective Practice

Survey Report

August 2005



The Canadian **CED** Network

Le Réseau canadien de **DÉC**

Strengthening Canada's Communities

Des communautés plus fortes au Canada

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Summary

The Pan-Canadian Community Development Learning Network is a two and a half year project of the Canadian Community Economic Development Network (CCEDNet) that seeks to promote learning about and examine how integrated, community-based initiatives contribute to social inclusion.

Running from October 2003 to March 2006, the project facilitates peer learning and develops evidence-based research to strengthen integrated models of service delivery that build assets, skills, learning, social development and economic self-sufficiency opportunities relevant to local community conditions.

The second major publication of the project, this document presents the results of a survey of 78 community-based initiatives that examined their comprehensive efforts through a social inclusion lens. While many respondents appreciated the opportunity to view their activities through this lens, the language and concepts were unfamiliar and often required reformulation to be understood. If the concept of social inclusion is to be retained as a useful framework for analyzing comprehensive, community-based efforts, ongoing dialogue and opportunities for practitioners to appropriate and apply the concept to their practice will be necessary.

An analysis of activities carried out by these initiatives showed that most activities addressed multiple sectors of CED and dimensions of inclusion simultaneously. Some sectors of CED were more closely linked to specific dimensions of inclusion, offering potential strategies for directing impacts to prioritized dimensions.

Respondents confirmed that taking a comprehensive approach had a very strong influence on the way they carried out their work, especially in the realm of partnership building. The impetus for the comprehensive analysis comes mostly from staff and Board, suggesting that this kind of leadership needs to be supported if communities wish to move to a more comprehensive framework.

Rigorous outcome evaluation of comprehensive community-based initiatives, an enormous challenge in the permeable, complex adaptive systems of communities, is made even more difficult when organizations are faced with the instability and transition created by short-term project funding, multiple evaluation criteria, and an overall lack of organizational capacity due to under-funding.

Urgent policy changes are necessary to improve funding terms and reporting requirements, to shift focus to accountability for appropriate outcomes, and to break down the inter-governmental and inter-departmental silos that fragment community support.

1. Introduction

Canada is regularly rated as one of the best places in world to live by organizations such as the Organisation for Economic Co-operation and Development (OECD). However, Canada is also a society where these benefits are often limited to certain sectors and geographic areas. In the last 15 years, inequality has grown in Canada, creating a widening gap that is ever more difficult for marginalized groups to cross. Innovation and productivity have suffered and real incomes have declined. In many communities, destructive cycles of poverty are holding communities back from reaching their potential.

At the same time, some communities are creating vibrant, healthy environments through a community economic development (CED) strategy – a multi-purpose social and economic strategy for systematic renewal, conceived and directed locally. By taking a CED approach to development, these communities are making Canada stronger as they transform themselves into attractive places to live and work that are full of opportunity.

The Canadian Community Economic Development Network (CCEDNet) was created by CED organizations and practitioners across the country who are committed to dramatically reducing inequality, fostering innovation and raising productivity.

The Canadian Community Economic Development Network

Founded in 1999, CCEDNet is a national, member-based organization that is actively working to build a "communities agenda" in Canada. Its mission is to promote and support community economic development for the social, economic and environmental betterment of communities across the country.

CCEDNet represents over 450 members who are practising CED in a wide variety of social and industry sectors. The rich experience of these CED practitioners has provided the foundation needed to promote a national Policy Framework and raise the bar for CED in Canada.

CCEDNet is working towards a communities agenda in Canada where CED is recognized by all levels of government as a proven and effective development strategy. The Network wants to revolutionize how CED is understood, practiced and funded in Canada by promoting evidence-based policy recommendations to all levels of government. CCEDNet members believe that CED has the potential to dramatically reduce inequality in Canada and foster innovation and productivity. CED has a proven track record for building wealth, creating jobs, fostering innovation and productivity, and improving social well being, with numerous success stories documented across the country illustrating how wealth, jobs and community health have been fostered. What's needed now to scale up these successes to other communities across the country is further evidence, education and policy changes to provide better support for CED organizations, to develop human capital, to increase community investment, and to support social enterprise.

The Pan-Canadian Community Development Learning Network Project (PCCDLN)

In 2002, the Social Development Partnerships Program (SDPP) of Human Resources Development Canada¹ put out a call for project proposals on social inclusion. CCEDNet already knows how some communities in Canada have taken innovative steps to overcome exclusion and promote social inclusion, particularly with comprehensive community-building strategies that simultaneously work across social, economic and physical sectors. But to this point, these community economic development initiatives have not been analysed through a social inclusion lens. Bringing together these two concepts allows us to consider the links between the characteristics of a socially inclusive society and the core principles of multi-faceted community-based development strategies, with the clear goal of expanding our understanding of the strengths and weaknesses of these comprehensive approaches, and identifying improvements to practice and policy that can lead to even greater inclusion in Canadian communities.

Bringing together social inclusion and community economic development allows us to consider the links between the characteristics of a socially inclusive society and the core principles of multi-faceted community-based development strategies, with the clear goal of expanding our understanding of the strengths and weaknesses of these comprehensive approaches, and identifying improvements to practice and policy that can lead to even greater inclusion in Canadian communities.

The two-and-a-half year proposal that was accepted by SDPP was to facilitate peer learning and develop evidence-based research to strengthen integrated models of service delivery that build assets, skills, learning, social development and economic self-sufficiency opportunities relevant to local community conditions.

As the second major publication of the project, this document presents the results of a survey of community-based initiatives, examining their efforts through a social inclusion lens.

¹ SDPP is now the Community Development and Partnerships Directorate of Social Development Canada

2. Survey Design

The survey phase of the Profile of Effective practice had three objectives:

- to identify and describe, using a social inclusion lens, comprehensive, community-based initiatives;
- to offer respondents (practitioners) a new way of understanding their work that could lead to further innovation and increased effectiveness of their interventions;
- to identify effective practices which can be shared, and common challenges that require more specific attention.

Building on the knowledge gathered in the literature review, the basic research question was: *"How do community-based initiatives take a comprehensive approach to social inclusion, and what, in practice, are the characteristics and effective practices of those approaches?"*

The research team expected that a 'cognitive leap' would be required for many respondents to apply a social inclusion framework to their practice, which is more commonly described in community development and community economic development terminology than social inclusion terms. To support this process, brief introductory material was provided to respondents, along with explanations and support from regional coordinators during the administration of the survey. Participation in regional and national learning events and discussion via the CED portal were also offered to respondents to further their learning opportunities.

The survey was designed so that data collected would permit the identification of particularly effective practices, common challenges, and the most promising potential candidates for case studies.

Design

A descriptive, cross-sectional approach was selected for the survey. This means that it was a one-time survey (not longitudinal) that explored the research question and described practice, building a foundation of general ideas and, potentially, tentative theories for further exploration. The survey sought to describe and analyse community-based initiatives that have used a comprehensive analysis in their initiatives, and to identify both effective practices to be learned from and common challenges for further attention.

In the survey, as throughout PCCDLN project, a community-based, participatory research approach was adopted, to promote learning and encourage reflection on practice among front-line practitioners. Community-based participatory research (CBPR) is a collaborative approach to research that combines methods of inquiry with community capacity-building strategies to bridge the gap between knowledge produced through research and what is practiced in communities.

The principles of community-based participatory research were applied to this phase of the research in the following ways:

- the project advisory committee, made up of practitioners, contributed to research design and analysis;
- the survey and supporting documentation was available in both English and French;
- participants benefit from learning and resources developed by the research;
- participants were free to withdraw at any time.

The survey process was broken down into four phases: development of research method and tools; data collection; data analysis and reporting; and reporting, dissemination, discussion and learning.

Development of Research Method and Tools

Based on the learning in the literature review, the research design and questionnaire was developed with input from the Project Advisory Committee, strengthening its relevance and usefulness to practitioners. The development of the research design and questionnaire went through the following steps:

- First draft reviewed by project staff
- Second draft reviewed by the project advisory committee and key resource people
- Third draft translated and tested with a focus group and potential respondents
- Final version circulated for data collection.

Data Collection

The survey was administered by CCEDNet's regional coordinators, with the overall data collection process broken down into five stages for most respondents:

- potential research candidates were identified and screened by the regional coordinators based on the eligibility criteria. This required communication between the regional coordinator and the candidate to verify eligibility and introduce the research;
- potential respondents were then be sent the survey and background information;
- respondents were contacted to get their consent to participate and set up a time for a phone interview;
- the survey was administered by phone (usually taking between 1-1.5 hours).

An interview process was selected rather than having respondents complete the survey independently to provide more opportunities for learning, interaction, and discussion with respondents, and to increase the quality of data collected (regional coordinators could ensure that a question was understood as intended and thus the response given is meaningful). This interaction and relationship building was an important aspect of the method, and is hoped will be the basis for further learning opportunities as the project evolves.

A 'Survey Guide' was developed, providing explanations and background information on each question to promote uniformity in the administration of the survey among the five regional coordinators doing data collection.

Data Analysis

All data was compiled using FileMaker. Quantitative analysis/calculations were done in FileMaker and Excel, and qualitative coding and analysis was done manually.

Analysis sought to identify trends in the activities offered by these organizations, challenges and successes of their practice, and resources and policies that need to be created or improved to better support their work. A race, gender and ethnicity analysis was explicitly identified as part of the methodology. Data was to be analysed according to gender, ethnicity and age, allowing for a breakdown of, for example, types of activities and populations served.

Reporting, Dissemination, Discussion and Learning

A draft report was analysed at in-person meeting of the Project Advisory Committee in early January 2005. Preliminary learnings from the survey were used in the selection of case studies for phase II of the research.

The final report will be available in both English and French on CCEDNet's website, as well as the CED Portal, where an on-line discussion forum is available for comments and exchange. It will be sent to all survey respondents. A workshop on project results was given at the 2005 National Conference on CED and the Social Economy, May 4-7, in Sault Ste. Marie, as well as at other relevant events.

Survey respondents as well as anyone interested will be invited to provide feedback via the on-line discussion forum and to participate in regional learning events that will be held in late 2005, presenting, sharing and gathering feedback on overall project results, leading up to a final presentation and discussion at the 2006 National Conference.

Sample

A total of 50 to 100 responses was sought, with efforts being made to ensure representative participation from all regions of the country, with a mix of rural/urban/remote territories and different populations served. This target was met with 78 surveys completed, from 11 provinces and territories and a variety of settings and clientele.

To reach respondents, an email describing the research, criteria for participation, and benefits of participating was distributed through CCEDNet's contacts, personal contacts and recommendations of Project Advisory Committee members and of CCEDNet's regional coordinators, and finally to participants in CCEDNet's Profile of CED.

Respondents self-identified as meeting the following criteria in order to qualify for the survey:

- the initiative takes a participatory, inclusive approach
- the initiative is community-based and -led
- the initiative is grounded in a comprehensive analysis, recognizing the interconnectedness of social and economic issues

For the purposes of outreach, those criteria were interpreted as follows in the survey guide that was provided to the regional coordinators.²:

- *The initiative takes a participatory, inclusive approach*

Taking a participatory, inclusive approach means making concrete efforts to promote participation and include groups/populations that are often excluded from decision-making processes that affect them, such as people living in poverty, youth, Aboriginal Canadians, people with disabilities and members of racial minorities. Initiative leaders should be conscious of the diversity of the people they are trying to serve, and attentive to which of the many voices are being heard and which are not

- *The initiative is community-based and -led*

This criterion is closely linked to the previous one. Community-based and community-led means not only that the community is included in the decision-making process, but that the community controls the decision-making process. This control should be effective (not just consultation, but accountability) by a meaningful spectrum of representatives of the community. Often strengthening community control means building community capacity to take part in governance as the project evolves.

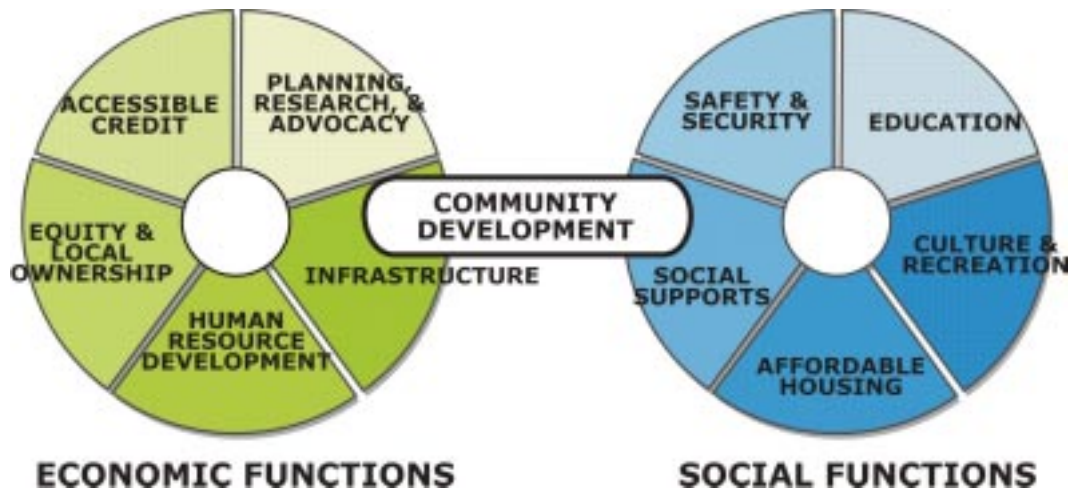
- *The initiative is grounded in a comprehensive analysis, recognizing the interconnectedness of social and economic issues*

A comprehensive analysis recognizes the links between such fields as child development, health, education, training, employment, homelessness, food security, income security, the environment and crime. Lewis suggests a model of these economic and social functions:

² This discussion draws largely upon descriptions of the terms taken from the following two documents:

Toye, Michael and Jennifer Infanti. (2004). "Social Inclusion and Community Economic Development: Literature Review and Project Framework." Victoria: Canadian Community Economic Development Network. Available on line: <http://www.ccednet-rcdec.ca>

Torjman, Sherri and Eric Leviten-Reid. (2003). "Comprehensive Community Initiatives." Ottawa: Caledon Institute of Social Policy. Available online: <http://www.caledoninst.org>



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It does not mean that the initiative attempts to intervene on all the interrelated issues at once, but that strategic action is taken on one or more key issues, based on a decision-making process that is rooted in a comprehensive analysis.

A discussion on the impact of these criteria on the sample can be found in Section 4.

3. Data

Data collection started on November 1st and the final interviews were concluded at the end of December 2004. A total of 78 responses were gathered by CCEDNet's five regional coordinators. This section presents a synthesis and analysis of the data collected, and is presented by survey question³. A discussion of the data can be found in Section 4.

Question 2: Profile of Respondents

During the outreach, CCEDNet's regional coordinators strove to achieve a balanced sample of respondents along regional lines, in terms of territory served and sector of activity. The 78 survey respondents came from 11 provinces and territories.

	Total Respondents	Legal Structure					Mean Year of Incorporation	Territory Served		
		Non-profit	Co-operative	Foundation	Not incorporated	Other		Urban	Small Urban	Rural and Small Town
Atlantic	14	13	0	0	1	0	1992	4	3	9
Québec	15	13	2	0	0	0	1989	9	5	2
Ontario	10	9	0	1	0	0	1995	9	5	6
Prairies/North	19	16	2	1	0	0	1990	11	3	5
British Columbia/Yukon	20	19	0	0	0	1	1994	12	6	15
Total (n)	78	70	4	2	1	1	1992	45	22	37
Total (%)	100	90	5	3	1	1		58	28	47

Non-profit structures were by far the most common legal structure among respondents. On average, Québec respondents had been established longest, and Ontario respondents most recently.

