Community Economic Development Project
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Building Community Capacity for CED through Community Based Planning.

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Introduction

Community Economic Development begins with the belief that small communities can be viable, and that local people can take charge of their own development, and effect the future direction of their community.

Real Community Economic Development provides an opportunity for the community as a whole to develop a consensus on where the future lies and this brings into focus what has to be undertaken now to begin moving towards a desired vision.

Many smaller, rural communities, like many in Newfoundland, are often associated with dependency upon a narrow economic base, epitomized in the term "single-industry" towns. In communities dominated by a single or small number of employers, the narrow economic base often results in vulnerability of the entire community. This implied dependency can too easily affect initiative. This expresses itself as "What are THEY (government) going to do to help us? What will THEY do to solve our problems when the fishery (or other industries) closes?"

With this in mind the following observations must be made:

- Increasing concerns over public deficits means that government cannot be expected to rescue all communities faced with economic problems and that there will likely be less public intervention in the market place.

- However, the complexity of the economic development process means that few communities can contemplate standing alone in that process. There is, indeed, a trend in many parts of Canada for government and other organizations to encourage the creation of local development committees.

- It is essential to coordinate local initiatives and planning with government and all other organizations in the area, so that meaningful, appropriate partnerships are formed.
Many of the top down initiatives created by provincial and federal government in the regional economic development domain, have not lived up to expectations. This is largely because of the short term nature of many projects, and the failure to adequately involve people in making decisions - hence a lack of "ownership" and results. The lesson for community economic development, is that it is a partnership process between communities, regions and thus the whole province. It must start at the community level but must have regional and provincial considerations.

The role of Community Economic Development can be summarized in five points:

1. Local community economic development is a **Process** with a **Purpose**. That purpose is to influence the patterns of growth, decline and restructuring of economic activity to meet Community's needs and objectives more effectively.

2. In the broadest sense, local community economic development aims to improve the quality of life of the community's residents by influencing the ways in which people earn their livelihoods, and is therefore a key ingredient in the achievement of sustainable communities.

3. Community Economic Development strives to enhance and develop the social and cultural aspects of the community.

4. Community Economic Development involves local people in making local decisions. It is essentially local people taking ownership for their own development and the development of their community, with a aim of becoming self-sufficient.

5. Local Community economic Development is the coordinating and bringing together of all community people, groups and organizations to create and support initiative.
**Background**

Communities throughout the Trinity-Conception region of Newfoundland, are faced with tremendous challenges. The fishery, the traditional livelihood for many communities, is seriously threatened. The Cod moratorium of 1992, closed 8 fish plants in the region. The other plants in the area are operating sporadically with 10% to 30% of their normal complement of staff.

Other sectors are also vulnerable. Within the last year, the largest private employer outside of the fishery, closed its doors displacing 250 people.

What is happening in this local area, is happening in varying degrees all over Canada. Traditional modes of employment are disappearing and people are losing their jobs. Hundreds of thousands of jobs are being lost in traditional sectors like manufacturing and construction. Workers are being told that they must change, and become more competitive.

At the same time the public sector is also down-sizing. Government budgets are being strained to provide the services that people expect and cuts are announced almost on a daily basis. This will be a particularly heavy blow for the Trinity-Conception region as we have been heavily dependent on government support payments. We are also seeing that government programs, which are supposed to create greater self reliance through the creation of jobs and businesses and through community development, are not as effective as we hoped they would be. In fact, there is evidence that they have been counter-productive in that they have created dependency.

The census shows that our working age population is increasing while labour force and participation rates have decreased. In 1981 we had a working age population of 17,200 and a participation rate of 53.4%. In 1986, our working age population was 16,885 and a participation rate of 50.6%. In 1992 it was estimated that our working age population was 16,100 with a participation rate of 47%. From 1981 - 1986 alone, we see a total loss of 1095 jobs.

Manufacturing, our second largest industry, saw a loss of 885 jobs between 1981-1986. The construction saw a loss of 385 jobs, about one third of all employed in this industry. Over the past months, we have seen a steady decrease in the fishery with virtually no plant in full operation.

The current unemployment rate is at 24.8%, and the illiteracy rate for this region is at approximately 30%.
While these statistics are frightening, it presents a unique opportunity to this region, and communities. It is an opportunity for our communities to participate in their own community economic development.

Community economic development is a process that aims to improve the long-term economic viability of our communities and our region. It involves managing economic change to effectively meet an area's needs and objectives through emphasis on self-help, participation, partnership and control. It is based on a "bottom up" philosophy, that relies on using the community's own resources--people, capital, management, creativity and pride--to improve economic well being. A major focus of community economic development is to achieve constructive, realistic economic changes in rural and small town areas so that they are more attractive places to live and work.

Currently, many of our young people are moving away to places of more opportunity. They are taking with them their skills, talents and heritage and putting it to use somewhere else. We want to change that. We have to change that, otherwise our community will become a ghost town. We need our own people working and living here, to ensure the survival of our communities and our heritage.

(Warren, 1973), refers to a community problem as the inability of the community to organize its forces to effectively cope with its specific ailments. Others in literature use the term political effectiveness to refer to the ability of the community to solve internal problems and to represent itself in external arenas.

Added to this internal problem, is what we might call an external problem ~ the limitations of top down development approaches and paradigms, and the lack of coordination among the many agencies and programs addressing development. The CED process and development model that I have chosen to design and implement in a cluster of communities in Trinity Bay, Newfoundland, seeks to ameliorate the negative consequences for development arising from these internal and external factors.

The process seeks to develop a competent community which is defined as a community who can:

- identify their own problems and needs
- achieve a working consensus on goals and priorities to addressing these problems and needs
- can agree on ways and means to implement the agreed upon goals
- can collaborate effectively on required actions
- can develop the "human capital" necessary to move the community forward
The Community

In the heart of the Trinity-Conception region of Newfoundland, lies a cluster of beautiful communities called Dildo.

Dildo was settled in the early 1800’s, when a Norwegian fisherman, Adolph A. Neilson, set up the first Canadian fish hatchery on Dildo Island. This hatchery was one of the most modern hatcheries in the world and was designed to hatch three million cod in a season. A spawning pond was added in 1891, and a 5.5 m high windmill to provide the power to pump sea water into the pond. In 1891, 39,550,000 cod and 517,353,000 lobsters were hatched much to everyone’s surprise.