For the purposes of this survey, 'urban' was defined as a population area of 100,000 or more; 'small urban' as a population area of 10,000 to 99,999 and 'rural and small town' as the population living in towns and municipalities outside the commuting zone (1 hr drive) of small urban or urban centres. Twenty-two respondents reported serving more than one type of

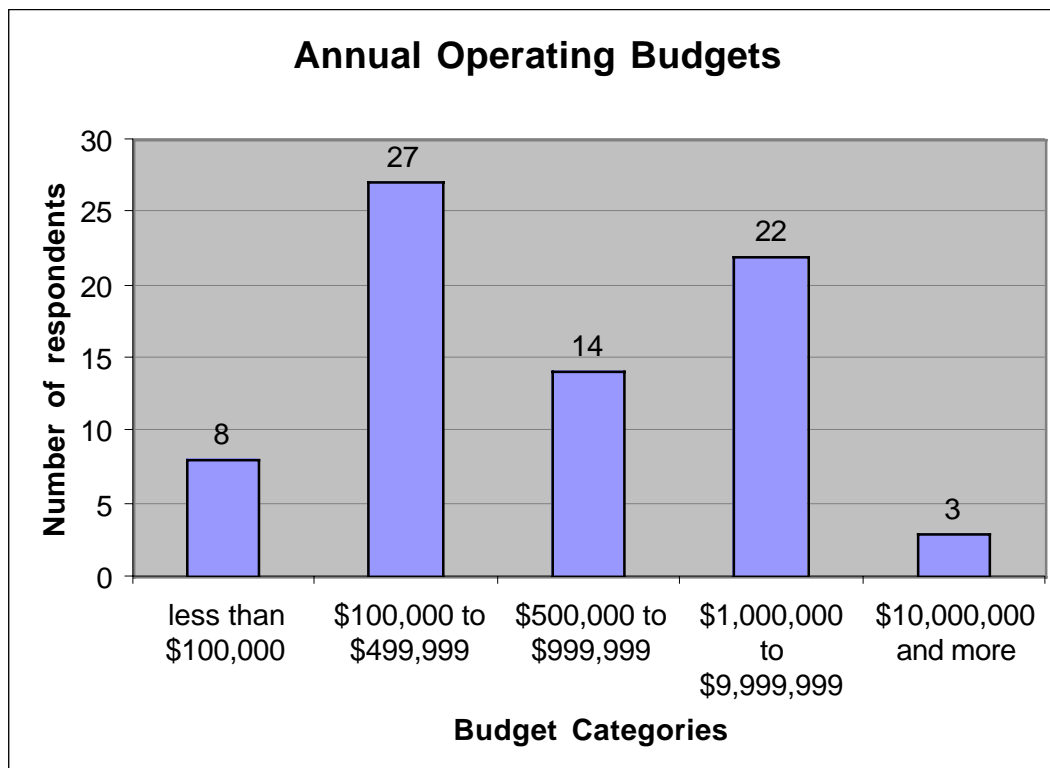
³ A copy of the survey can be found in the Appendix

territory, which is why the sum of territories served is greater than the total number of respondents.

There was a strong tendency to territorial based services, with 50 (64%) reporting serving a limited geographic territory, and 17 (22%) reporting serving no specific geographic region.

Financial Information

There was a very wide range of organizations among respondents, with budgets ranging from \$0 to over \$10 million, although CCEDNet's regional coordinators reported that many small organizations did not feel that they fit the eligibility criteria.



Respondents had a median operating budget of \$562,500, and a mean operating budget of \$2,503,228. The three respondents with the biggest operating budgets skewed the mean substantially higher.

A factor that was not controlled for in data collection was the separation between project activities and core funding. Some respondents do not consider time-limited projects to be part of the core activities of their organization, and so left out those activities when completing the survey.

As might be expected, the average age of initiatives increases as the budget category increases. The following table presents the mean year of incorporation for each budget category.

Less than \$100,000	\$100,000 to \$499,999	\$500,000 to \$999,999	\$1,000,000 to \$9,999,999	\$10,000,000 and more
2001	1995	1989	1986	1984

On a regional basis, respondents from Atlantic Canada had significantly lower median budgets and staff levels than respondents in other regions.

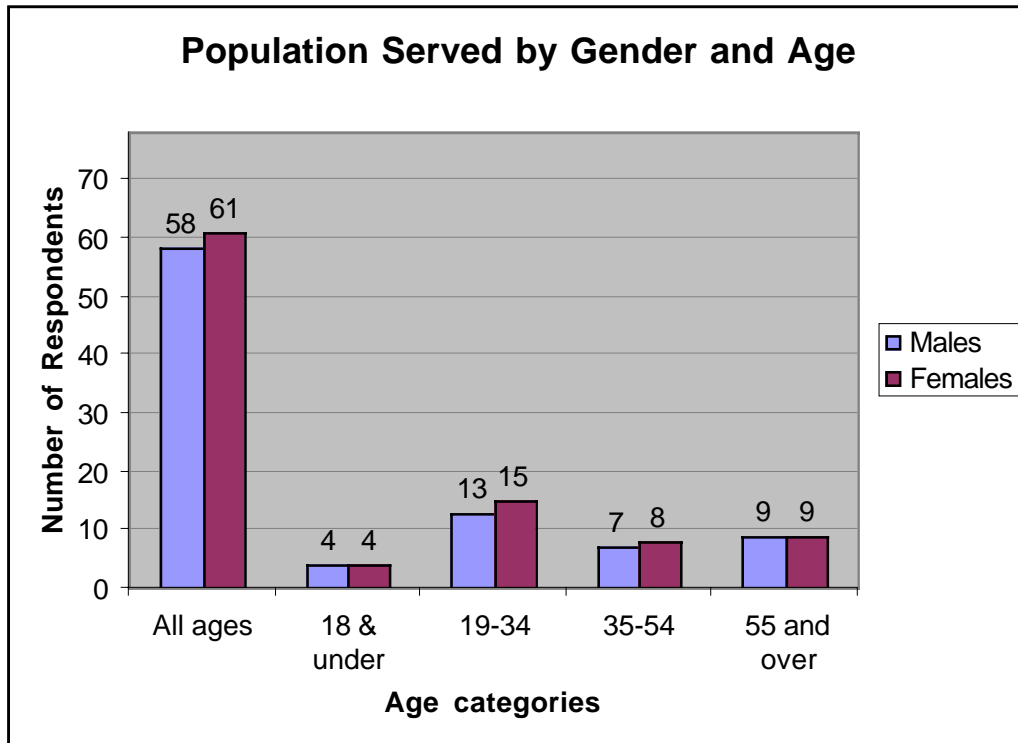
	Atlantic	Québec	Ontario	Prairies/North	BC/Yukon	Total
Median operating budget	\$195,000	\$675,000	\$700,000	\$600,000	\$475,000	\$562,500
Median number of staff	3	11	9	8	9	8
Median number of volunteers	19	25	60	28	20	20

The lower figures for the Atlantic region are consistent with the findings of CCEDNet's *Profile of Community Economic Development in Canada* (Chaland and Downing, 2003), which, in its survey of 294 organizations, also found lower average revenues among organizations in the Atlantic region.

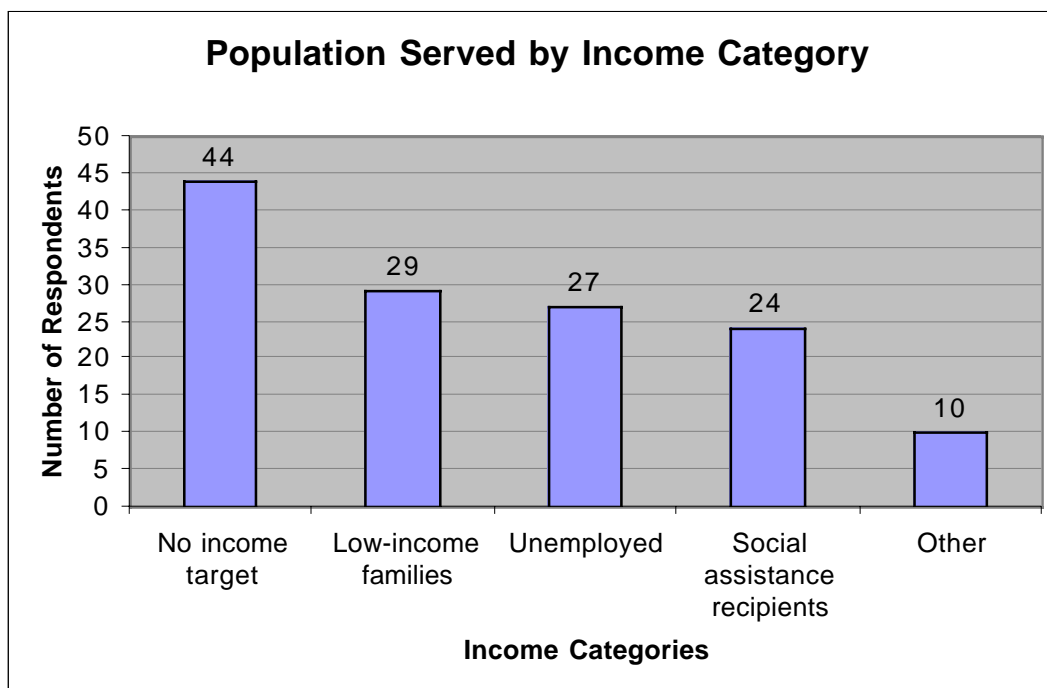
One significant difference between respondents and the broader CED/community development sector is the number of organizations with charitable status. The *Profile* found that 6.9% of the 294 organizations analyzed had charitable status, compared to 39 (50%) that reported having it and 39 (50%) reported not having it among respondents to this survey.

Populations Served

Initiatives serving women were slightly more common than those for men, and the vast majority of respondents did not have an age focus to their services.

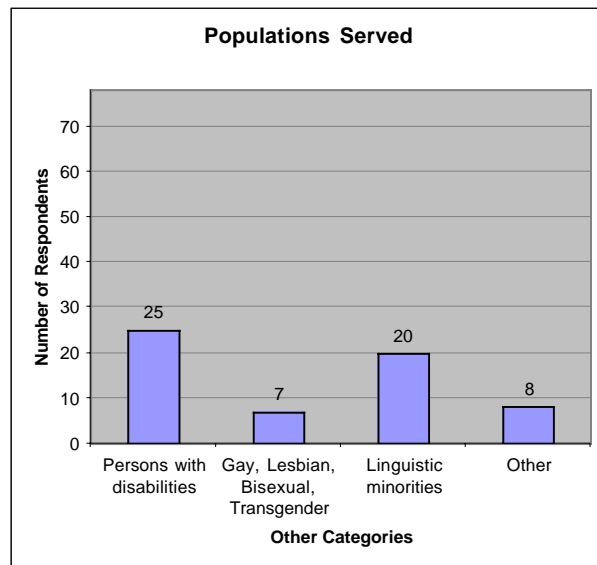
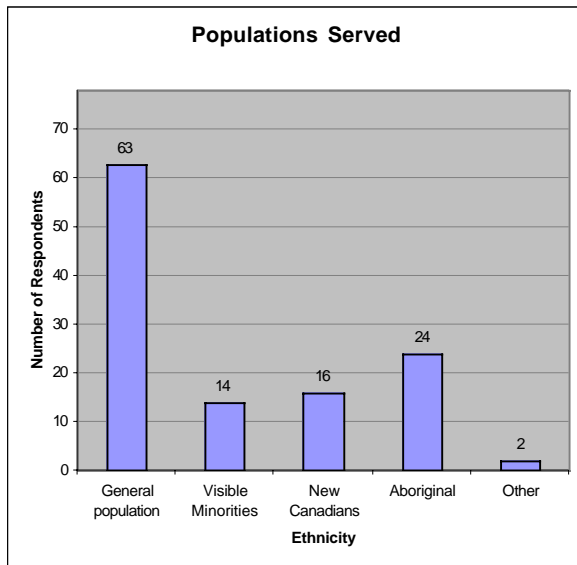


When it came to identifying the population served by income category, many respondents selected more than one category, often due to different programs addressing different clientele.



Other income categories reported by respondents included: youth and children (5), low or no income (3), and women (2).

The final questions attempting to identify populations served examined ethnicity and other groupings.



Other ethnicity and other groups reported by respondents included: women survivors of violence (1), youth (3), consumer survivors (people with mental health issues) (1), artists (1), seniors (1), persons with loss of autonomy (1), persons with multiple barriers (1), and any disadvantaged population (1).

Question 3: Activities

Respondents were asked to identify and briefly describe the main activities of the initiative, then select the relevant community development or CED sector(s), dimension(s) of inclusion and the target(s) of intervention addressed by each. For the purposes of the survey, the community development / CED sectors and the dimensions of inclusion were defined as follows:

Sectors of Community Development and Community Economic Development

Sector	Examples
Asset Building	Creating child care or youth facilities, housing, individual development accounts, revitalization of community owned buildings, community access facilities for use of computers
Skills Development	Employment training programs, work experience programs, self employment assistance, entrepreneurship mentoring, English as a second language, training enterprises, financial literacy
Community Learning	Community learning networks, peer learning, adult education, early childhood education, literacy, experiential learning programs for youth
Social Development	Child care services, support to individuals, life skills, nutritional programs, self help programs, home care services, community safety, youth programs
Economic Development	Social enterprises, loan funds, business development, cooperative development
Capacity building	Community planning, research, community indicator and benchmark projects, social marketing, cross sectoral mobilization, democratic engagement, support to self help groups, neighbourhood mobilization

Dimensions of Social Inclusion

Dimensions	Examples
Cultural	Valuing contributions of women and men to society, recognition of differences, valuing diversity, positive identity, anti-racist education.
Economic	Adequate income for basic needs and participation in society, poverty eradication, employment, capability for personal development, personal security, sustainable development, reducing disparities, value and support caregiving.
Functional	Ability to participate, opportunities for personal development, valued social roles, recognizing competence.
Participatory	Empowerment, freedom to choose, contribution to community, access to programs, resources and capacity to support participation, involved in decision making, social action.
Physical	Access to public places and community resources, physical proximity and opportunities for interaction, healthy / supportive environments, access to transportation, sustainability.
Political	Affirmation of human rights, enabling policies and legislation, social protection for vulnerable groups, removing systemic barriers, will to take action, long-term view, multi-dimensional, citizen participation, transparent decision making.
Relational	Belonging, social proximity, respect, recognition, cooperation, solidarity, family support, access to resources.
Structural	Entitlements, access to programs, transparent pathways to access, affirmative action, community capacity building, inter-departmental links, inter-governmental links, accountability, open channels of communication, options for change, flexibility.

The choices of activity targets offered were: individuals, families, institutions, communities, governments and society/public.

Frequency of responses:

In the table below, 'n' is the number of activities that reported that sector, dimension or target, and '%' represents the percentage of all 349 activities that reported that sector, dimension or target. The sectors, dimensions and targets are ranked by frequency.

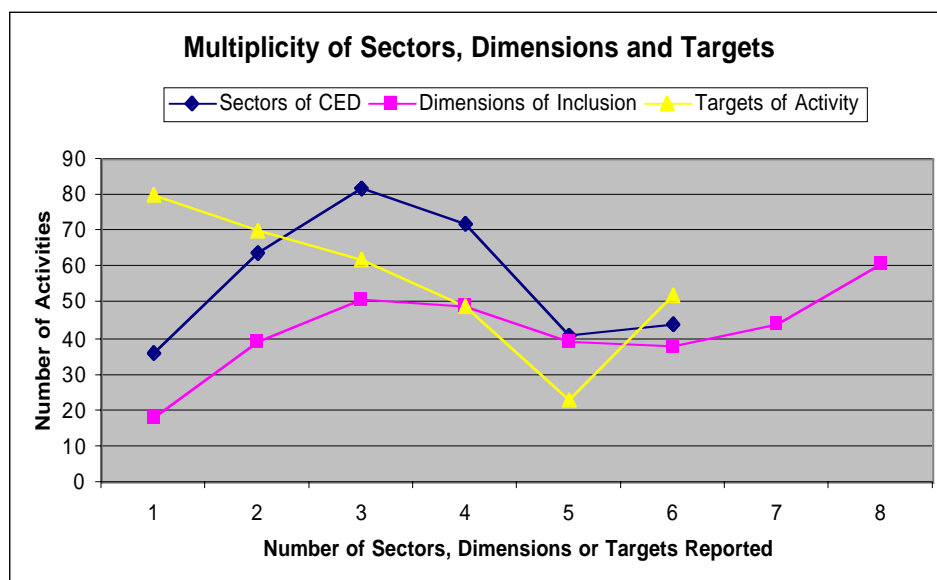
Sectors	n	%	Dimensions	n	%	Targets	n	%
Capacity Building	224	64	Participatory	260	74	Individuals	273	78
Community Learning	214	61	Economic	238	68	Communities	191	55
Social Development	205	59	Functional	231	66	Institutions	158	45
Skills Development	198	57	Structural	217	62	Families	140	40
Economic Development	175	50	Relational	209	60	Society/public	139	40
Asset Building	151	43	Cultural	201	58	Governments	128	37
			Physical	159	46			
			Political	149	43			

Relationships between Sectors of Activity and Dimensions of Inclusion:

The 78 respondents reported 349 activities in total, or a mean of 4.5 activities per respondent.

On average, each activity was associated with 3.3 community development or CED sectors, 4.8 dimensions of inclusion, and 3.0 targets of the activity, but the standard deviation of each of these is high (1.6, 2.3 and 1.8 respectively).

The following graph illustrates the number of activities that reported various multiples of sectors, dimensions and targets. For example, of all 349 activities, 36 were associated with just one of the six possible sectors of CED, 64 activities reported two sectors, through to 44 activities which were associated with all 6 sectors of CED possible in the survey. Similarly, only 18 activities were associated with just one dimension of inclusion, and 61 activities were associated with all 8 dimensions of inclusion.



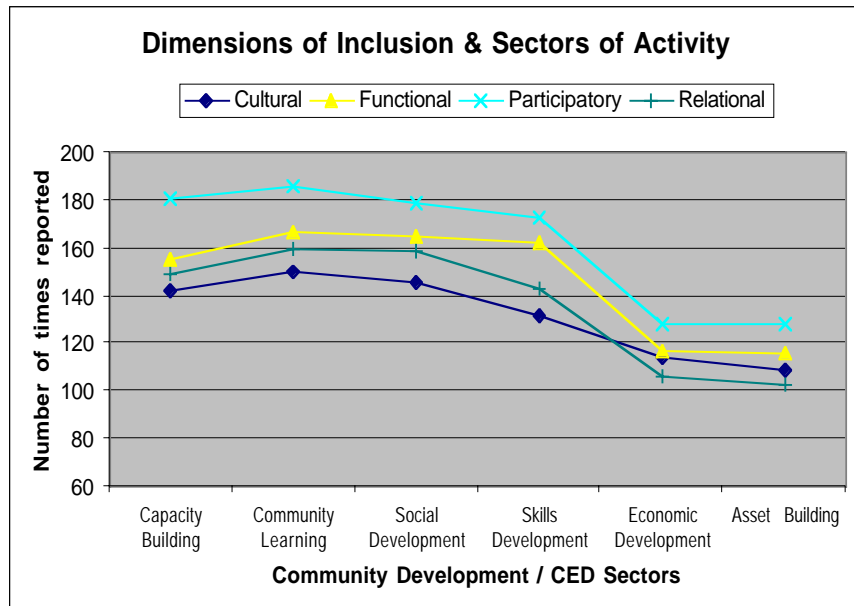
In analyzing the activities of organizations that self-identify as having a comprehensive analysis, it is useful to examine the connections between CED sectors and dimensions of inclusion reported. The following table presents the dimensions identified in activities that reported one of the various CED sectors. For example, of the 224 activities that were associated with the capacity building sector of CED (see the first line of the previous table), 142 were also identified

as addressing the cultural dimension of inclusion, 154 were identified as addressing the economic dimension of inclusion, etc.

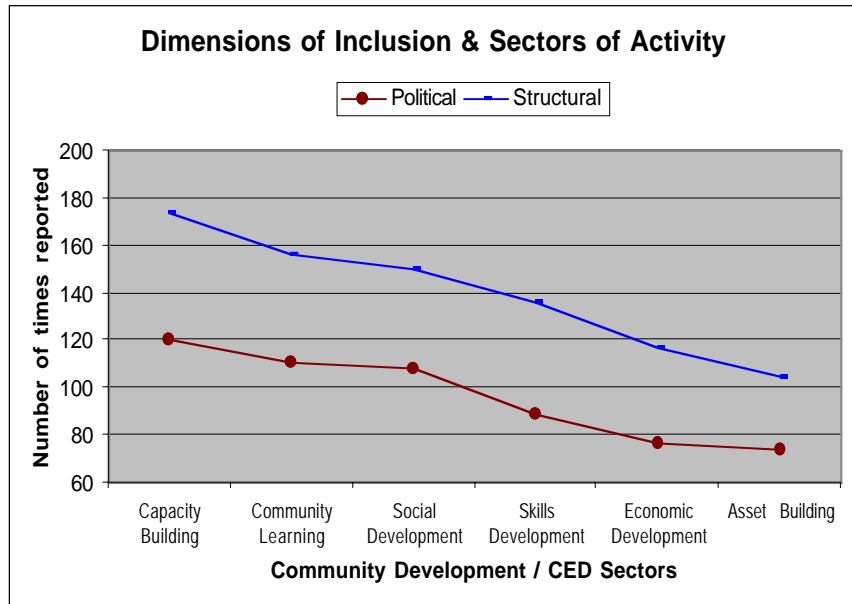
Sectors of CED	Dimensions of Inclusion							
	Cultural	Economic	Functional	Participatory	Physical	Political	Relational	Structural
Capacity Building	142	154	155	181	106	120	149	174
Community Learning	150	150	167	186	113	111	160	156
Social Development	146	149	165	179	120	108	159	150
Skills Develop	132	158	162	173	110	89	143	136
Economic Development	114	161	117	128	87	77	106	117
Asset Building	109	128	116	128	98	74	103	105

The following graphs illustrate the table above, plotting the frequency of each dimension by sector of CED and grouped by trend.

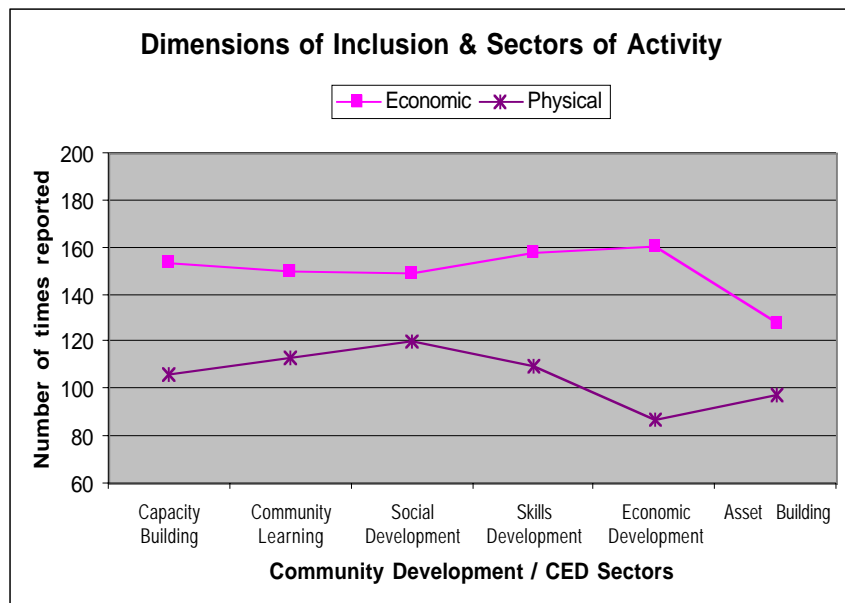
The first and most common trend among the dimensions of inclusion is demonstrated by the cultural, functional, participatory and relational dimensions of inclusion, which share a common relative frequency across the sectors of CED, being most frequently reported in community learning activities but strong in capacity building, social development and skills development activities as well. This group is also characterized by less reporting in economic development and all have their lowest frequency of reporting in asset building activities. The participatory dimension of inclusion is notable in this group and among all dimensions of inclusion as the dimension most frequently identified in every sector of activity except for economic development.



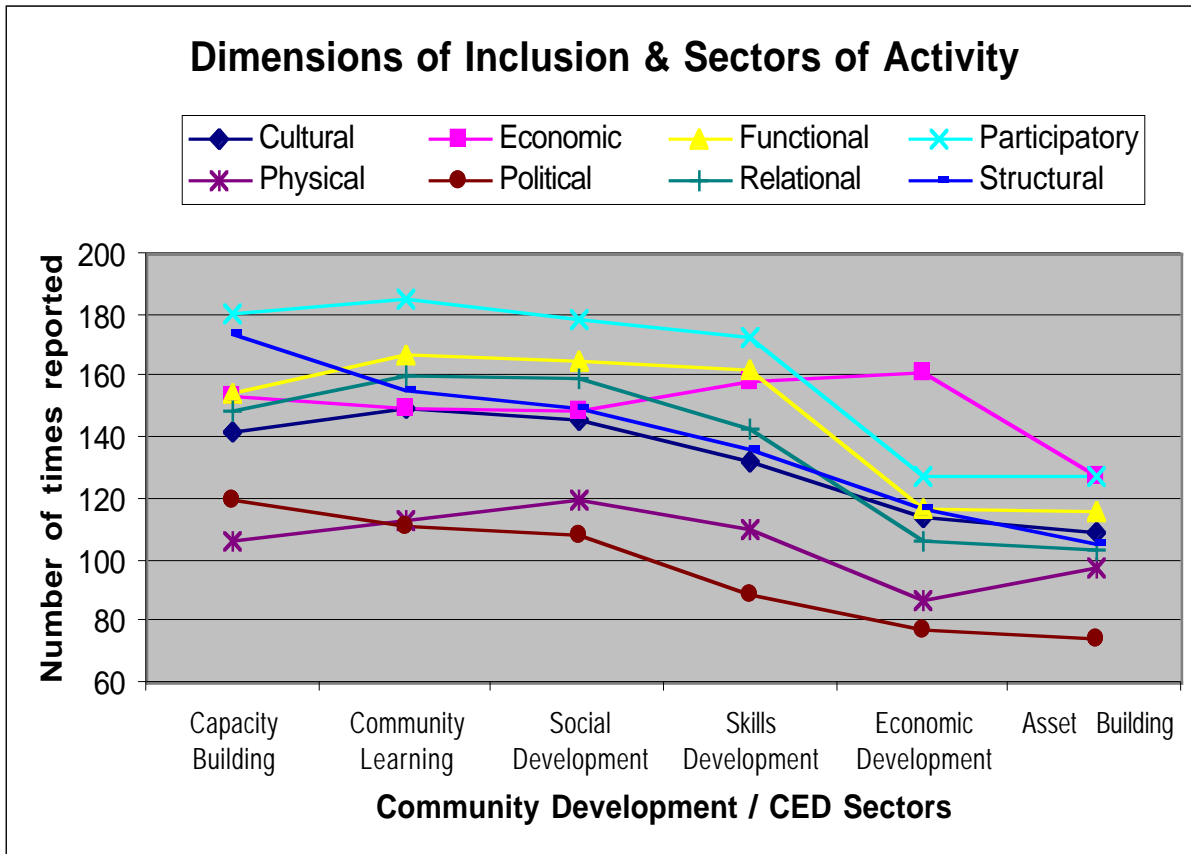
Another trend is represented by the political and structural dimensions of inclusion. Both of these dimensions distinguish themselves from the previous four by being most frequently reported among capacity building activities rather than community learning, and even though economic development and asset building activities report these dimensions least frequently, the difference is not as marked as with the previous group. Political inclusion is the dimension the least frequently reported in every sector of activity, except for capacity building.



The final two dimensions – economic and physical – seem to be different from the others and each other. The economic dimension is unique (if unsurprising) among dimensions in being most frequently reported among economic development activities. The physical dimension of inclusion is unique in being most commonly identified among social development activities, and is the only dimension which had a higher frequency for asset building than for economic development.



Plotting all eight dimensions on the same graph (below) allows us to visually compare the relative frequency of the different dimensions and contrast the various trends.



The responses suggest that on the whole, the skills development, community learning, social development and capacity building sectors of CED tend to be more often linked with all dimensions of social inclusion. The asset building and economic development sectors were least connected to the dimensions of social inclusion, with the exception of the economic dimension of inclusion, which was pre-eminent in the economic development sector.

Discussion of these results can be found in Section 4.

Question 4: Most Innovative Activities

The question "What has been your most innovative activity?" may reveal as much about the respondent's propensity for marketing and promotion and his or her awareness of comparable initiatives as it does about the organization's actual activities. There was a wide range of responses, to this question, from 'Everything we do is innovative' to others who, having done valuable work for a long time, modestly replied that nothing they do is particularly innovative.

Most respondents – almost 60% – however, identified a particular project or program as their most innovative activity. These also included a wide range, but recurring themes were social

enterprises, the use of information and communications technologies (ICTs), and projects with environmental benefits.

Our most innovative activity has been our social enterprise ventures and services to fund operating costs including used video sales and secretarial services, faxing, copying, etc. and event coordination.

We created a network of partners that support internet access and ICT use for disadvantaged populations. Our local approaches have trained 50,000 people, through 12 partners in 9 regions with over 100 internet access points in community organizations.

We developed an environment and energy efficiency focus, and are developing a wind farm. All new houses are R2000 and include solar panels. The new band building will be built with energy efficiency as its focus.

After particular projects and programs, the second largest trend in responses was to identify the approach to work -- both organizationally emphasizing the importance of partnerships, and in the way services are delivered to populations: taking holistic, multidisciplinary, inclusive and participatory approaches.

The fact that we have developed an accompaniment approach with our community partners -- that is what sets us apart from other organizations.

It is a collaborative effort, as anything we do is - Aboriginal family and friendship centre, the Department of Agriculture, HRDC, and the College of the North Atlantic, we each bring something... I look after contests, ie. jams, quilts, etc. and this gives people the idea for cottage industries. There is an Aboriginal fashion show, which has created a demand. All of this is building bridges - Innu, Metis, Inuit, settler heritages.

We put a lot of emphasis on building strong relationships, don't go in with a preconceived plan on how to do things, honour and respect where people are at. Even in regards to how we set up the meetings. Become strong allies.

Our Individual Development Accounts - getting partnerships going, getting a variety of people working toward the same goal. Involvement of people participating in program development.

The application of a holistic and integrative work approach in service delivery. Holistic implies multi sector involvement and partnership while integrative refers to an integration of cross-professional team practice.

Linked to the approach to work, numerous respondents described their own organizational model or structure as what was most innovative.

The structure of organization itself: four partners joining together to deliver services to over 600 people.

The organization itself. Since 1976, we've created a sense of the community controlling its destiny -- local control, not absentee landlords or government. Our driving force is self-reliance.

Our organization is innovative in that it can combine a variety of programs, and the whole becomes more than the sum of its parts. It becomes very flexible, very inclusive, and it builds community and organizational capacity. The innovation arises from the combination of stand-alone programs -- it provides the material to build something new out of stuff that already exists. It's not innovative like there's this miraculous program and no one's ever done it before, but it's more like finding ways of working with existing programs and rules and creating something that wasn't there before. And also tailoring programs to community needs.

The most innovative thing is that we are horizontally integrated, not vertically integrated. Management of enterprises is by volunteers, a big collection of cooperatives collaborating together. We try hard not to be vertically integrated and corporate, we're trying to be democratic and participatory and flat.

Finally, alternative revenue generation means, community research projects, and increasing community ownership/benefits were also mentioned by multiple respondents.

Acting as a mechanism through which community groups can access funding for projects, which range from a school-based enterprise to a heritage school house renovation

Dedicating resources that are put back into the community, its not always about jobs. We dedicate resources to benefit the community. Its about what we give back to the community. Community care centres cost \$2 million to operate, 1/4 of that goes directly into co-facilitators, cleaning jobs (leaving the resources in and benefit the community). Always make sure to value our work by what we leave behind (in the holistic sense).

Our small farms survey - the realization that there are small farm successes in rural Manitoba has been great for publicity, more people are looking at small farms, been very inclusive, created more unity within small farms, small farmers speaking out more. There has been lots of encouragement to keep doing this work.

Question 5: 'Comprehensive Analysis Frameworks' Described

One of the eligibility criteria for participation in the survey was that the initiative be "grounded in a comprehensive analysis, recognizing the interconnectedness of social and economic issues." Question 5, "Because you are participating in this survey, we know that your organization has a comprehensive analysis framework. Please briefly describe this framework" was included in the

survey to verify what respondents' understood by the term, 'comprehensive analysis.' Many respondents had difficulty with this terminology, and often required explanation by the survey administrators.

Most responses centred on the organization, its mission, principles and values, its planning or reporting processes, its partnerships and its activities.

Go to community, develop 3 plans. The mission and vision statement is revisited regularly, also when unsure, we go back to the vision statement to check for direction. We also check with the community and follow recommendations.

It's basically our mission. It means an appreciation of aboriginal culture, respecting the environment, and believing in both social and economic development that is grounded in the local communities.

As an organization, we establish and create our strategic plan, involving all sectors, all communities, both ethnicities. Then the analysis was we can use these resources (both human and financial assets) in improving the opportunities on Island for people to succeed, both socially and economically.

Funder requires multi-dimensional achievables. We are working with them and the university on developing repeatable assessment models to help measure changes.

Multi-sector demand based model integrating human capital in inner-city economic development. Utilize a model to blend market and social values. Overall, to use a business model to address poverty reduction

A third of all respondents clearly articulated the connection between social and economic issues, and a third of those included a recognition of environmental factors. Others, while not mentioning social, economic or environmental issues in those words, spoke of a 'holistic' approach to their work. In all, about 2/5 of respondents identified some aspect of interconnectedness as underpinning their work.

In order for communities to move forward, they must have physical, social, economic and spiritual needs met. So we incorporate the Aboriginal peoples' culture into all our programs. We also recognize people must work on themselves first. Our focus is on business services, but often people have no concept of business so lifeskills are essential.

You can't work on social issues without the economic stuff, you can't be effective that way. We must make sure that all aspects are covered.