In the early 20th century, Dildo was a flourishing whaling center and remained so until the ban of whaling in 1970.

Lying at the head of Trinity Bay, Dildo has often been noted for the beauty of it's magnificent arm, the unique layout of the town and it's unique name. Dildo was a name given to the community by the Norwegians when they arrived, and the name has it’s origin in Spain, where there is an Island called Dildo. As one can imagine, there has been many interesting discussions about the name and at least three attempts to have it changed. Interestingly, the people of Dildo rallied hard each time to keep the name as they recognize it’s uniqueness and heritage. Contrary to popular belief and discussion, the name nor the layout of the community, has no sexual context, other than that given to it by outsiders. Dildo has had a difficult time over the years, keeping road signs in place, as they seem to be an attractive souvenir for tourists, who did not believe that such a community name existed.

In 1986 the population of Dildo, was 1563, and in 1993 a population of 1484.
Problem Being Addressed by this Project

Dildo, being traditionally dependent upon the fishery was economically devastated in 1992 with the cod moratorium. Nearly 80% of the community depended on the fishery and/or peripheral industries.

Within months, droves of people, mainly young people, were leaving the community for lands of greener pastures.

This departure and crisis, left the community with some harsh realities about it’s future, and what if anything they would do to adapt to the changes. Up to the point in time when this project began, there had been no “community discussions” about the issues, possible solutions, or desires for the future. Everything was left to chance or to the government, and as a result no real plans were put in place to respond to this or any other crisis.

Ultimately, the community could become a ghost town by the year 2000, if they chose to do nothing about their situation and the realities facing them.

That being said, this community had one thing in it’s favour; the commitment to, and sense of community. People pulled together when times got tough. They believed ferociously in their culture and heritage and had a spiritual belief that was very strong.

Project Goal

The CED project that I facilitated in this community had one primary goal:

To develop, and begin the implementation, of an economic strategy of diversification in a community threatened by a major economic disruption as a result of the crisis in the fishery; by utilizing and building upon the “human capital”, resources and opportunities of the community.
Primary Objectives

1. to design a model of community participation that encourages maximum input from local residents
2. to offer skill enhancement and training opportunities that will ensure essential skills are acquired to complete the development tasks
3. to lead the community through an internal community assessment to capture a picture of the “here and now”
4. to lead the community through a full strategic planning process using the data from the assessment
5. to compile the assessment and planning results into a five year economic strategy
6. to build solid partnerships to ensure successful implementation of the economic strategy

Secondary Objectives

1. To involve every community member in the assessment and planning process. Local people must have an opportunity not only to have a voice in their own development, but to understand the importance of undertaking strategic economic development and how it relates to the overall development of their community.
2. Identify the strengths, weaknesses, opportunities and threats of the community
3. Analyze the resources that are in the community
4. Conduct Strategic Planning sessions that will analyze the current conditions and identify a "desired future" for each community
5. Teach the community people the strategic planning process, so that it can be an on-going community activity
6. Produce Strategic Planning materials that will enhance the process
7. Propose a process of community involvement which will ensure that the community plan becomes a dynamic instrument for community economic development
8. Prepare reports that will be shared with the entire community, the sponsoring agency, and funding agencies.
**Expected Outcomes**

1. Development of local capacity to respond to change and the need for change.
2. Cooperation among local resources.
3. A realistic appraisal of development potential.
4. Creation of specific development plans using the resources within the community.
5. Economic Diversification.
7. Participatory development planning.

**Project Rationale**

The need for a coordinated, planned approach to community development has never been greater than it is in this community and many Newfoundland communities, for reasons identified above.

The process that I have “hatched” in this community entails animating and nurturing grassroots’ participation; providing information, creating or increasing awareness, developing community capacity through relevant training and learning opportunities for individuals and organizations, research and development assistance, securing funding and developing appropriate and creative strategies for action.

It is an attempt to deal with adversity by implementing a process that harnesses local energy, leadership and talents into an action partnership with outside resources, towards creating a viable community. It is an economic adjustment approach that will unite the two critical aspects of development; the capabilities of people with the capabilities of organizations, agencies, institutions and systems. Many development programs of the past appear to be applied in an ad hoc manner without regard to appropriateness, sequence and timing. There are specialized divisions and programs, each pursuing a particular problem with no or little coordination or problem. This fragmentation has detracted from the overall value of any activity.
It was my belief that a realistic confrontation of the problem requires an integrated, practical approach. Recognizing the value of the individual components of various attempts and programs, I sensed that greater impact could be achieved if there was a process that weaved in all the available resources into a comprehensive plan for economic development. I also believe that existing programs could have a much greater effect if they were tied into an overall development strategy, and that the community be able to examine and access those that have application to their problems and situations. The lack of flexibility and stringent eligibility rules of many programs hinder their value for real development. There is also a lack of trust and an attitude of “my turf”, in addition to the overall feeling that programs need to be more tailor made.

The analogy might be made to a garment maker. The community has to be involved in the patterning, styling and crafting of the garment, as the community will ultimately have to wear it. Too often programs have been the wrong style, colour and size and have not met the real needs. As a result they have been either ill worn or cast off as inappropriate.

To succeed, efforts at economic diversification should begin in the community and be based on the community’s knowledge of itself and potential. We have come to know that solutions imposed from above rarely succeed, and therefore a new strategy is required.

My CED project was conceived out of this realization, as well as my own commitment to rural Newfoundland. Having grown up in a small community in rural Newfoundland, I had a strong emotional attachment to the challenges and realities. I really believed that I could make a difference, and that attitudes could be changed. My project was launched when I called the Manager of Canada Employment and Immigration and asked if I could share my idea with him. I knew that he was struggling with the economic realities at that time, and felt that he may be open to anything that offered new hope. I was right. He embraced my idea, selected Dildo as a pilot community, gave the community $15,000.00 in seed capital, and the project began.
Overview of Project Activities

The complexities of a participatory approach to CED do not always fit a linear plan. The phases are not discreet stages; the activities run concurrently and one blends into the next.