We take a holistic approach, seeing neighbourhoods, families and communities as organic. We see our approach as social, economic, ecological and human development -- none of those things can occur in isolation. We take a socially and environmentally responsible approach to develop. We have an assessment process for enterprise development: they have to demonstrate social and environmental responsibility before we will support them. In terms of sustainable

development, we like to think that we're where the rubber hits the road. If an internal enterprise wants to expand, they have to demonstrate social and environmental responsibility. These views are historically rooted in info from the Centre for Community Enterprise, David Suzuki -- all of that thought influences our philosophical position.

Some respondents used attention to the range of needs of a particular population to lead them to a broader range of action.

Knowing that people are complex, the causes of issues aren't singular and issues aren't singular, we must be comprehensive. The value we add to the program, by providing a setting that allows for a broader look at issues, is that we approach people holistically, connecting people to others.

We make sure that we consider the different aspects of the life of our clients. We consider them as an entire person, and not just their disability. In our employment development service, we don't stop with integrating them into the labour market, we also consider their unexpressed needs, their hopes and dreams, based on their real potential.

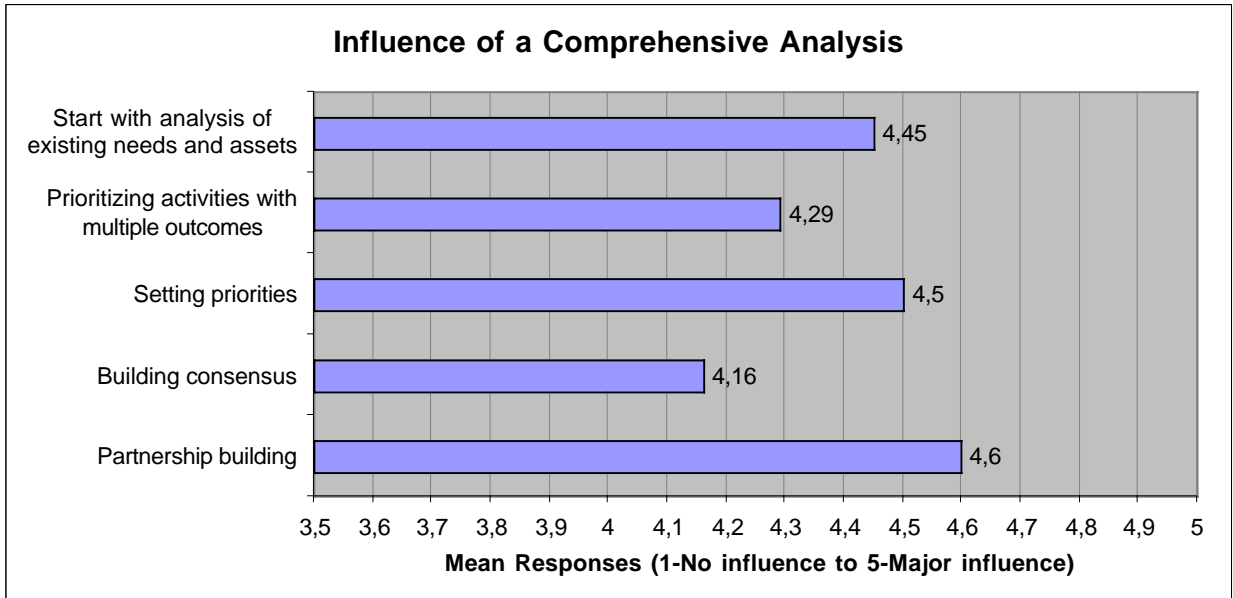
Both the Sustainable Livelihoods framework and the Social Determinants of Health were mentioned by two respondents each, and one other mentioned a feminist analysis as being used.

Question 6: Priorities and Activities Influenced by Using a Comprehensive Analysis

With question 6, we wanted to explore how the 'comprehensive analysis' described above influenced the activities of the initiative.

All but one of the 78 respondents said that using a comprehensive analysis had influenced the priorities and activities undertaken in the initiative. The one respondent that did not answer yes, in fact, did not answer the question at all, but commented that they respond to community needs and that the community determines their priorities.

The graph below presents the mean rank given by the 77 respondents to the five different choices offered in the questionnaire. Respondents were offered the choice from '1-No influence' to '5-Major influence.' The mean rank for all five choices fell between 4 and 5, suggesting that all choices were subject to relatively significant influence.



Other choices added by respondents included: fund development (2); Board design; role of membership (3); accountability; monitoring and evaluation; capacity building; hiring, training, professional development and performance reviews of staff (2); focus on population served (3).

Comments also reflected the importance of the effect on partnership building, both in the advantages and limitations:

We and our partners all have different ways of defining outcomes. We have to prioritise activities based on our funders. We try to match our own priorities so that they also coincide with our funders' outcomes. We're trying to tell funders what success really is. That's the nature of our program.

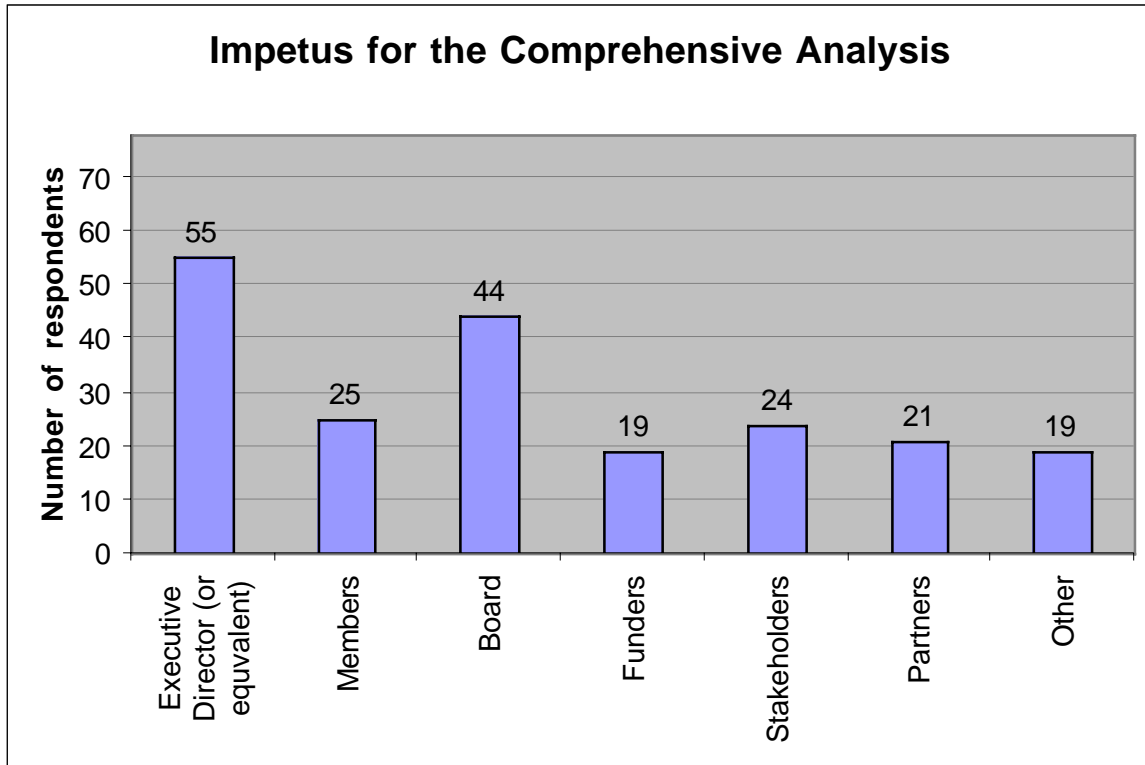
We expect it to have a major influence in partnership in the future. Up to now have not brought on board any new partners since analysis was undertaken. Certainly analysis we've done has helped to keep partnerships that we have.

The "Building consensus" choice was unclear for some respondents, who distinguished between building consensus internally within the organization and externally in the community. In general, building consensus internally was influenced more significantly than externally.

Question 7: Source of the Impetus for the Comprehensive Analysis

This question, "Where did the impetus come from for the comprehensive analysis that informs your project" was designed to get a sense of the origin of this approach.

The graph below charts the number of responses among the choices offered on the questionnaire.



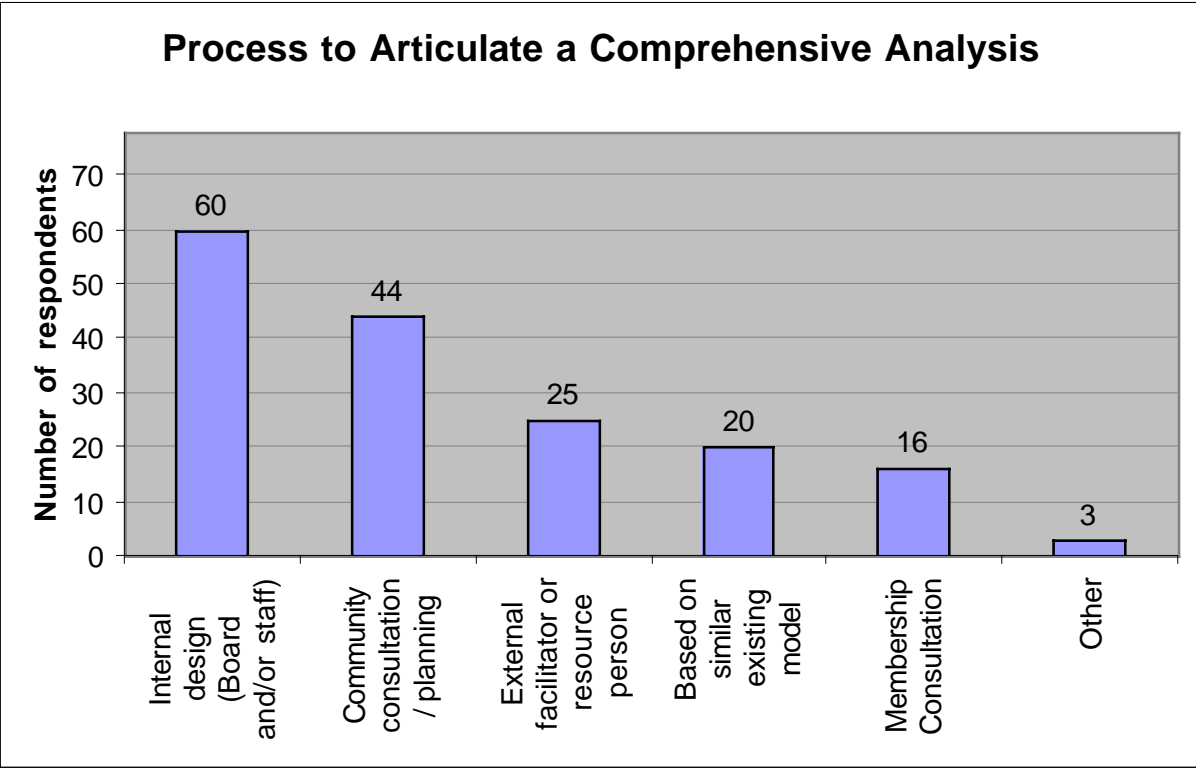
Other sources identified include: staff (8); founders (4); research and other models (3); the population served (2); and the broader community movement (2).

Some comments noted that the analysis has evolved over time, and in some cases extends back to times before the respondents were involved in the organization. Learning from experiences and critically analysing them also contributed to the evolution of the analysis in some cases.

Question 8: Process Used to Articulate a Comprehensive Analysis

Once again, linked to the previous question, question 8 "What process was used to articulate your comprehensive analysis" sought to identify the means by which the analysis came to be established for the initiative.

The graph below charts the number of responses for each of the choices offered on the questionnaire.



Other responses added by respondents were: research (2), other participants (1)

These responses are consistent with those given in Question 7, identifying the Executive Director and Board (internal sources) as the most common driver of the process. Comments here noted that the process was sometimes still ongoing, and noted the role of other organizations, authors and experiences in acting as models for learning. Examples of how internal plans and community consultations are developed and strengthened were given.

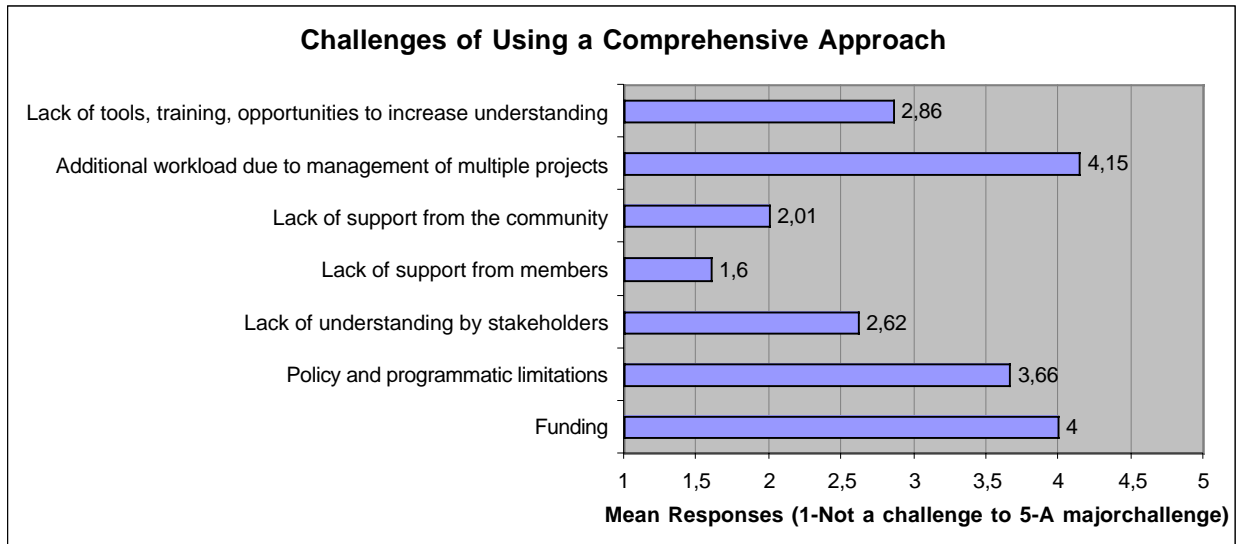
Based on similar existing model. Consultation was with agencies with whom we work, funders, enterprises, agencies were all involved in the process.

Made it more of a living document, more aware of it in all we do, plastered it all over the walls so we all see it and talk about it.

Question 9: Challenges of Using a Comprehensive Approach

If respondents based their initiatives on a comprehensive analysis, we wanted to know what the challenges were that they faced. Question 9 offered seven choices for respondents to rank from '1-Not a challenge' to '5-A major challenge.'

The graph below presents the mean rank given by respondents to the seven choices offered in the questionnaire.



Other choices added by respondents included:

- communications;
- lack of adequately trained human resources and professional development opportunities (3);
- the time required to invent an organizational model that didn't exist before;
- models to evaluate long-term outcomes and the capacity to do so (2);
- volunteer knowledge;
- the unfunded development work of proposal writing and partnership building (2);
- lack of financial capital for investment (2);
- just understanding and implementing it.

The term 'stakeholders' was too vague to be useful as a choice for many respondents, who differentiated the level of challenge among different groups of stakeholders such as governments, aboriginal partners, community groups and the business sector.

Many comments were related to the most challenging items reported, notably multiple project management and funding:

Asinine levels of accountability being demanded by government funding, the accountability isn't the problem but the veiled employee/employer relationship with government. Only measuring outputs, not outcomes.

Trying to do long-term, multi-sectoral work, yet funding is for short-term and single-sector work. Workload is much more complicated, but try to make sure each one is funded properly and set up on its own, each project has to support itself.