The most critical aspect of CED concerns the capacities of the community, the people, the systems and structures to become actively involved. It begins with a process of animating and mobilizing the community. Leadership development, organizational development, inter-organizational cooperation are all key ingredients. People must gain the knowledge and skills in the following areas, though these skills cannot be acquired overnight:

- collaborate problem solving
- self analysis
- research
- analyze existing organizational structures and networks
- setting goals, objectives and timeframes
- objectively analyzing “where is here”
- considering needs, values, and understanding the choices
- encouraging group solidarity and collective action
- content competencies (information and skills)
- learning to frame the right questions
- engaging the outside ~ the external environment
- establishing base-line data against which projects can be evaluated
- evaluating new models and options and choosing among options
- assessing feasibility, practicability and realism
- assessing short, medium and long term impacts of choices

Essentially, in order for a community to know where it is going in the future, it needs to understand where it has been in the past and where it is in the present. Long term, visionary plans can only be put in place when this information has been critically considered.

The project, in keeping with the stated goal and objectives, focused on four main phases:

1. building community capacity for CED
2. conducting a community needs assessment
3. strategic planning ~ development of economic strategy
4. implementation, monitoring and evaluation
**Project Activities in Detail**

**Needs Assessment Phase**

Overall, the "Community Assessment" can be deemed a success. 35% of the total surveys were returned, a rate well above average when one considers the norm of 3-5%.

*The study took various forms:*

- a questionnaire was delivered to every individual over the age of sixteen in the community

- one-on-one interviews were held with a random sample of individuals in the community for the purpose of identifying real needs from perceived needs, and for gathering in-depth information on personal situations as well as individual's perceptions of the community.

- one-on-one counselling sessions were conducted with a sample of people from the community. Counselling sessions took two forms:
  - private discussions with individuals who did not want to be a part of the formal process (for a variety of personal reasons).
  - second in-depth sessions were held with individuals who participated in a one-on-one interviews to further discuss their survey and interview responses.

- focus group sessions were conducted with local businesses, groups, organizations and junior and senior high schools

- regular community public meetings were held

It is the opinion of all those involved, that all forums were essential to the success of the project. The success of the project was dependent on the involvement and commitment from the local people at all levels. Through the various forums over 90% (including junior high students) of the community were given the opportunity to participate.

The most exciting aspect of the study was the willingness of the community people to get involved, particularly those who normally would not get involved. Equally exciting was the youth involvement.
This community assessment was successful because of the following factors:

- the commitment of the staff and volunteers to work long hours (days, nights and weekends), and their personal enthusiasm stimulated the same in the residents
- the delivery of surveys door-to-door
- the follow up phone calls to community residents/personal contact
- one-on-one interviews and counselling sessions
- the sensitivity and concern in dealing with community residents
- the invitation for involvement to all levels and sectors of the community
- focus group sessions with community businesses and organizations clarified for many, the purpose and scope of the project, and stimulated interest
- the on-going advertising and support from the media

The return rate on surveys was directly related to the methods used, and had there been more time to deliver the surveys door-to-door and speak with the people, it is believed that the return rate would have been higher.
Summary of Data Sources

Dildo and Area

<table>
<thead>
<tr>
<th>Total Population</th>
<th>1484</th>
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<tbody>
<tr>
<td>Population Surveyed</td>
<td>1150</td>
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<tr>
<td>Surveys Returned</td>
<td>400</td>
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<tr>
<td>One-on-One Interviews</td>
<td>105</td>
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<tr>
<td>Counselling Sessions</td>
<td>25</td>
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<tr>
<td>Focus Group Sessions</td>
<td>12 (185 people in attendance)</td>
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<tr>
<td>Female Respondents</td>
<td>230</td>
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<tr>
<td>Male Respondents</td>
<td>170</td>
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<tr>
<td>Eldest Respondent</td>
<td>80</td>
</tr>
<tr>
<td>Youngest Respondent</td>
<td>16</td>
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</tbody>
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Identified Weaknesses

Social Issues:

1. Lack of Counselling Services

Through the interview stage of the assessment process it became clear that there is a lack of and need for counselling services in Dildo. Some local people are dealing with issues of spousal abuse, sexual abuse, incest, depression, low self esteem. Full time services would be the ideal, however part time services would be helpful.
Considerations:

1. How can local government departments communicate with the community on these issues, now that the issues have been identified? For example, it may simply be making local people aware that services exist in the area from agencies such as the Department of Social Services.

2. Is it possible to have professional government employees, from departments such as Social Services set up office in these communities one day a week?

3. Promotion and Awareness on available services is needed, either in written or workshop form, in the communities. People are unaware of the services.

4. Would a volunteer community or regional help-line be possible, using models currently existing in other provinces?

5. Can community based support groups be formed? Can they offer or host workshops/seminars on identified issues? Mere communication is very valuable in dealing with some of these identified issues.

2. Lack of Self-Esteem and Motivation

The general consensus of the population surveyed and interviewed is that self-esteem and morale is low. This is attributed to the reliance on government assistance (UI and Social Assistance), unemployment and low education levels of some of the adult population. This lack of motivation and self esteem is manifested in a sense of hopelessness.

Consideration:

1. Basic self-esteem and motivation workshops and/or seminars as well as counselling sessions would help deal with these issues. For many people they are simply in a rut. For others, they have serious underlying problems (abuse, sexual assault, alcoholism) which need to be professionally dealt with.

3. Unemployment

In light of the current economic situation, both provincially and nationally, it is no surprise that unemployment is a concern in the Dildo area. Unemployment rates are high and local people are feeling that this is a major cause of many of the other problems that exist. For example, self esteem is low, people are not getting along, businesses are not growing as a result of people not working.
Considerations:

1. Many local people are interested in small business creation. It is important to maximize this interest and enthusiasm. A small business seminar with consulting services for business plan and proposal development is also needed. The creation of small businesses will go a long way in creating employment and increasing morale.

2. How does the low education rates affect employment opportunities?

3. What kind of employment - long or short term?

4. Employment at what cost - factories, large industries?

4. Dependency on Government Assistance

Approximately 50% of the respondents in the Dildo area feel that too many people are relying on government assistance with no accountability for that assistance. There is a feeling that such assistance has caused rifts within the community, particularly as it relates to the moratorium, and has "robbed people of their dignity and self esteem".

There are three very loud messages from these people:

1. "Government assistance and hand-outs rob local people of their dignity and self esteem"

2. "Individuals should be required to do community work of some sort (if they are capable) when they are receiving assistance. They should be held accountable and not simply GIVEN money". The cod moratorium is one example being used by the people, where there is no perceived accountability. 50% of the respondents in the Dildo area gave this message. This percent includes people receiving assistance as well as those not receiving it.

3. "Local people want long term developments not make work projects. There is a strong feeling among youth and adults alike that make work projects create more problems than they solve".
Considerations:

1. Is it possible for local government agencies such as Canada Employment office to consult with the local community on initiating a pilot project that would address the messages. By doing so, needed community work could be accomplished with little human resource costs, which is often the biggest cost.

2. How can we get these messages to all levels of government? It represents a change in attitude. 50% of a community is very significant.

5. Fear Of The Future

There is a definite of fear of the future in the Dildo area as a result of the uncertainty, the cod moratorium and the other issues identified above.

Consideration:

1. That processes like this one, which involves local people and makes them feel important, be continued. Having local control and a local voice does a lot for self esteem and the willingness to change. Processes such as this one will help alleviate some of the fear as people beginning to see change and experience small successes.

Community Management Issues

1. Coordination of Local Services

While there are many agencies working in the Dildo area, there is little cooperation and coordination among them. The government agencies (Social Services, Canada Employment & Immigration, Rural Development Associations, Community Futures and Business Development Center) are seen by the community people as being "Bureaucratic Groups" that rarely hear what the local people are saying. There is an "us" and "them" attitude that is very strong. There is also concern over the duplication of such services.

There is also a lack of coordination and communication among local service groups, such as the Lions Club, SUF Lodge etc. Many of these groups have similar goals and objectives but rarely communicate with each other, or work together.
Consideration:

1. Bringing together of such agencies to put them more in tune with local people and issues. Workshops or information sessions would provide a forum for the people and agencies to work together.

2. Bringing together local service groups for discussion on how they could work together and the benefits of doing so. More could be accomplished, faster, with less duplication of time, energy and resources if these groups cooperated. They could be working more effectively and efficiently.

2. Lack of an Organizational Entity

Many local people, particularly service groups, have identified a need for some sort of organizational body that will lead the community, but there is disagreement on what that body should be. Many people fear a town council because of the perceived control and taxes that go with it. Some community people would not get involved in the study as they believed it was an attempt to start a town council.

Considerations:

1. That the community people get together and openly discuss the town council issue.

2. That the community people look at alternate forms of organizational entities. A community leadership group may serve their purposes.

3. Lack of Businesses and Services

90% of the respondents in the Dildo area feel that they must go outside their communities for services because they do not exist internally, (e.g. banking, medical, shopping). There is a perception that people go to Bay Roberts because they have no other choice.

There is agreement among the respondents in that more businesses are needed in the community. Would local people support new local businesses or continue to go to Bay Roberts?
Considerations:

1. That local people who have business ideas and desires be encouraged to pursue this desire, and that resources be available to assist them in this pursuit.

2. Would a community based entrepreneurial program that assesses the individual's skill levels, provides training and consulting in all essential components, and facilitates a market feasibility study be of benefit to the people interested in starting a business?

3. Are the local people at a stage in terms of their idea and self esteem to avail of services offered by agencies such as Business Development Center?

4. Would they have the necessary skills to do a business plan or study on their own?

5. What are the advantages and disadvantages of a community cooperative?

4. Under-Utilization of Community Schools

There is an overwhelming view that community schools are being under-utilized, and that they should be made available for community use after school hours.

There is a certain level of frustration about the waste of this resource, and the school board's attitude about community use of schools.

Consideration:

1. That discussions between the community people and school board officials be coordinated to discuss this issue, with an aim of developing acceptable plans.

Educational Issues

1. Education Upgrading

The 1992 Statistics Canada Report shows 25% of the people in the Dildo area with a less than grade 9 education. 33% of the 400 respondents to the development survey, between the ages of 16 - 45, have a grade 9 or less.
The respondents in the Dildo area have identified low education levels as barriers to their development. Many people in the community quit school at grade 7 or 8, years ago, to work in the fishery. It was a viable, profitable option that did not require a high level of education. Today however, local people are recognizing that they cannot personally progress without some acceptable level of education. This acceptable level is at least a grade 12. Many people interviewed had less than a grade 8 and were not comfortable with basic reading and writing skills.

**Consideration:**

1. Basic upgrading is relatively easy to set up in a community if the people are interested. It is important that it be offered as a "community based" program and offered quickly to maintain momentum and interest. Local schools or community centers can be utilized and local instructors may volunteer on a part time basis to help out. Otherwise, coordinators and instructors would have to be hired. Either way, it is important that the instructors have adult education methodologies, and be offering a program that is provincially, if not nationally acceptable.

2. How can we utilize community resources (community schools, retired teachers, high school students) to meet this need?

3. How can we effectively utilize regional resources?

**2. Illiteracy**

Illiteracy is a direct result of the low education levels, particularly with the adult population. As stated above, this is an impediment to personal and community development. The Canadian standard is a grade 8, anything less is considered illiterate.

**Consideration:**

1. How can we utilize provincial resources such as the Literacy Council of Nfld or Laubach Canada?

2. What effect would a local library have?
3. **Quality of Education**

The average rating of the quality of education by the respondents is a 3. While a 3 is average, it is far from good or excellent.

There is a perception in the community, from adults and youth, that the education being offered is "inferior" to that being offered in larger communities. There is a lack of resources and technology in the schools, (computers, science labs, gymnasiums). The physical buildings (schools) are seen as inadequate and have been termed "fire hazards". This is a major issue for the youth of this area.

**Consideration:**

1. The local community people need to come together to decide how they would like to deal with these issues, what is acceptable, and then communicate with school boards and other government departments if necessary. There may be things that can be done locally such as local groups sponsoring the purchasing of computers.

4. **Lack of Training Opportunities**

The people of Dildo not involved in the moratorium feel that they do not have adequate access to training programs because of availability of spaces and distance. There is a perception that the NCARP people are taking all of the training seats and those not involved in the fishery have little or no help or opportunity for training. Many people have a training interest and have tried to pursue it but have received little encouragement.