But not all respondents found a comprehensive approach to be a disadvantage:

Having a comprehensive approach has really been an enabler rather than keeping us back. Funders like innovative ideas and vision. Some policy is a

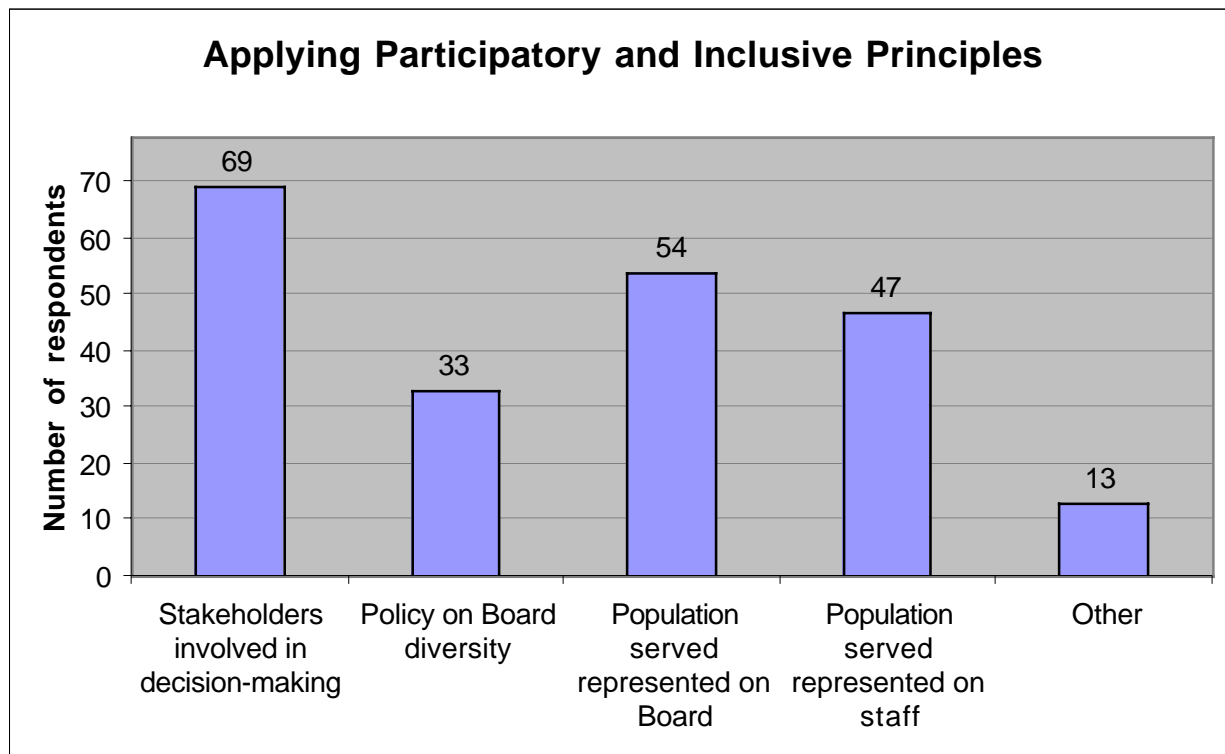
challenge for certain activities. Our approach brings in more stakeholders and community support. We don't have a large budget for training.

Question 10: Applying Participatory and Inclusive Principles

The first criterion for eligibility in the survey was that the initiative takes a participatory, inclusive approach. The questionnaire sought to identify the means by which respondents put those principles into practice, by asking, "How are you applying participatory and inclusive principles to the initiative?"

Given that the participatory dimension of inclusion was consistently the most frequently reported among activities in question 3, it is not surprising that respondents had relatively high rates of applying participatory and inclusive principles to their activities in this question as well.

The graph below charts the number of responses for each of the four choices offered on the questionnaire.



Other: Regular consultations with the population served (5), a practice (though no policy) of Board diversity (3), employees involved in decision-making (2), members are actively involved in the organization (2) and research and development (1).

Many comments noted that while the respondent did not have a formal policy on Board diversity, there is a conscious, informal practice of fostering diversity.

Building community capacity to foster participation pays benefits, according to one respondent:

We pay circle representatives to participate in our strategic planning every two years ever since we started, and the last one we did, we used the five asset organization model, and it's amazing how quickly people understand what you're talking about. It really represents what's logical to most people and they can understand it quickly and zero in on an area alone or a whole area with little guidance. Good tool, we use it a lot when we're trying to make decisions, to see if there are components that are missing.

While participation is clearly a priority for respondents, it comes with its own challenges. On the question of Board diversity:

Funders assume that volunteers have personal resources, such as transportation, expectation of in-kind contributions -- these volunteers don't.

Don't need all people to make decisions, there is down side to including people who don't get it or care about the same values.

Youth can't legally be on the Board.

Hiring staff from among the population served also presents challenges:

We have hired for instance an individual with mental health issues and it was a challenge, and taxing on the resources of our small organization. Frankly, we will be unable to pursue this worthy goal unless more supports are provided. For instance, it is frustrating and inexcusable that we operate in substandard facilities and cannot provide a fully accessible office. Our inability to pay market rent limits us.

It's not easy hiring from the target population because the job requires many skills. I am getting ready to write up the job description and posting and I'm really worried. It will have to be someone who comes as close as possible to the job requirements. It's not easy to always be building the capacities of the people in our community.

We don't have any staff, that's our problem.

Question 11: Long-Term Outcomes and their Evaluation

One of the key factors in the success of comprehensive, community-based initiatives identified in the literature review was a focus on long-term outcomes. So Question 11 of the survey was three-pronged, probing the presence and application of long-term outcomes among

respondents: "Have you articulated long-term (5 yr or 10 yr) outcomes that direct your work? If so, what are the long-term outcomes? How are they evaluated?"

Among the 78 respondents, 40 (51%) indicated that they have long-term outcomes that direct their work. Of the remainder, 35 (45%) said they did not have long-term outcomes, and 3 (4%) did not answer.

When asked to describe long-term outcomes, a 3-year plan or set of outcomes was most commonly reported.

There is a five-year plan, but not much detail, its more about direction and some actions than about outcomes. But we do have a clear 2-3 plan and outcomes.

Longer term is quite general - 2-3 years for operational goals.

Among respondents who said they did have long-term outcomes, the descriptions varied from very simple ("Build the system and reclaim economies") to clear and detailed criteria for outcomes, such as the following set of outcomes of one neighbourhood renewal corporation:

Recreation - Available and accessible recreational opportunities for neighbourhood residents regardless of income, age, gender, culture, etc. Understanding and priority related to recreation through healthier life choices and positive social interactions.

Neighbourhood Empowerment - Decentralized interdepartmental services including outreach activities to in-need neighbourhoods. Increase in neighbourhood self-determination and proactive City planning. Active neighbourhood groups, associations, cooperatives, etc. with the capacity to address neighbourhood concerns.

Crime and Public Safety - Strengthen bonds among neighbourhood residents through opportunities for participation and involvement. Types and numbers of projects with safety as priority such as lighting, brush clearing, etc.

Cleanliness and Beautification - Decrease in resident concerns regarding their neighbourhood's cleanliness. Increase in community pride shown through neat and tidy parks, public areas, private properties, etc. Ability for City and regional tourism to market the community as a clean and beautiful destination.

Economic Development - Documented CED examples showing a variety of successful projects. Active neighbourhood groups involved in advocating, lobbying, planning, and action, etc. Support entrepreneurial spirit within neighbourhoods and the community as a whole. Buy local promotions and local capacity building opportunities.

Housing - Development of systems and mechanisms that support the recommendations identified in the Housing Study. Community's adoption of Community Housing Plan as developed by the Housing Researcher Project and progress being made to implement the recommendations identified in the study.

Organizational - City viewed as an entrepreneurial community with active and supportive community/neighbourhood groups and residents. Residents optimistic about their future and the range of opportunities and possibilities; from training and employment to quality housing and safe/supportive neighbourhoods. Public's awareness of the organization and community economic development.

Furthermore, the respondent above had clear indicators and measures established for each of those outcomes.

Some respondents recognize the need to do long-term planning but lack the resources, stability or competencies to do so:

It is almost impossible -- the political bouncing back and forth has too great an impact. The political context is too fragile. We can't act as much as we would like; we are more often simply reacting.

Impossible with funding situation, most programs have one year funding.

We had a strategic plan when we started but we need to do another one. We have yearly work plans. 8 years ago we were doing projects, 5 years ago we got into real planning, and now we are looking at partnerships and longer-term outcomes. We will need training in this.

When you get dragged into operations, you think day-to-day rather than long term. Budgets approved every year, plans are tied to this.

When asked how these long term outcomes are evaluated, by far the most common response was that it was done as part of a yearly review, compared to targets.

For more sophisticated evaluations, many respondents indicated that they worked with external partners for the expertise and resources to carry them out. Some of the partners named were such as Ryerson University, the Community-University Research Alliance, the Community Economic Development Technical Assistance Program, the University of Waterloo, and Acadia University.

The following is an example of two of the responses that articulate well the challenges of evaluating long-term outcomes:

The outcomes are evaluated by setting benchmarks and following up. There's an annual review that takes place, against established benchmarks, and we track progress that way. Individual programs each have feedback mechanism and participatory evaluation component, people evaluated us for each program, but that doesn't build in directly to long-term outcomes. What we've struggled with is that long-term outcomes have to be pretty broad, we build in evaluation of participant feedback to build into existing curriculum for particular program, and that builds into longer term or organizational outcome (ie, universal access to all programs). Funders require evaluation so we do it for them as well. Long term planning has become difficult because of changing regulations. In an integrated model, each program has its own evaluation and feedback benchmarks, and then the organization has a larger scale framework to attempt to measure impact on community or broader based benchmarks or goals.

Evaluation against projected outcomes. That's always the benchmark measure. But we're not totally obsessive about quantitative measures, there are qualitative aspects as well. Measure those through surveys, arms length assessments with participants in our programs with outside person, to provide critical feedback.

Survey people participating not just in terms of hard issues, but other soft skills that they've developed. Because we're so diversified in our services, don't really have a standardized evaluation format that we apply across the board. If you're doing client feedback surveys with people in an entrepreneurial program, that's difficult with people who have challenges. Have to be flexible and specific to client group. Inclusiveness of structure creates a participatory process that is reflective.

Some respondents indicated a preference for external evaluation when possible, but noted that the costs were prohibitive.

Question 12: Helpful or Enabling Policies or Programs

Since one of the outputs of this project includes policy recommendations, we wanted to hear from respondents both what was working and what wasn't as far as policies and programs were concerned. Questions 12 and 13 gathered that information.

Here is a list of the most prominent and frequent answers given by respondents:

- Québec's recognition and funding framework for training businesses
- Manitoba's provincial CED lens, which enables specific government departments to take a non-traditional approach to development
- Manitoba's Intergovernmental Affairs model, which reduces silo-ing and can find the appropriate location for proposals.
- CEDTAP is easy to work with compared to other funders
- The times when HRDC allowed wonderfully creative work: demonstration grants, research development grants, multiple year funding.
- Certainly HRDC being willing to go to long-term funding arrangements, that's been a positive thing. Allows us to have consistency of marketing and delivery. Having long term arrangement means we can concentrate on working on proven programs as opposed to constantly fund-raising.
- The Office for Disability Issues in Social Development Canada has been useful because they are looking at how to develop capacity in people with disabilities to be included.
- The Economic Development Fund, guaranteed loan fund with the Coop Council of Nova Scotia and the Department of Economic Development, enabled us to get a loan.
- Recurrent core funding programs for community organizations like the Carrefours jeunesse emploi.
- Agriculture Canada's Cooperative Development Initiative
- Local credit unions: VanCity, Coast Capital Savings, St. Joseph's
- Most enabling programs have been private unconditional grants.
- National Homelessness Initiative - Supporting Community Partnerships
- National Crime Prevention Strategy - Community Mobilization Program
- Office of Learning Technologies

- Western Economic Diversification Canada, supportive of non-traditional Community Futures activity and understanding CED.
- Manitoba's Neighbourhoods Alive!
- Industry Canada's Community Access Program
- United Way
- Canadian Women's Foundation has been the best thing that could happen to us. Philosophy is closest to our own, they encourage capacity building, participation at every level, develop research and the Women's CED Council came from that as well. All of those elements were really important to be there. As a funding agency and philosophy.
- Ontario Trillium Foundation combined funding with the flexibility to do what we needed to do. They have also provided a lot of resource information. They are interested in seeing how their contribution contributes to the whole of a project. Still have to split out their budget piece, but can at least report on the whole of a project as opposed to the piece that they are funding.
- The Labour Market Development Agreement
- Counselling Foundation of Canada, is really helpful, perhaps under-used by folks in our sector. Also made a three-year commitment which was very helpful. Also helped to fund development stages of our project.
- Labour Carpenters' Union was enabling in giving us access to training opportunities with our youth that were really relevant. Great door opener. Great partnership with National Association of Broadcast and Employee Technicians, film and TV production.
- Canadian Auto Workers have been fantastic, came in very early and gave us over \$300,000, which gave us immediate credibility with others in the labour sector. They have stayed with us to this day.

Question 13: Unhelpful or Hindering Policies or Programs

This question was asked at a time when one federal department was becoming a lightning rod for criticism and complaints concerning their funding and administrative procedures. Human Resources and Skills Development Canada (HRSDC), formerly Human Resources Development Canada (HRDC), was singled out by respondents for harsh criticism of recent changes made to their programs and policies:

HRSDC's new policies. They no longer work in partnership, we cannot bring any ideas to them. Everything is secretive from their side, we do not know whether the ideas we have will be approved by them, hours and days are spent writing proposals, not knowing whether or not they will be workable with HRSDC. There is a lack of communication, even though they say they support the organizations, in actual fact, there is no support. Due to their change of staff, new staff members have come who do not comprehend community needs, the communication with them to make them understand the need is very challenging, even when communication is successful it's only at the local level, the decision-makers are at the regional level. They have probably never visited the agency

and probably do not know what the community consists of, and what is the potential of community. Constant threat that organization will close down if we do not comply to their policies. Funding is never long-term, it's month to month, or 5 months at the most, so focus has been shifted from serving community to serving the funders. We have to face bureaucracy.

Any program or funding that is very structured and has a lot of reporting that has to be done, and it's about how many pencils can be hindering. Just like how many businesses, it's not that I don't want to report that, but it has to have the qualitative and quantitative elements. Because you're spending a lot of time reporting numbers and moneys and structures to a line item. When you're doing an integrated program, that can be very time consuming. And it's the time consuming aspect that's harmful. With CWF, we have to report every six months, with HRSDC we have to report every month, with no additional money for extra reporting. Those programs are helpful to the women, but they're hindering to the organization because of bureaucracy and constant reporting.

HRDC -- we have given up dealing with them.

The reporting and paperwork requirements of HRSDC seem to be an extreme case of problematic funding trends that are more widespread. Respondents identified a number of generalized policies and practices that are hindering, especially dependence on short-term project funding, inadequate funding for core operations, outlandish reporting requirements, and top-down funding programs.

A lot of the programs have dried up. Those that are around are short term and for funding projects, no core funding. There is a sense that policies don't really support communities, especially stressed communities. Because there is need for a long-term commitment...Everything is projects rather than communities.

Lack of long-term commitment by all levels of government

Almost all government programs that operate on a project basis are harmful. As soon as you start to work on a project basis, communities suffer. You're feeding them with an eye-dropper. I compare it to a garden. In the spring, there is still a little water in the soil, but a few weeks later, it's dried up, the government will send you a few litres of water, the farmer takes a mouthful, you water, you're okay for two weeks -- it never ends. What I'd like better is to have a hand to build a well and I'll find my source of water myself.

Our funding partners, province, municipality, and the United Way, have not provided sufficient level of funding for core operations. Accountability/reporting requirements for Supporting Community Partnership Initiative - HRDC, have been a strain on administration. Problems with the definition of in-kind contribution, assigning value, and the amount required.

My short experience here I would say the Provincial government has been disappointing, the hoops you have to jump through for \$5,000 is ridiculous, yet the local representative is wonderful.

Two other federal agencies were singled out, albeit to a lesser degree, by multiple respondents: the Atlantic Canada Opportunities Agency (ACOA) and the Office of Learning Technologies (OLT, a branch of HRSDC).

ACOA is now pushing us to be purely economically focused, which may mean we'll have to pass on some of our work to other groups

ACOA is tightening their social side....will see what that means.

Funding programs like those of OLT and the Voluntary Sector Initiative require an enormous amount of work.

Related to accounting and reporting requirements, difficulties in dealing with the Canada Revenue Agency (CRA), formerly the Canada Customs and Revenue Agency (CCRA) and non-profit accounting iniquities more broadly were brought up by several respondents:

Revenue Canada regulations for charitable status.

Revenue Canada challenges with setting up a social enterprise, they have a very narrow short-term vision. Couldn't wrap their head around a non-profit setting up an enterprise

CCRA could definitely be kinder both to donors and investors for income tax receipting.