**Consideration:**

1. Is it possible to do community based training? How can we create and encourage a life long learning attitude?

2. Is it possible to do educational awareness of the purpose of the fisheries training and re-training to deal with some of the mis-conceptions and frustrations about the number of training seats taken by these individuals.
**Youth Issues**

1. Lack of Youth Facilities

95% of the people in the Dildo area, both youth and adults, have identified the lack of youth facilities as being a real weakness and concern. Young people have no place to hang out, no activities to attract their attention after school hours. As a result they are hanging around the streets and being blamed for the crime and vandalism happening in the community.

**Considerations:**

1. That emphasis is put on the creation of youth activities in the short-term, particularly recreation activities, and the development of a multi-purpose youth center for the long term.

2. How can we get youth involved in any planning that concerns them?

3. How can we get youth involved in the decision making and management of any activities or facility developed? Only then will you see them take "ownership".

4. Can local existing organizations initiate youth activities?

2. Youth Leaving the Community

The respondents in the Dildo area have identified youth leaving the community as a big concern. There is few perceived opportunities for the youth once they finish school. The youth themselves have stated that they would like to stay in their own community if they could get training and employment there. The youth are the future of these rural communities and local people are concerned about them leaving.

**Consideration:**

1. That youth be involved in the development of their community so that they can shape it to meet their needs, goals and visions.

2. When conducting strategic planning, there needs to be a focus on meeting the needs of youth in a 1-3-5 year plan.
**External Issues**

1. Coordination of Information on Government Programs and Services

*The following perceptions exist in the communities:*

- government programs and information is not accessible to the average person
- local people do not know where to go to get information on training options, business services, funding sources, counselling services, etc
- local people give up trying to access information because of the red-tape
- local people have a perception that public servants make people feel small and are not helpful when approached

*Considerations:*

1. How can government agencies make their information and programs more user friendly and accessible?

2. Can workshops be conducted in the communities on such information and programs so that community people have an opportunity to ask questions?

3. Would Customer Service training for government departments to make them aware of the perceptions and give them techniques for dealing with local people as customers, be of any benefit?
**Identified Strengths**

1. **Church**

In the Dildo area the church is seen as a pillar of the community. The majority of people are involved in the church in one form or another. When times are tough, many turn to the church for help and support.

2. **SUF Lodge (Society of United Fishermen)**

The SUF Lodge is the primary organizing body in Dildo. It has a similar role to that of a Town Council. They plan functions for their community and offer help and assistance to the local people in time of need, e.g. fires, weddings etc. The lodge consists of both men and women groups.

3. **Service Organizations**

The service organizations are seen as a strong and important part of the community. The Lions Club, the Ladies Council, Scouts, Brownies etc contribute to the overall quality of life in the communities.

4. **Fire Department**

The local volunteer fire department is seen as essential to the community. The service it provides is extremely important, and the volunteers are viewed with much admiration from the community at large.

5. **Volunteers**

The sense of volunteerism in all communities is very strong. The majority of people are involved in some type of volunteer group even if it is on a as need basis. The perception is that volunteers drive the community.
6. Geographic Location

The people of Dildo and area feel that their community is in a good location for attracting tourists. It is not too far from St. John's or from the Argentia Ferry. Surrounding communities have much to offer tourists as well which could be promoted with Dildo.

7. Whaling Museum (South Dildo)

The whaling museum is seen as an important part of the local community, as it promotes the history of the whaling industry which was an integral part of the community until 1972. It also has a sealing industry theme, which the local people would like to see further developed.

8. Youth

While youth leaving the community was identified as a real concern, the people of the community feel that youth are the future and they must keep the communities alive.

9. Low Crime Rates

In comparison to larger communities, crime rates are relatively low in these communities. Crimes that are committed are perceived to be those of a less serious nature, e.g. liquor related. We may want to challenge that attitude!

In Dildo, the crime rate has dropped by 71% since the creation of the COP - Citizens on Patrol program.

10. Community Unity

There is a great sense of community spirit in Dildo. The people pull together and are always there for each other. The community is a friendly community and the people have a great feeling of pride for their community.

11. Natural Resources

The people of the Dildo area feel that they have many natural resources (water, land, forestry, agriculture, aquaculture). These resources could be developed if people knew how to do it and had the appropriate help. They are committed not only to developing them but also to protecting them.
12. Scenic Environment

The people of these communities feel that their's is a scenic community. It is clean with much to see. There is great potential in developing the communities scenic environment.

13. Culture and Heritage

The Dildo area is rich with culture and heritage and the people have a great pride in their culture. There is a great desire to preserve and promote their heritage.

**Identified Opportunities**

1. **Tourism**

The people of Dildo feel that one of their greatest development opportunities is the tourism industry. Because of it's location, environment and history ( not to mention it's name ), Dildo could become a vibrant tourist community if built and promoted properly.

*Tourism ideas include:*

- the development of Dildo island with boat charters, summer cabins, picnic areas
- bed & breakfast's
- hiking trails
- recreation parks
- recreational fishing
- promotion of the whaling and sealing museum
- development of a cod fishery museum
- development of folklore

2. **Utilization of the Two Vacant Fish Plants**

There is a general consensus that the plants should be utilized. Five ideas have come forth:

1. develop one into a community center with a youth emphasis
2. start a manufacturing project in one: cooking and vacuum packaging "jiggs dinner" to be sold in supermarkets and particularly in provinces where there is a high concentration of Newfoundlanders (Fort McMurray and Ontario)
3. use one facility as a farmers market, which would have fresh vegetables, fruits and possibly other items available to the local people. These items cannot be currently purchased in Dildo.
4. develop a historic interpretation of the fish processing industry (historical and educational theme)

5. start manufacturing and canning cat and/or dog food

3. Fish Hatchery

Next to the tourism potential, the fish hatchery is seen as a great development opportunity. In the 1800's, Dildo was the sight of a fish hatchery from 1889 - 1897, at the recommendation of Adolph Neilson, a Norwegian Inspector of Fisheries. For several seasons it produced over two hundred million cod and over thirty million lobsters for the five year period. There is a small hatchery currently operating in Dildo and the people in Dildo believe that it can be a viable operation again, which will contribute to the re-vitalization of the fishing industry, as well as contribute to the tourism potential of the area.

4. Small Business Creation

There are many people in Dildo who have small business ideas, and the community at large feels that small business creation is an opportunity.

Such businesses could include:

- tailor shop
- craft shop
- supermarket
- clothing stores
- banking machine
- place for seniors and children
- farmers market

It would be necessary to conduct market feasibility studies of these ideas.

5. Secondary/Tertiary Processing

It is the feeling of the people of Dildo that local resources are being sent out of the community without adding value to them. Such resources include blueberries, raspberries, partridgeberries. This is an opportunity that could utilize one of the vacant plants.
6. Farming

Years ago many people in the Dildo area farmed for a living and to meet their own needs. The local people see this as a viable option again. They would like to see local people producing local goods for local consumption. This would then support the local farmers market mentioned above. Private people have expressed interest in farming and the raising of domestic animals.

7. Mussel Farming

The people in Old Shop believe that there is great potential to do mussel farming in their area. Mussels are plentiful and they feel that there is a market for them.

8. Human Resource Development

One of the greatest untapped resources is the human resource. Dildo and area has many talented people and skills that could be utilized and developed. Over 50% of the people surveyed and interviewed desired to be trained, re-trained or have basic education upgrading. The people of the Dildo area see great potential in their human resources and feel that emphasis needs to be put on enhancing them. Enhancing human resources will be beneficial to the individual by increasing self esteem and skills, to the community by increasing motivation and employment. The people feel that a community with trained, educated, skilled people is a community that is more competitive in regional, provincial and national markets.

What are the barriers to these opportunities becoming realities?

Perceived Barriers:

1. Local people feel that they do not have enough education
2. Local people feel that they do not have the knowledge/the know how
3. Local people feel that they do not have the financial resources
4. Local people feel that they do not know where to get information or help
5. Local people do not have the self esteem to risk
6. Local people are afraid of failure
7. Local people rely on someone else (government) to do it
Real Barriers

1. Lack of awareness of information and help available
2. Lack of self-esteem in taking the risk - the first step
3. Lack of academic skills and knowledge will be a barrier in development areas such as small business creation, where financial management, communication and research are necessary.

Youth Involvement in the Study

One of the most exciting aspects of the study was the youth involvement.

- In Dildo, over 100 grade 7, 8, and 9 students were involved in focus group sessions, and over 100 grade 10, 11 and 12 students.

- The sessions were excellent sessions and provided valuable information.

- One thing is certain: the youth want to be involved in future planning and have greatly appreciated being asked for their opinion at this stage.

- Over 95% of the students would like to stay in their home community if there were training and employment opportunities there. Leaving seemed to be the only option at right now, but they are hoping that this process can change that.
Summary of Youth Focus Group Sessions:

Strengths of the local communities:

- low crime rate
- everyone knows everyone else
- community support
- scenic environment
- tourism potential

Weaknesses:

- schools are sub-standard (technology, facilities, course selection)
- unemployment rates
- no training options
- too many grants
- no youth facilities
- no youth activities after school
- no shopping

What do the youth want for their community 3 - 5 years from now?

- Public Library
- Local training opportunities
- More employment
- More businesses
- Banking machine
- New school
- Mall/Shopping
- Youth facilities
- Recreational activities
- Unity between communities
- Garbage bins around the streets
- Youth involved in community planning
- Developed tourism
- Recycling center
- Fish hatchery
- Developed museums
Research

Research was done in the following areas:

1. Statistics Canada on population, education and employment statistics
2. Municipal and Provincial Affairs on past projects
4. History of Dildo and Area
5. Crime Statistics from the Royal Canadian Mounted Police
6. Department of Fisheries on studies on aquaculture in Dildo
7. Department of Tourism for projects and initiatives for Dildo, as well as tourism statistics for the province
8. Department of Education on high school drop-out rates
9. Upper Trinity South Development Association on initiatives in the Dildo area
10. Government of Nfld on Foreign Imports to Nfld for 1992
11. Baccalieu Trail Heritage Corporation on their initiatives for the region
12. Baccalieu Trail Chamber of Commerce on their initiatives in the region
Observations/Considerations

1. The youth of a community can play a significant role in the development of that community. They are interested and want to be involved. It is important that they be invited to sit on committees when the planning stage begins.

2. The youth are not normally heard in these communities, and are therefore intimidated to speak up in community meetings. This can be overcome through training and communication.

3. The older residents (traditional power brokers) usually dictate and their views are those that go. We need to pay attention to the reality of “power in CED”, and attempt to bridge the gap between those with a voice and those who don’t.

4. The Municipal Government/Council, like may councils around the province, holds a very traditional view of their role in the community. They see themselves as the day-to-day managers, concerned with roads, water and sewer. At this point in time they do not see themselves leading development. It will be increasingly important as the process unfolds that the Town Council be involved in training, particularly in the areas of Community Economic Development and Communication. The "us" and "them" perception needs to be dealt with, before effective dialogue can take place.

7. It appears that Dildo has some realistic development opportunities. The opportunities are however, long term in nature, the results of which will not be seen in the immediate future. E.g. fish hatchery, development of land.

8. While the issues of employment and unemployment are critical to community survival, social issues, such as the need for counselling, education, life skills etc, remain high priorities. When these needs are met, other needs such as employment are achievable. If people cannot read and write, or are dealing with highly charged emotional issues such as family abuse, the ability to seek, secure and keep a job is limited.

9. Community people want to be involved - they want to be heard - but they can be easily stifled by groups such as councils.

10. Youth have very strong opinions on "make-work-projects", and are excellent vehicles for changing that cycle. They feel that it is a waste of taxpayers $$, that should be put into more useful, long term initiatives.
11. The communities at large are disgusted with government hand-outs. Over and over again they are asking why is government not making people more accountable, why are they not making people work for the money. There is many things that could be done in the communities, e.g. local schools need repairs - why can't the moratorium people work on these projects for the money they are receiving? At the very least, the local people would be left with some dignity.

12. There is great animosity between Northern Cod Adjustment Recovery Program (NCARP) people and those not involved in the NCARP - to the point that local families have fallen apart as a result of it. Again, this is an example of the counter-productive government programs that may not be well thought out before implementation.