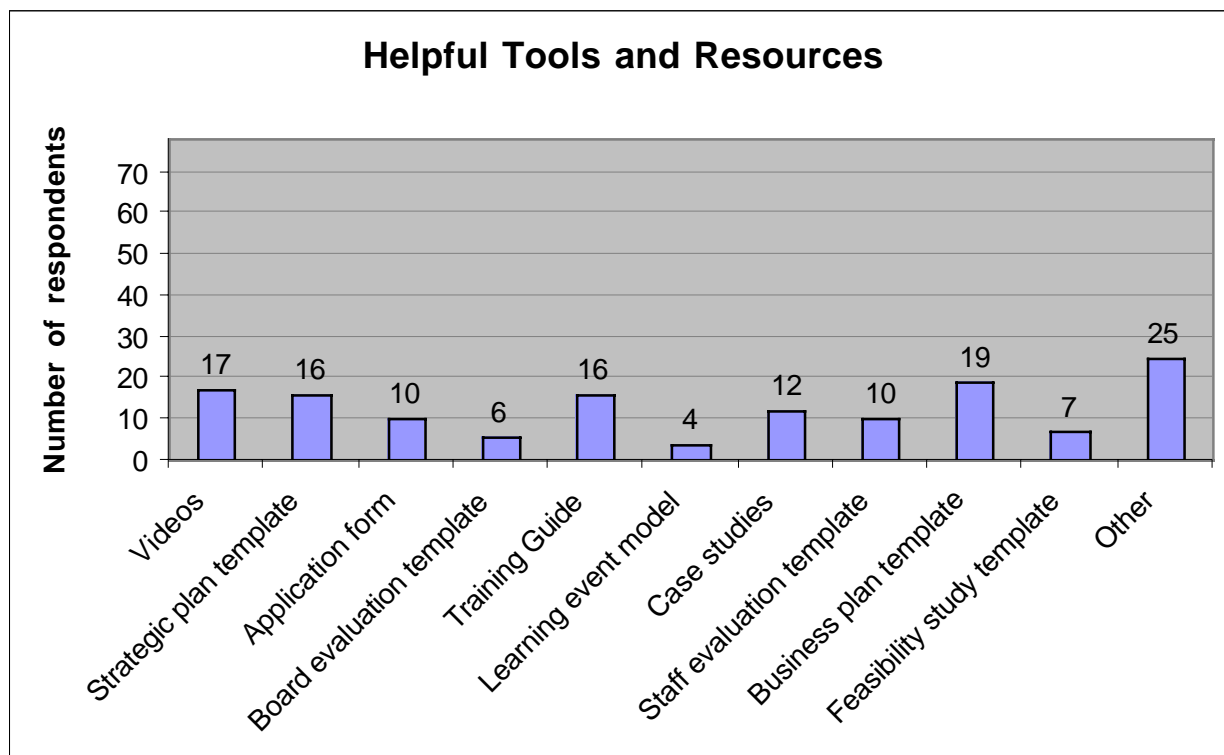
The federal regulations, new ones, for charitable receipting

There are some hindering elements of the non-profit structure in the notion that because non-profit accounting is very different than business accounting, particularly idea of recognizing grants as revenue rather than equity, there are a number of problems of non-profit income statements that are hindering to development of an enterprise. Need to stop recognizing grants as business revenue, see it as social development revenue. Brought about by policies that generate a mentality. Same as notion that non-profits make a profit. Have been hindering. In business world, don't recognize business inventory as a cost until you sell it, and in non-profit world is considered a cost once purchased. Differences in accounting.

Finally, the claw back of income support programs for participants was mentioned by numerous respondents as a serious impediment to moving people out of poverty.

Question 14: Helpful Tools

Another component of the Pan-Canadian Community Development Learning Network is the development of a 'tool-box' of resources for practitioners, so questions 14 and 15 of the survey were included to seek out useful tools to be shared, and identify existing needs. However, many respondents did not have ready answers when asked to "Identify one or two tools you use and that you have found to be particularly helpful," despite the 10 choices offered on the survey. Below is a graph presenting the number of responses to each choice.



Other: Stories (3); Service or activity evaluation (3); Staff training policy (2); Book (2); Process of compliance review of board policy; Model of PAR, the tool to engage in community; Community planning; Graduation celebrations; Integrating approach model and set of reflective diaries that guide us to look at our practice in relation to others in the community; CED project evaluation grid; Personnel policy; Money Management Curriculum; Web-based managerial support; The CED officer's skills; Social economy investment policy; Reference software for the management and delivery of services; Daily planning framework; Historical information document; Magazine.

The comments section of this question produced a wealth of suggested resources:

- "Conducting Effective Meetings" by Saskatchewan
- Industry Canada website: <http://www.ic.gc.ca/>
- Tamarack Institute: <http://www.tamarackcommunity.ca> and David Pell as a strategic plan facilitator

- Volunteer Centre of Winnipeg web page and links <http://www.volunteerwinnipeg.mb.ca>
- Community Resilience Manual and the CED Digital Bookshop at <http://www.cedworks.com>
- Making Waves
- We have a web-based database tool, planning to be able to offer as a service to other communities. Specifically targets human resources capacity mapping.
- Employability Skills tool from the Conference Board.
- Individual Development Accounts tracking system
- Loan program software (Micro-loan program)
- Success Measures Guidebook at <http://www.developmentleadership.net/smp/manual/toc.htm>
- Logic model that we use for objectives, goals and strategies that came from the National Skills Institute.
- The 'Organic Evaluation' at http://www.santropolroulant.org/images/Organic_evaluation-f.pdf
- Capacity Building Module at <http://www.cedresources.net>
- CompassPoint -- has every kind of tool -- at <http://www.compasspoint.org/>
- Sales tools that get our message out to the people that we need in a way that engages them, need enough money to have strong marketing department and tools, technology, internet marketing. Hired a company did our video, website, media releases. That has been the most helpful tool yet.
- *The Change Agent's Guide* by Ronald Havelock and Steve Zlotolow
- Case studies and stories on our website <http://www.mamawi.com/>
- *Eagle's Eye View* by the United Way

A more complete list of resources will be available through the Tool Box component of the Pan-Canadian Community Development Learning Network.

Question 15: Additional Resources, Support or Tools Needed

This question was intended to be the counterpart to Question 14, identifying tools needed, but it was worded in such a way ("What additional resources, support or tools do you need to be able to do your work better?") so that over half of respondents who answered the question mentioned funding issues first. Not just more money, but stable, long-term basic funding (meaning an important change in policies), which would allow respondents to keep existing staff, or hire and train additional competent staff:

We need long-term core funding to support the existing successful programs. Stability of the organization is necessary to focus fully on serving the community needs.

- enough money to hire better skilled and qualified and experienced people, or people to do the training

Stable funding for core staff, funding is erratic and therefore we continue to retrain staff.

One of the supports would be the confidence of the funders to focus on results, not a heavily managed process. Need different approach to program delivery, entire foundation on which service is delivered, individual contracts, quite specific services, tend to create programming that isn't as effective as it could be. Model is focused on fractured approaches, need a basic change in structure of community development, it will be very difficult to have longer-term impact. Our problem is not money but the environment in which we spend it. I won't dare tell the senior Ministry people this, but the problem is subverting the program -- it will not work and the Ministry staff help to subvert the program.

There was nonetheless a significant demand among respondents for tools, support and other forms of technical assistance:

Need more info on best practices of effective non-profits, communications, social entrepreneurial aspect.

Access to other people who have been through volunteer levels of activity for CED. People who have the expertise on how to optimise rural resources. Peer consultation would be quite helpful. Also, somebody with expertise in organizational development: what works, what doesn't, and how to implement them. Someone who has experience with a number of different organizations. Technical assistance from someone who knows how to set up a community investment organizations that could help bring in broader financial support.

Long-term evaluation, how do we do this, how do we resource this without burning out organizations in doing this.

Strategic plan template, board evaluation template, staff evaluation template, business plan and feasibility study.

Finally, numerous respondents indicated that they would benefit from expanded or improved partnerships, networking opportunities with organizations doing similar work, communications activities to improve public education about the work we do, and support for research and development.

I would say an improved partnership with all levels of government as far program planning, implementation, and evaluation. An openness to new ideas on behalf of stakeholders, an ability to dialogue, instead of telling us what to do.

Find other groups who are finding along similar stream, do a similar thing, would be particularly good.

Promote a better understanding of the impacts that organizations like ours have on the community, and that people be aware of their actions (purchasing products from social enterprises). That they understand what the 'value' is of our business for society.

Government recognition of our research and development activities. Currently, everything is learned in universities and all the money goes there. But we are able to do research too, and at the same time develop resources in our communities. Universities are too far away.

4. Discussion, Conclusions and Next Steps

The data generated by the survey provide a wealth of information about the thinking, approach, resources mobilized and barriers to expanding successful practice. The discussion that follows is broken down into themes identified by researchers and the Project Advisory Committee.

Survey Respondents and Data Collection

When seeking respondents for the survey, outreach went through CCEDNet's contacts, personal contacts and recommendations of Project Advisory Committee members and of CCEDNet's regional coordinators, and finally to participants in CCEDNet's Profile of CED. The total number of organizations in the country that would self-identify as meeting the three criteria established for the survey is not known, so it is not possible to determine to what extent these results are representative of a broader sector. But by using the extensive contact list CCEDNet has built up through previous research and national conferences and with efforts to facilitate diverse participation from all regions of the country with a mix of rural/urban/remote territories and different populations served, researchers succeeded in reaching 78 respondents from 11 provinces and territories.

The degree to which these 78 initiatives matched all three criteria in practice would have been difficult to verify with precision. The research team recognized that no clear empirical measure existed to test the self-reporting of respondents who claimed to use an inclusive approach, be community-led and have a comprehensive analysis. While survey administrators attempted to prioritise data collection from organizations and initiatives that appeared to best meet the criteria, on the whole an inclusive rather than exclusive approach to identifying respondents was taken, such that if a potential participant self-identified as meeting all the criteria and expressed a desire to complete the questionnaire, an interview was usually carried out.

One of the important aspects of this process was the learning opportunity created by the exchange about these issues that the survey administrators had with respondents. The survey was not only an opportunity to gather data on existing practice, but to engage practitioners on the underlying tenets of their work, to explore a (potentially new) concept, and to build relationships. By virtue of the questions asked, it was hoped that a dialogue would begin about the elements that are critical to the most effective community-based initiatives supporting social inclusion, and ideally a relationship be developed between the regional coordinator and the respondent that would open the door to ongoing learning.

The results gathered, supported by the Project Advisory Committee, offer valuable insight into the nature of community-based efforts using a comprehensive approach and the challenges they face. If CCEDNet's experience is any indication, it is an approach that is growing in popularity and impact.

The Language of 'Comprehensiveness'

For many respondents, the most challenging question of the survey was Question 5, which asked people to describe their comprehensive analysis framework. This question was included to verify their definition; to check what respondents understood by this criterion that was essential to being eligible to participate in the survey. After probing and frequent reformulation by survey administrators, respondents often related it back to their organizational model, mission, principles and operational frameworks. On the whole, respondents didn't refer to some external model or theory, but instead referred to their own organisation.

More often than not, the language was a barrier to understanding, especially the term 'comprehensive analysis framework.' One respondent remarked that the survey was written for university professors: "This survey has its nose in the air." Almost all respondents were challenged to articulate an answer to this question, although many had a ready answer when asked about their 'values' or to describe the inter-relatedness, holistic approach of their work. Respondents tended to have an intuitive understanding that a program with one primary objective has numerous other impacts. With that understanding, respondents tend to work on multiple outcomes, as opposed to multiple programs. It is the outcomes that are often the focus of change in the community, and these cut across sectors.

'Comprehensive' meant different things to different people. Business-oriented respondents didn't tend to bridge the social, economic and environmental sectors; to them 'comprehensive' meant thinking of all the aspects of business development. A respondent working in a minority community with extreme poverty and social conditions described their framework as 'emotional-and values-based.' They started out as community members that took action because of the dire immediate needs of the community and because no services existed. While the immediate needs require action, they can't stay focused on the crises, because the systems that produce the problems won't be changed. So some of them have to pull themselves back and ask how they can create allies, get organised, articulate their vision and plan in a way that makes sense. Some organizations understood 'comprehensive' to mean "doing anything that the community needs" in order to achieve social inclusion.

The fundamental challenge of trying to establish a common language is overcoming the complex and widely differing lived experiences of the people among whom we seek to make a connection. The survey is, in this regard, a contribution to the dialogue that will be required to begin bridging those differences. Continuing the dialogue by sharing frameworks among practitioners, articulating different approaches and learning from others will help practitioners appropriate the concepts, and help the concepts evolve in a way that maximizes their relevance for day-to-day application. These concepts could then gradually gain currency as the theoretical foundation of comprehensive community-based efforts, linking multidimensional practice to social inclusion.

Activities, Sectors and Dimensions

The issue of language undoubtedly also played a role in the question that asked respondents to classify their activities into the sectors of CED, dimensions of inclusion and targets addressed by each activity. Even though brief definitions for the sectors of CED and dimensions of

inclusion were provided, there was likely some variation in the way respondents understood those terms in the context of their work. While the average number of CED sectors and dimensions of inclusion identified per activity was slightly over half of the choices available (3.3 out of a possible 6 for CED sectors and 4.8 out of a possible 8 for dimensions of inclusion), a surprising number of activities reported all six sectors of CED (44) or all 8 dimensions of inclusion (61). In follow-up research it would be interesting to examine to what extent these activities are explicitly designed to address outcomes in all sectors or dimensions, or whether respondents simply recognized that there were impacts on those sectors / dimensions.

The way that the dimensions of inclusion were grouped into trends when related to the sectors of CED highlights some commonalities between dimensions and suggests some links between strategies and outcomes.

- The first group of cultural, functional, participatory and relational dimensions of CED all tend to be focused on the human element of contributing, participating and belonging – linked to community learning, capacity building and social development strategies.
- The political and structural dimensions deal with rights, policies and institutional relationships (bureaucracy) – linked to capacity building strategies.
- The physical dimension is concerned with public infrastructure – linked to social development strategies.
- The economic dimension focuses on income and poverty – linked to economic development strategies.

An interesting contrast between the sectors of activity and the dimensions of inclusion can be found in the economic and asset building spheres. Although economic development and asset building were second to last and last respectively in frequency of sectors reported, the economic dimension of inclusion was the second *most* reported dimension (see table on p. 18). Several explanations are possible:

- Respondents may have wanted to differentiate what they do from mainstream or traditional economic development, while recognizing that their activities have an impact on the economic dimension of inclusion.
- Respondents may not have considered the development of collective or community-based assets as part of the Asset Building sector, or it may be that these kind of developments are not the focus of on-going activities that were reported in the survey, but tend to be sporadic, opportunity-driven projects.
- Asset Building and Economic Development may not be the traditional domain of many of the non-profit respondents, who face challenges to becoming active players in the business and financially focused sectors.

Researchers noted that respondents often reported activities that, while not directly being asset building or economic development, were done with the expectation that there would be indirect benefits for these dimensions. There was a sense that respondents may have felt discomfort in identifying explicitly with economic development, feeling that they don't know enough or aren't qualified to describe what they are doing as economic development, which has an established practice and domain. When they look at the outcomes of their work, they tend to see community learning and the 'soft' outcomes of community mobilization and process as distinct from simple economic development, even though those activities and the social capital

generated by them are often the foundation of long-term economic development (such as literacy, shelter, community mobilization, etc.) Conversely, business-oriented respondents were often unsure about the contributions of their work to the 'soft' CED sectors such as learning, capacity building and social development.

Respondents were also found it challenging to link their activities to the political dimension of inclusion, which was evident from the political dimension's low reporting rate. A possible explanation for this is that front line agencies may not consider political issues to be their responsibility. If they are affiliated with a national office or federation with a mandate to advocate to governments on their behalf, political inclusion would not be a day-to-day issue. This would be consistent with the result that governments were last among targets of activities identified. Another factor to be considered is that over half of respondents have charitable status, which could make many reticent to work explicitly on political inclusion.

Finally, some organizations that have succeeded in developing a highly integrated approach actually had difficulty separating their sectors of activity and dimensions from each other into the distinct categories offered by the survey because of their high level of integration.

The varying relationships between CED sectors and dimensions of inclusion raises questions for further consideration: Given that some CED sectors are more strongly linked to certain dimensions of social inclusion, can improvements to practice be made so that activities in those sectors can address more dimensions of social inclusion? Or should practitioners strategically select activities knowing which dimensions will be more impacted to ensure a variety of activities that effectively address the priority dimensions for that community. The likely the answer is both, requiring us to learn more about the most effective multi-dimensional practices in each sector of CED, to better understand the full potential and limits an activity can offer.

A Comprehensive Approach in Practice

All but one respondent reported that using a comprehensive analysis had influenced the priorities and activities undertaken in their initiatives, and with mean ranks of 4.2 to 4.6 (Question 6: '1' being 'no influence' and 5 being 'major influence') it is clear that applying a comprehensive analysis represents a veritable revolution in the way they approach their work.

According to respondents, the factor most influenced by a comprehensive analysis is partnership building. Collaboration with other organizations to ensure full attention to the range of community needs is an important element of comprehensive approaches that wasn't addressed in this survey. It is especially significant in Québec where there is a highly populated and structured community sector. The adaptation or development of new skills related to this change in approach – especially building partnerships among organizations, with governments and other stakeholders such as the private sector – may facilitate the change to a comprehensive approach and strengthen outcomes.

The range of responses to Question 9 on the challenges of using a comprehensive approach were much greater than the range of responses to question 6, and the dominant challenges (additional workload due to multiple project management, funding, and policy and programmatic limitations) all have a common theme: the administrative burden and instability of managing

and reporting on numerous short-term projects that are too narrowly focused on immediate outputs rather than meaningful outcomes.