13. The concept of a Community Education Center is one that could be realized fairly quickly, and has been made over and over again in reference to the under utilization of the community schools. Community Education - a concept developed in Flint Michigan, to deal with the closure/layoffs of General Motors, advocates the coordinated use of all available community resources - including those of the school - to meet the identified needs of the community members. It is really a simple concept that seeks to improve the quality of life for all. It has worked. The only Canadian province to be doing anything in Community Education is Alberta. Nova Scotia is now starting their homework.

14. Dildo and area could become pioneers for Nfld. in this area. Training is available and I would go as far as to say that a trip to the National Center for Community Education in Flint, Michigan would be a valuable learning experience for local community people. Special intact sessions for groups like this is possible.

15. There is a great waste of talent and energy in these communities. There are many groups and organizations working with similar goals and objectives but they do not communicate or cooperate. They could be achieving so much more if they got together occasionally.
Community Assessment Recommendations:

1. Ideally, surveys should be delivered and not mailed out.

2. Future surveys should not include questions on income unless the income is categorized into ranges.

3. More advertising be done by the sponsoring agency before the project commences. Many people knew nothing of the project, and much time went into discussions and explanations at the beginning.

4. That the members of the sponsoring agency be more actively involved in the process, as one of the goals is for them to "learn the process".

5. Surveys should have a completion date so that residents are urged to complete and return them early.

6. When doing community developed projects particular attention should be paid to staffing. It is essential to ensure that you have the "right" staff doing the work. They should be effective communicators, good listeners, sensitive and sincere, able to keep information confidential, and must be able to look at a community objectively. Staff can make or break a development project.
**Project Participants**

When we commenced the project in late 1993, there was much skepticism about the level of interest that we would get from local people. After all, we were asking them to volunteer for much hard work, with no real tangible benefits to show them.

Surprisingly, about 90% of the community participated in the project in one way or another. 35% completed surveys, over 60 participated in working committees, and over 200 attended special focus group sessions.

What was most surprising was peoples’ response to being asked to participate. For many, it was the first time that they had actually been asked, and the first time that they felt their voice and opinion was important. It was our experience that people were very willing to participate just because they were asked.

Secondly, they became more excited and enthusiastic the more their confidence was built, and the more they felt that they were actually making a difference in their community. The on-going training sessions proved to be very important in this area, because it gave people new skills to do the tasks being asked of them, at a point in time when the skills could be applied.

By the end of the project, most of the participants really felt that they “owned” the project, and they took both the successes and failures personally.

The following individuals from Dildo and area have provided spirit and leadership that will set the standards for future CED initiatives in the region, and province:

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<thead>
<tr>
<th>Gerald Smith</th>
<th>Don Bishop</th>
<th>Lillian Reid</th>
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<tr>
<td>Ruby George</td>
<td>Betty Reid</td>
<td>Greg Brazil</td>
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<td>Dennis George</td>
<td>Winston Smith</td>
<td>Michael Reid</td>
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<td>Melvin Williams</td>
<td>Cecil Hollett</td>
<td>Wayde George</td>
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<td>Ramona Pike</td>
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<td>Calvin Reid</td>
<td>Levi March</td>
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<td>Eric Newhook</td>
<td>Hubert Sharpe</td>
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<td>Gladys Jackson</td>
<td>Kelly Smith</td>
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<td>Lorraine Pike</td>
<td>Vaughan George</td>
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<td>Annie Pitcher</td>
<td>Sharon Day</td>
<td>Al Moraze</td>
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<td>Karen Davis</td>
<td>Sheila Tweed</td>
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Dianne Fitzgerald-Large ~ Community Economic Development Project ~ December 1995
Development Advisory Team

Hilary Rodrigues  Jerry Dick  Bob Tetford
Walter Combden  Elizabeth Pilgrim  Derek Hiscock
Gerald Smith  Dianne Fitzgerald-Large (CED Facilitator)
Pat Hann  Brian White  Neil Tilley
Karen Davis  Jill Hiscock

Strategic Planning Phase

The main thrust of the Strategic Planning Phase was community involvement. With the time constraints of the process, we were unable to constantly reach out into the community for involvement. However, every community member was invited to participate in the process through:

1. personal telephone calls were made to all residents who completed a questionnaire in Phase I

2. invitations to sit on committees were made through a Community Newsletter

3. meeting dates and training dates were advertised on local cable stations, and through CHVO Radio

4. invitations and information was distributed to the community from various committees.

Volunteers participated in the process through two mechanisms:

1) A Development Task Force which consisted of the chairs of all standing committees.

2) Standing Committees which consisted of any interested person in the community as well as invited observers from the region.
There were six standing committees functioning in Dildo and Area:

- Tourism/Fish Hatchery
- Education/Youth
- Agriculture
- Utilization of Plants
- Small Business
- Human Resource Development

Demands on volunteers were great over the duration of the project. Most committees were meeting on a weekly basis, while others met bi-weekly. In addition, there were eight training sessions held almost weekly (including full day Saturday sessions), Task Force meetings and meetings with resource people and groups. While the development team provided full time support and facilitation, the project was driven by the community — the volunteers.

We have conservatively estimated that there were over 2700 hours of volunteer time and energy given to this initiative, and over 2000 hours given by the development team.

**Formal Training Sessions**

Training sessions were a vital component of the methodology used. While volunteer spirit, commitment and enthusiasm were high, skill levels were low. Volunteers needed training in many areas to assist them with the tasks and functions expected of them in their committee and planning work.

Unfortunately, with time constraints, training sessions were scheduled almost weekly which meant that people got tired, and did not have sufficient time for application of skills before they moved on to a new skill set.

Training sessions need to be scheduled so that they are task specific and timely. Committee members found the training skills most applicable when they were related to a specific need of their committee, at the exact point in time when the committee could use that skill. (For example; it is important to do the strategic planning session after some planning has been done so that the committees have some information to put on the strategic planning model.) By doing it this way, they can see how the process and model relates to what they are doing and will do in their committees.
Training was provided in the following areas:

♦ Structure and Functioning of Meetings
♦ Roles of Committee Members (Chair, Secretary and others)
♦ Facilitation and Running Effective Meetings
♦ Effective Communication and Leadership
♦ Self Esteem and Motivation
♦ Strategic Planning and Community Development
♦ Meeting and Dealing with Government
♦ Proposal Writing

*** Copies of training materials used attached as Appendices.

Other Components

1) Regional Partnerships

Early in the process, it was realized that local planning cannot and must not be done in isolation. Community planning must be done with a regional and even provincial perspective.