Responses to Question 7 on the source of the impetus for the comprehensive analysis were strongly linked to the Executive Director and Board, more so than members, stakeholders, partners and funders. Does the fact that it is mostly staff and Board that are generating the comprehensive analysis send the signal that the organisation is alienated from the community? Not necessarily -- as long as there is a strong membership that elects the Board, it can be said that the organization is rooted in the community. In fact, the leadership for institutional change in the way community needs are addressed often comes from a champion with a keen awareness of those needs, an understanding of the limitations of current approaches, and a vision for improvement that is buoyed by strong popular support. Additional formal community consultations on any potential course of action make this position even stronger. When the community comes together with their individual needs, it is the job of lead staff and the Board to apply their analysis to that information, offering a vision for change and improvement and proposing actions to achieve those changes.

This process needs to be carefully considered, especially its implications for supporting learning and leadership. The leadership among survey respondents is strongest among staff and Board members who take a lead role -- they perceive a problematic situation and set a course of action. To do this requires being able to access and interpret a range of information within a conceptual framework that can identify the symptoms, causes and potential solutions to the problems at hand. The skills and information needed to carry out these individual and collective reflective practices are often already in or available to communities. What seems to be missing most is the time to do so, which is especially difficult under current funding regimes. If a community doesn't have the time to reflect on the full range of options available to them, it reduces the chances they will choose the most effective potential course of action. Key to this process is having strong, well-rooted leadership with a full range of strategies available and the time to consider them individually and collectively so that they can draw from the strategies that are most appropriate for the local reality.

Long-Term Outcomes

The project literature review identified a focus on long term outcomes as one of the key factors in the success of comprehensive, community-based initiatives. Half of respondents indicated that they have long-term outcomes, but many of those referred to a 3-year plan when asked for details.

There are numerous challenges to setting long-term outcomes and evaluating progress based on those:

- Short-term project funding creates too much instability and transition.
- Funders require detailed evaluation of program outputs or other criteria (sometimes of questionable significance), doubling evaluation systems and data to be collected and diverting limited evaluation resources away from the long-term outcomes sought.

- Underfunding and having capacity stretched to the limit reduces time for strategic, long-term planning and forces attention to immediate, operational issues.

Apart from the stability and resources required to set and track progress against comprehensive, long-term outcomes, the sheer complexity of gathering appropriate data and evaluating the success of local efforts based on that is a daunting task. For this reason, many respondents noted that they preferred working with external partners, especially universities, when possible.

Policies and Resources

The discussion to this point has already highlighted some of the most important policy recommendations mentioned by survey respondents. To succeed, comprehensive community-based initiatives require:

- Better ways to measure accountability, recognizing unique settings, strategies and outcomes
- A stable base of multi-year funding oriented to broad outcomes. This base can be supplemented by project-funding, but current practice of programs offering almost solely project-based funding hinders long-term planning
- Improved organizational accessibility for programs, as well as more flexible individual eligibility rules which are too siloed in human capital programs. This should allow for movement between or combinations of policies and programs, requiring horizontal and vertical cooperation among departments.
- Resources for programs addressing barriers to labour force attachment (such as literacy)
- Support for long-term transitions of individuals
- Recognition of the value of communities in developing programs. Include CED organizations on the boards of government agencies, opening up Government of Canada program criteria.
- An equivalent ratio of program to administration dollars as government and universities to manage accountability demands in research, administration and program delivery.
- Improved accessibility of charitable tax status
- Incentives and support for training in NGOs built into funding
- Gaps be corrected in access to programs in different parts of country, especially the north
- Opportunities for peer learning, networking and reflection

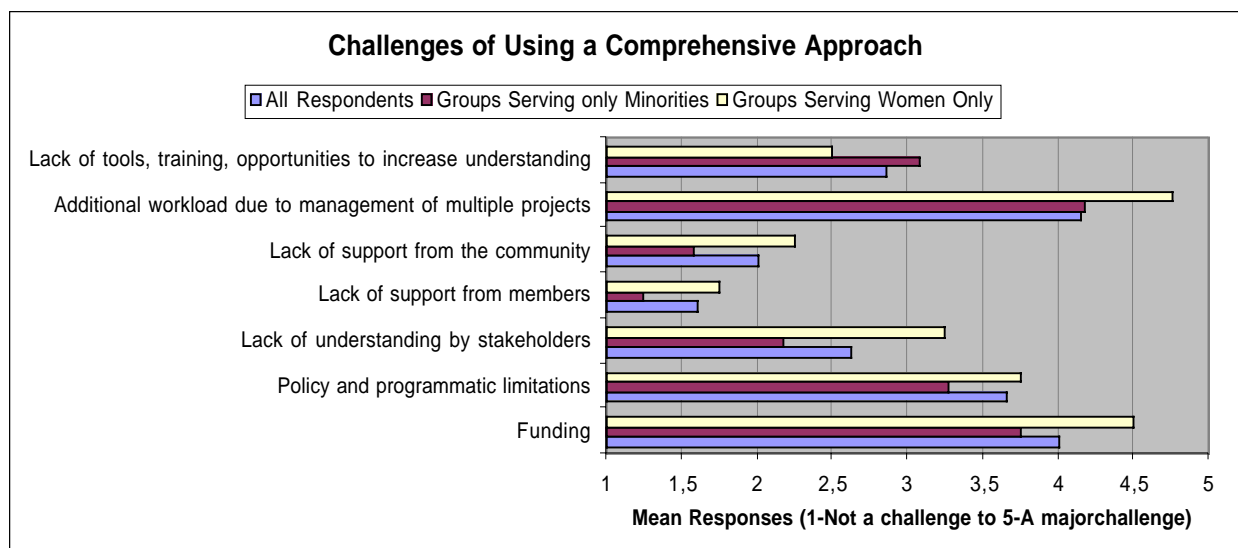
Policies and procedures that are effective in one location may not be in another. A level of flexibility is needed to be able to adapt to regional or local realities, build on community assets

and strengths, and engage the CED movement in a meaningful partnership. The list of helpful programs offered by respondents above can offer useful models of effective policy initiatives, such as Manitoba's Intergovernmental Affairs model and CED lens, and Québec's core funding frameworks for training businesses and youth centres.

Race, Gender and Ethnicity

From a gender perspective, no respondent served men only, and four respondents (5%) served women only. Although these latter were evenly split over and under the median budget size for their region, most had fewer staff than the regional average and all had more volunteers than the regional average; in some cases significantly more. Their priorities and concerns were similar to other respondents in terms of helpful policies and resources needed, but on the subject of unhelpful policies, one respondent noted that under the Federal-Provincial Labour Market Agreement, women were no longer considered an 'equity group' as they used to be along with aboriginal populations, youth, and people with disabilities. Because of this, funding for women as a target group was dropped and their organization has ended up being penalized for working solely with women. When asked to describe their comprehensive analysis, the role of the Canadian Women's Foundation and their asset-based model were mentioned by two of the respondents.

Concerning race and ethnicity, 31 respondents (40%) indicated that they serve visible minorities, new Canadians or Aboriginal populations, of which 12 (15%) serve only those groups. These 12 respondents were similar to their regional counterparts in terms of budget, number of staff and volunteers, half being over those regional medians and half falling under. These groups too were similar to other respondents in terms of helpful and unhelpful policies and resources needed. The descriptions of their comprehensive analysis mentioned culture, especially aboriginal culture, more often than among all respondents.



When compared to all survey respondents on the challenges of using a comprehensive approach (Question 9), the responses of groups serving women only tended to be higher, while the responses of groups serving only visible minorities, new Canadians or Aboriginal populations tended to be lower.

Learning Stimulated by the Survey

After completing the survey, numerous respondents were grateful for the opportunity to have been able to look at their work through this lens. Too often caught up in the hectic day-to-day activities of managing cash-strapped community organizations, they appreciated being brought back to the broad picture and reflecting on what it is that they do and why do it the way that they do.

Others had not conceived of their work through a social inclusion lens before. One noted that "It makes you look at your programs another way" and another that it brought attention to aspects of the work that had been overlooked or let slip.

Despite being very busy, many practitioners took the time to participate in the survey and interview because they recognized how essential it is to share their experiences and lessons. "The only way we can make a difference is sharing and telling our story so that what we do is better understood and so we can all get better at what we do. When you see the results of the time that you spend on this, you realize that the time you spend sharing is very important."

Conclusions

The results of this survey of 78 comprehensive, community-based initiatives from all across Canada provides a valuable examination of their activities through a social inclusion lens, and highlights their vision, successes and challenges.

While many respondents appreciated the opportunity to view their activities through a social inclusion lens, the language and concepts were unfamiliar and often required reformulation to be understood. If the concept of social inclusion is to be retained as a useful framework for analyzing comprehensive, community-based efforts, ongoing dialogue and opportunities for practitioners to appropriate and apply the concept to their practice will be necessary.

An analysis of activities carried out by these initiatives showed that most activities addressed multiple sectors of CED and dimensions of inclusion simultaneously. Some sectors of CED were more closely linked to specific dimensions of inclusion, offering potential strategies for directing impacts to prioritized dimensions.

Respondents confirmed that taking a comprehensive approach had a very strong influence on the way they carried out their work, especially in the realm of partnership building. The impetus for the comprehensive analysis comes mostly from staff and Board, suggesting that this kind of leadership needs to be supported if communities wish to move to a more comprehensive framework.

It is worth recalling that the survey presents the perspective of respondents (most often the lead staff of community organizations) on their approach and activities, rather than an evaluation of actual impacts in the communities themselves. The results provide an indication of how respondents and their organizations understand the environment in which they are operating, and how they strategically intervene, based on a comprehensive analysis, given the resources and constraints they have to work with.

Rigorous outcome evaluation of comprehensive community-based initiatives, an enormous challenge in the permeable, complex adaptive systems of communities, is made even more difficult when organizations are faced with the instability and transition created by short-term project funding, multiple evaluation criteria, and an overall lack of organizational capacity due to under-funding.

Urgent policy changes are necessary to improve funding terms and reporting requirements, to shift focus to accountability for appropriate outcomes, and to break down the inter-governmental and inter-departmental silos that fragment community support.

Implications for Case Studies

The next step in this profile of effective practice is the preparation of case studies which will have three objectives:

- to better understand the stories of some of the most effective comprehensive community-based initiatives and how they have contributed to social inclusion, and build the evidence base for this type of intervention from a wide range of settings;
- to offer practitioners and interested citizens models and ideas of how social inclusion can be strengthened in their own communities;
- to illustrate policy and programmatic changes that have either demonstrated results or are needed to support community-based initiatives strengthening social inclusion.

In order to include a wider range of experiences, 15 cases will be completed, with efforts being made to ensure representative participation from all regions of the country, and a mix of rural/urban/remote territories and different populations served.

The survey has provided us with an important initial description of comprehensive, community-based initiatives across Canada, focusing on what they do, the vision behind their work and what they need to build on it. But it does not convey the individual realities and stories of these projects: how they came about, what they have accomplished, and what were the key factors of their success. The case studies will tell those stories, allowing practitioners, policy makers and others to learn from the successful experiences across the country in a way that relates to their reality.

Next Steps

While participatory action research methodology lends itself to considerable modification as the project unfolds and is evaluated, and as next steps are considered and reconsidered by community partners, specific elements of the research trajectory will include:

1. To complete the profile of effective practice, case studies examining both the unique and common elements of community-based, multi-faceted approaches to social inclusion in urban, rural, northern and aboriginal disadvantaged communities will be carried out.
2. Resources for mapping socio-economic indicators of relative disadvantage in rural, aboriginal, northern and urban communities will be gathered and a report generated.
3. The creation of a learning resource package that will be used for the dissemination of project results and to support the training and professional development of community-based practitioners and their development organizations.
4. A toolbox of case studies, how-to manuals and on-line resources to support practitioners' work. The Resource Room on the CED Portal includes tools identified through the Canadian CED Network's *Profile of CED in Canada*, but it remains incomplete. This component of the project will analyse what tools exist and what is missing, followed by a more deliberative and pro-active effort to collect and post examples in order to expand the scope of the Resource Room.
5. National and regional peer learning events for practitioners and stakeholders; final pan-Canadian Community Development Learning Network meetings; regional events for consultation and dissemination; participation and ultimately a presentation on results and learning at the 2006 National Conference in Vancouver, BC.
6. A final report with conclusions and policy recommendations for all levels of government, based on research results and feedback from learning events and dialogues.

5. Appendices

Research Team

The survey was carried out by a staff team that includes the Executive Director of the Canadian CED Network, Rupert Downing; Community Learning Program Director, Michael Toye; and five Regional Coordinators: Ellie Langford Parks (BC/Yukon); Brendan Reimer (Prairies & Northern Territories); Monique Beaudoin (Ontario); Daniel Champagne (Québec); and Seth Asimakos (Atlantic). A Project Advisory Committee, whose members are drawn from organizations involved in community initiatives to increase social inclusion from across the country, provided input on survey design and method, as well as feedback on a draft version of this report. A list of Project Advisory Committee members can be found below.

Project Advisory Committee Members *(as of August 2005)*

Individual	Organization
Larry Casper	Central Interior First Nations CFDC, Kamloops, BC
Anne Docherty	Storytellers Foundation, Hazelton, BC
Norman Greenberg	Affirmative Industry Association of Nova Scotia, Dartmouth, NS
Rosalind Lockyer	PARO Centre for Women's Enterprise, Thunder Bay, ON
Nanette McKay	North End Community Renewal Corporation, Winnipeg, MB
Claude Jourdain	Centre local de développement Ouest-de-l'Île, Pointe-Claire, QC
Lisa Hari and Jenny Saarinen	MCC Alberta Employment Development, Calgary, AB
André Routhier	RDÉE-TNO / Conseil de développement économique des Territoires du Nord-Ouest
Len Usiskin	Quint Development Corporation, Saskatoon, SK
Joe Valvasori	Learning Enrichment Foundation, Toronto, ON
Jacques Carrière	Community Economic Development Technical Assistance Program, Ottawa, ON
Cathie Dunlop	Simon Fraser University, Vancouver, BC

Survey Respondents

Contact information for the respondents identified below have been added to the searchable CED directory available on CCEDNet's website if you wish to communicate with any of them.

Alexandra Community Health Centre	Calgary, AB
Cosmos Rehab Society	Red Deer, AB
Edmonton Community Loan Fund	Edmonton, AB
Edmonton Mennonite Centre for Newcomers	Edmonton, AB
MCC Employment Development	Calgary, AB
Multicultural Health Brokers Co-op	Edmonton, AB
Women Building Futures Society	Edmonton, AB
Aboriginal Business Development Centre	Prince George, BC
Atira Women's Resource Society	White Rock, BC
Burnside Gorge Community Association	Victoria, BC
CFDC of Central Interior First Nations	Kamloops, BC
CFDC of Nadina	Houston, BC
City of Revelstoke/ Community Enterprise Centre	Revelstoke, BC
Community Futures Haida Gwaii	Masset, BC
Fast Track to Employment	Vancouver, BC
Greater Trail Community Skills Centre	Trail, BC
Lifecycles Project Society / GroundWorks Learning Centre	Victoria, BC
Mennonite Central Committee of BC Employment & Community Economic Development	Abbotsford, BC
New Westminster Community Development Society	New Westminster, BC
OUR Ecovillage	Shawnigan Lake, BC
S.U.C.C.E.S.S. United Chinese Community Enrichment Services Society	Vancouver, BC
Small Scale Food Processor Association /Local Flavours Products and Services Cooperative.	Fanny Bay, BC
Sointula Resource Centre	Sointula, BC
Storytellers Foundation	Hazelton, BC
Sustainable Employment Network Inc. SENI	Mission, BC
The BC Health Promotion Coalition	Duncan, BC
Wellbeing through Inclusion Socially and Economically - WISE	Duncan, BC
Association for Community Living - Steinbach Branch Inc	Steinbach, MB
Canadian Mental Health Association - Swan Valley Branch	Swan River, MB
CEDA - Community Education Development Association	Winnipeg, MB
LITE	Winnipeg, MB
Ma Mawi Wi Chi Itata Centre	Winnipeg, MB
Mrs. Lucci's Resource Centre	Lac du Bonnet, MB
North End Community Renewal Corporation	Winnipeg, MB

Thompson Neighbourhood Renewal Corporation	Thompson, MB
Turtle Mountain CDC	Boissevain, MB
EOS - Eco-Energy, Eco-Energie Inc.	Sackville, NB
Human Development Council	Saint John, NB
NANY (Neighbours' Alliance of North York)	Lower Queensbury, NB
Options Outreach Employment Inc.	Saint John, NB
Saint John Community Loan Fund	Saint John, NB
Central Labrador Economic Development Board	Happy Valley - Goose Bay, NL
Community Services Council of Newfoundland and Labrador	St. John's, NL
Mariner Resource Opportunities Network - MRON	Carbonear, NL
Red Ochre Regional Board	Parson's Pond, NL
Affirmative Industries Association of Nova Scotia	Dartmouth, NS
Black Business Initiative	Halifax, NS
Development Ile Madame Association	Arichat, NS
New Dawn Enterprises Ltd.	Sydney, NS
Conseil de developpement des TNO	Yellowknife, NT
CALDECH: Centre d'avancement en leadership en DÉC de la Huronie	Penetanguishene, ON
Club 2000 Niagara	Welland, ON
Community Opportunity Innovation Network	Peterborough, ON
Deepwater Regional Development Corporation	Charlton, ON
Eva's Initiatives	Toronto, ON
Learning Enrichment Foundation	Toronto, ON
Ontario Healthy Communities Coalition	Toronto, ON
PARO Centre for Women's Enterprise	Thunder Bay, ON
Riverdale Community Development Corporation	Toronto, ON
United Way of Greater Toronto: Toronto Enterprise Fund	Toronto, ON
Lennox Island First Nation Department of Development and Growth	Lennox Island, PE
Association des personnes paraplégiques du Québec	Montréal, QC
ATENA (Aide technique pour entreprises alternatives)	Rimouski, QC
Carrefour jeunesse emploi de Côte-des-Neiges	Montréal, QC
Centre Communautaire Tyndale St-Georges	Montréal, QC
Centre d'aide en éducation	Montréal, QC
Centre St-Pierre	Montréal, QC
Communautaire	Montréal, QC
Compagnie - F	Montréal, QC
Coopérative de solidarité le Rocher Percé	Percé, QC
Corporation de développement communautaire des Bois-Francis	Victoriaville, QC
ECOF-CDÉC de Trois-Rivières	Trois-Rivière, QC
Le boulot vers...	Montréal, QC
Petites mains	Montréal, QC

Regroupement économique et sociale du Sud-Ouest - RESO	Montréal, QC
Santropol roulant	Montréal, QC
Core Neighbourhood Youth Co-op	Saskatoon, SK
Quint Development Corporation	Saskatoon, SK



Strengthening Canada's Communities – Des communautés plus fortes au Canada

Pan-Canadian Community Development Learning Network

Profile of Effective Practice Phase 1 – Survey

October 21, 2004

Dear Potential Survey Respondent,

Thank you for taking the time to find out more about this research. This document briefly presents the broader research project, the survey process and the consent form, which is followed by the survey itself.

Background

The Pan-Canadian Community Development Learning Network (PCCDLN) is a two and a half year project of the Canadian Community Economic Development Network that seeks to promote learning about and examine how integrated, community-based initiatives contribute to social inclusion.

Founded in 1999, the Canadian Community Economic Development Network (CCEDNet) is a national, member-based organization, whose mission is to promote and support community economic development for the social, economic and environmental betterment of communities across the country. You can find out more about CCEDNet from our website at <http://www.ccednet-rcdec.ca>

Running from October 2003 to March 2006, the PCCDLN project will facilitate peer learning and develop evidence-based research to strengthen integrated models of service delivery that build assets, skills, learning, social and economic development opportunities relevant to local community conditions. CCEDNet already knows how some communities in Canada have taken innovative steps to overcome exclusion and promote social inclusion, particularly with comprehensive community-building strategies that simultaneously work across social, economic and physical sectors. But to this point, these community economic development initiatives have not been analysed through a social inclusion lens. Bringing together these two concepts allows us to consider the links between the characteristics of a socially inclusive society and the core principles of multi-faceted community-based development strategies, with the clear goal of expanding our understanding of the strengths and weaknesses of these comprehensive

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approaches, and identifying improvements to practice and policy that can lead to even greater inclusion in Canadian communities.

The first stage of the project was a literature review on social inclusion and community-based initiatives. The literature review and feedback from our practitioner-led project advisory committee established the following conclusions:

- Governments, communities, institutions and individuals need to work in concert for maximum success in improving social inclusion.
- The most successful community initiatives are comprehensive, addressing interrelated dimensions that require parallel action;
- they are concerned with process, engagement and capacity building as much as outcomes and therefore are participatory and inclusive themselves;
- they focus on long-term outcomes.

You can download a copy of the full literature review as well as find more information on the project on CCEDNet's website at: <http://www.ccednet-rcdec.ca/en/pages/learningnetwork.asp>

The Survey

Following the literature review, we are now beginning the active research phase of the project, called a "Profile of Effective Practice" that will explore how the conclusions of the literature review fit with the practice of integrated, community-based initiatives across Canada. This profile will be done in two stages, the first of which is a survey that will identify and describe initiatives taking this approach through a social inclusion lens.

The survey is attached. Please go through it and feel free to visit our website or contact CCEDNet's regional coordinator in your region with any questions you have. With your agreement to participate, we will be contacting you to complete the survey by telephone. The interview should require about 1 hour.

With your permission, information in sections 1 and 3 of the questionnaire will be added to CCEDNet's on-line CED directory. The directory is a publicly available, on-line, searchable database designed to facilitate communication between CED organizations across Canada and be a resource for further research. You can consult the directory by going to <http://www.ccednet-rcdec.ca> and clicking on 'CED Directory.'

All other information gathered will be completely confidential, and presented in aggregate form or anonymously in the final report.

The PCCDLN is taking a community-based participatory research approach to the work, which means that your input on the questions being studied is welcome. We also want you to join us in the learning process – you are encouraged to sign up to an on-line discussion forum on the project on the CED Portal (<http://www.cedcanada.ca> – contact your regional co-ordinator for assistance subscribing), and we hope that you will participate in workshops at upcoming National Conferences or at local learning events offered by your regional co-ordinator.

Benefits to Participants

- Assist CCEDNet in building the evidence of the effectiveness of comprehensive, community-based initiatives.
- Identify and help prioritise the issues you are facing for changes in public policy and the development of new resources.
- Receive copies of research materials, final report, learn about and apply a social inclusion framework to your work, providing support for and possibly increased effectiveness for your comprehensive approach.
- Increase visibility for your organization by appearing in CCEDNet's online Directory.
- Be entered in a draw for a free registration to the 2005 National Conference in Sault Ste-Marie!

Thank you for taking the time to familiarize yourself with the research, and we hope you will join us.

CONSENT

___ I agree to have the information provided confidentially to be used for research purposes and presented as part of aggregate or anonymous data in research reports.

___ I agree to have information in sections 1 and 3 of the questionnaire added to CCEDNet's on-line CED directory.

Name (print)

Signature

Date

You can reach members of the research team at the contact information below:

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1. Contact Information

1.01 Name of Contact Person: _____ 1.02 Title _____

1.03 Organization/Initiative Name: _____

1.04 Mission /
Mandate: _____

1.05 Address: _____ 1.06 City: _____

1.07 Province: _____ 1.08 Postal Code: _____

1.09 Phone: _____ 1.10 Fax: _____

1.11 Email: _____ 1.12 Web site: _____

2. About the Organization/Initiative

2.01 Legal Structure: Non-profit Co-operative Foundation Not incorporated
 Other, please specify: _____

2.02 Year Incorporated: _____ 2.03 Annual Operating Budget: _____

2.04 Registered Charity: Yes No _____

2.05 Number of Staff (Full-time Equivalents): _____ 2.06 Number of Volunteers: _____

Territory Served: 2.07 Urban (100,000 or more) Small urban (10,000 to 99,999) Rural and small towns (outside commuting zone – 1 hr drive – of others)

Limited geographic territory No specific geographic region

Other, please specify: _____

Population Served: 2.09 Males All ages 18 & under 19-34 35-54 55 and over

2.10 Females All ages 18 & under 19-34 35-54 55 and over

2.11 Income No income target Low-income families Unemployed
 Social assistance recipients Other: _____

2.12 Ethnicity General population Visible minorities. Specify: _____

New Canadians Aboriginal (First Nation, Status, Non-Status, Métis)

Other: _____

2.13 Other Persons with disabilities Gay, Lesbian, Bisexual, Transgender

Linguistic minorities Other: _____

3. Activities

Identify and briefly describe the main activities of the initiative, then select the relevant sectors, dimensions of inclusion and the targets of intervention addressed by each. If you have more than four activities, they can be added during the interview. An explanation of the Community Development / CED sectors and the dimensions of Inclusion can be found on the following page.

Activity / Program / Project / Service	Identify the Comm. Dev. / CED Sector* of the Activity	Identify the Dimensions of Inclusion* Addressed by the Activity	Identify the Targets of the Activity
Activity 1:	<input type="checkbox"/> Asset Building <input type="checkbox"/> Skills Development <input type="checkbox"/> Community Learning <input type="checkbox"/> Social Development <input type="checkbox"/> Economic Development <input type="checkbox"/> Capacity Building	<input type="checkbox"/> Cultural <input type="checkbox"/> Functional <input type="checkbox"/> Physical <input type="checkbox"/> Relational <input type="checkbox"/> Economic <input type="checkbox"/> Participatory <input type="checkbox"/> Political <input type="checkbox"/> Structural	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Institutions <input type="checkbox"/> Communities <input type="checkbox"/> Governments <input type="checkbox"/> Society/public
Activity 2:	<input type="checkbox"/> Asset Building <input type="checkbox"/> Skills Development <input type="checkbox"/> Community Learning <input type="checkbox"/> Social Development <input type="checkbox"/> Economic Development <input type="checkbox"/> Capacity Building	<input type="checkbox"/> Cultural <input type="checkbox"/> Functional <input type="checkbox"/> Physical <input type="checkbox"/> Relational <input type="checkbox"/> Economic <input type="checkbox"/> Participatory <input type="checkbox"/> Political <input type="checkbox"/> Structural	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Institutions <input type="checkbox"/> Communities <input type="checkbox"/> Governments <input type="checkbox"/> Society/public
Activity 3:	<input type="checkbox"/> Asset Building <input type="checkbox"/> Skills Development <input type="checkbox"/> Community Learning <input type="checkbox"/> Social Development <input type="checkbox"/> Economic Development <input type="checkbox"/> Capacity Building	<input type="checkbox"/> Cultural <input type="checkbox"/> Functional <input type="checkbox"/> Physical <input type="checkbox"/> Relational <input type="checkbox"/> Economic <input type="checkbox"/> Participatory <input type="checkbox"/> Political <input type="checkbox"/> Structural	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Institutions <input type="checkbox"/> Communities <input type="checkbox"/> Governments <input type="checkbox"/> Society/public
Activity 4:	<input type="checkbox"/> Asset Building <input type="checkbox"/> Skills Development <input type="checkbox"/> Community Learning <input type="checkbox"/> Social Development <input type="checkbox"/> Economic Development <input type="checkbox"/> Capacity Building	<input type="checkbox"/> Cultural <input type="checkbox"/> Functional <input type="checkbox"/> Physical <input type="checkbox"/> Relational <input type="checkbox"/> Economic <input type="checkbox"/> Participatory <input type="checkbox"/> Political <input type="checkbox"/> Structural	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Institutions <input type="checkbox"/> Communities <input type="checkbox"/> Governments <input type="checkbox"/> Society/public

Sectors of Community Development and Community Economic Development

Sector	Examples
Asset Building	Creating child care or youth facilities, housing, individual development accounts, revitalization of community owned buildings, community access facilities for use of computers
Skills Development	Employment training programs, work experience programs, self employment assistance, entrepreneurship mentoring, English as a second language, training enterprises, financial literacy
Community Learning	Community learning networks, peer learning, adult education, early childhood education, literacy, experiential learning programs for youth
Social Development	Child care services, support to individuals, life skills, nutritional programs, self help programs, home care services, community safety, youth programs
Economic Development	Social enterprises, loan funds, business development, cooperative development
Capacity building	Community planning, research, community indicator and benchmark projects, social marketing, cross sectoral mobilization, democratic engagement, support to self help groups, neighbourhood mobilization

Dimensions of Social Inclusion

Dimensions	Examples
Cultural	Valuing contributions of women and men to society, recognition of differences, valuing diversity, positive identity, anti-racist education.
Economic	Adequate income for basic needs and participation in society, poverty eradication, employment, capability for personal development, personal security, sustainable development, reducing disparities, value and support caregiving.
Functional	Ability to participate, opportunities for personal development, valued social roles, recognizing competence.
Participatory	Empowerment, freedom to choose, contribution to community, access to programs, resources and capacity to support participation, involved in decision making, social action.
Physical	Access to public places and community resources, physical proximity and opportunities for interaction, healthy / supportive environments, access to transportation, sustainability.
Political	Affirmation of human rights, enabling policies and legislation, social protection for vulnerable groups, removing systemic barriers, will to take action, long-term view, multi-dimensional, citizen participation, transparent decision making.
Relational	Belonging, social proximity, respect, recognition, cooperation, solidarity, family support, access to resources.
Structural	Entitlements, access to programs, transparent pathways to access, affirmative action, community capacity building, inter-departmental links, inter-governmental links, accountability, open channels of communication, options for change, flexibility.

4. What has been your most innovative activity? Please describe.

5. Because you are participating in this survey, we know that your organization has a comprehensive analysis framework. Please briefly describe this framework.

6. Has using a comprehensive analysis influenced the priorities and activities undertaken in the initiative? Yes No If yes, to what extent?

	No influence			Major influence		
6.01 Partnership building	1	2	3	4	5	N/A
6.02 Building consensus	1	2	3	4	5	N/A
6.03 Setting priorities	1	2	3	4	5	N/A
6.04 Prioritizing activities with multiple outcomes	1	2	3	4	5	N/A
6.05 Start with analysis of existing needs and assets	1	2	3	4	5	N/A
6.06 Other (specify):	1	2	3	4	5	N/A
6.07 Other (specify):	1	2	3	4	5	N/A
6.08 Other (specify):	1	2	3	4	5	N/A

6.09 Comments:

7. Where did the impetus come from for the comprehensive analysis that informs your project? *(check all that apply)*

Executive Director (or equivalent) Members Board
 Funders Stakeholders Partners
 Other (specify): _____

7.01 Comments: _____

8. What process was used to articulate your comprehensive analysis? *(check all that apply)*

Internal design (Board and/or staff) External facilitator or resource person
 Community consultation / planning Based on similar existing model Membership consultation
 Other (specify): _____

8.01 Comments: _____

9. To what extent have you found the following to be challenges of using a comprehensive approach with this initiative?

	Not a challenge			A major challenge		
	1	2	3	4	5	N/A
9.01 Funding	1	2	3	4	5	N/A
9.02 Policy and programmatic limitations	1	2	3	4	5	N/A
9.03 Lack of understanding by stakeholders	1	2	3	4	5	N/A
9.04 Lack of support from members	1	2	3	4	5	N/A
9.05 Lack of support from the community	1	2	3	4	5	N/A
9.06 Additional workload due to management of multiple projects	1	2	3	4	5	N/A
9.07 Lack of tools, training, opportunities to increase understanding	1	2	3	4	5	N/A
9.08 Other (specify):	1	2	3	4	5	N/A

9.09 Comments: _____

10. How are you applying participatory and inclusive principles to the initiative?

(check all that apply)

Stakeholders are involved in decision making (such as through advisory committees or other means)

Policy on Board diversity (gender, ethnicity, age)

Population served represented on Board

Population served represented among staff

Other (specify):

10.01 Comments:

11. Have you articulated long-term (5 yr or 10 yr) outcomes that direct your work?

Yes ___ No ___

11.01 **If so, what are the long-term outcomes?** 11.02 **How are they evaluated?** *(please submit a detailed document if one is available)*

12. What policies or programs (government, private sector, etc.) have you found to be particularly helpful or enabling?

13. What policies or programs (government, private sector, etc.) have you found to be particularly unhelpful or hindering?

14. Identify one or two tools you use and that you have found to be particularly helpful.
Please submit a copy if you are willing to share with others

<input type="checkbox"/> Videos	<input type="checkbox"/> Training Guide	<input type="checkbox"/> Case studies
<input type="checkbox"/> Strategic plan template	<input type="checkbox"/> Learning event model	<input type="checkbox"/> Business plan template
<input type="checkbox"/> Application form	<input type="checkbox"/> Staff evaluation template	<input type="checkbox"/> Feasibility study template
<input type="checkbox"/> Board evaluation template		
<input type="checkbox"/> Other (specify):		
<input type="checkbox"/> Other (specify):		

14.01 Comments / Description:

15. What additional resources, support or tools do you need to be able to do your work better?

16. Any final comments?

Thank You!

7. References

- Canadian Women's Foundation and the Canadian Women's Community Economic Development Council. (2004) "Women and Community Economic Development in Canada: A Research Report." Toronto: Canadian Women's Foundation.
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