It became clear that outside the community, few regional groups and organizations knew of the process in Dildo, had little understanding of the process, and did not know what role they could play in community development.

In addition, community people felt distant from these groups and organizations ~ almost to the point of an “us” and “them” attitude. They had little knowledge of what groups, organizations and resources existed in the region and did not know where to begin to access them.

Realizing the importance of this “partnership”, a Partners Meeting was scheduled in each community and many regional representatives attended. This meeting was very successful as local people identified some resources that exist and contact people for these resources. It is our observation, that this show of support for the community’s initiatives, paved the way for future partnerships and better working relations.
Invited to these meetings were:

Department of Human Resources ~ attended
Community Futures ~ attended
Business Development Center ~ attended
Women's Enterprise Bureau ~ attended
Department of Social Services ~ attended
Baccalieu Trail Heritage Corporation ~ attended
Eastern Community College ~ attended
Regional Department of Health ~ unable to attend
Baccalieu Trail Chamber of Commerce ~ unable to attend
Avalon North Integrated School Board ~ unable to attend
Enterprise Nfld & Lab. ~ unable to attend

2. Identifying Important Resources

It was important for the local people to have contact groups, government depts., and others in the local community who could assist them with development.

The community developed a “Resource List” to be used in the the planning, implementation and evaluation stages.

Local

• Gerald Smith ~ SUF Lodge
• Al Moraze ~ Dept. of Fisheries
• Don Bishop ~ Task Force Member
• Marilyn Reese ~ Woodland Elementary
• Melvin Mercer ~ Woodland Elementary
• Mr. Hunt ~ Woodland Junior High
• Howard Sooley ~ Ridgewood High
• Reg White ~ St. Georges High
• Fred Woodman ~ Woodman’s Seafood
• Knut Nygard ~ Carino
• Doug George ~ Rural Development Association
• Sheila Tweed ~ Whaling Museum
• Melvin Newhook ~ SUF Lodge
• Melvin Williams ~ SUF Lodge
• Lloyd Pretty ~ Local Cablevision
• Rodney Hynes ~ Businessman
• Max Reid ~ Lions Center
• Lloyd George ~ Local Historian
• Stanley Smith ~ Fire Brigade

Other Resources

• Walter Carter ~ Minister of Fisheries
• Max Grandy ~ Dept. of Fisheries & Oceans
• Larry Yetman ~ Dept. of Fisheries & Oceans
• Percy Barrett ~ Member of the House of Assembly
• Adel Poynter ~ Economic Recovery Commission
• Boyd Smith ~ Marine Institute
• Ruby Pope ~ Aquaculture Committee Community Futures
• Ed Best ~ Dept. of Tourism
• Walter Combden ~ Dept. of Human Resources
• Charlie Power ~ Sea Forest Plantation
• Wayne McCarthy ~ Dept. of Human Resources
• Brian Meaney ~ Dept. of Fisheries & Oceans
• Christopher Hutchings
• Dr. Joe Brown
• Dr. Hilary Rodrigues ~ Dentist ~ Whitbourne
• Jim Burke ~ Literacy Movement
• Shirley Noseworthy ~ Laubach Literacy Canada
• Gail Norman ~ Teachers on Wheels
• Glen Littlejohn
• Charlie Kelsey ~ Dept. of Agriculture
• Pattie Tibbs ~ Business Development Center
• Ann Bowring ~ Baccalieu Trail Heritage Corporation
• Pat Wright ~ Family Resource Center St. John’s
• Patricia Jackson ~ Hibernia Group
• Bill Wells ~ FPI
• Cheryl Ford ~ Dept. of Lands & Environment
• Nicole ~ Nova Recycling
• Dennis Mulloy ~ CHVO
• Jerry Dick ~ Trinity Conception Community Futures
• Cathy Parker Pinsent ~ Dept. of Social Services
Strategic economic development planning at the local level is a process which involves the realistic appraisal of opportunities, resources, and constraints and the development of coherent coordinated action plans to achieve realistic objectives consistent with a community's needs and goals.

Objectives specifically related to this phase:

- To involve every community member in the planning process particularly those who participated in the community assessment phase. Local people must have an opportunity not only to have a voice in their own development, but to understand the importance of undertaking strategic economic development and how it relates to the overall development of their community. Now that interest and momentum have been created through the assessment, we must make an extra effort to sustain that momentum throughout the planning stage.

- Identify the strengths, weaknesses, opportunities and threats of the two selected communities

- Analyze the resources that are in the community

- Conduct Strategic Planning sessions that will analyze the current conditions and identify a "desired future" for each community

- Teach the community people the strategic planning process, so that it can be an on-going community activity

- Produce Strategic Planning materials that will enhance the process

- Propose a process of community involvement which will ensure that the community plan becomes a dynamic instrument for community economic development

- Prepare reports that will be shared with the entire community, the sponsoring agency, and funding agencies.
The Strategic Planning Process

1. Review of Phase 1 Results
2. Setting of Priorities
3. Developing a Community Vision
4. Assessing the Strengths, Weaknesses, Opportunities and Threats of the Community
5. Developing Targets and Projects
6. Developing Action Plans
7. Development of a Strategic Economic Development Plan
8. Development of Evaluation Tools and Techniques
While Phase II was a strategic planning phase, many volunteers/committees were into implementation and projects. This is not uncharacteristic for this type of process, where it is important for people to “see things happening”. Following up with contacts, arranging and attending meetings made them feel good about the work they were doing, particularly when response was positive. It also means that the wheels are in motion for Phase III, the unfolding of the plans.

Each committee went through every stage of the strategic planning process. It was difficult to keep them on the process as they have been very used to “projects without planning”. From conversation with committee members however, they feel comfortable, having gone through the analysis of their ideas through a formal process. This is a skill that they feel they can use over and over again in other groups and activities.

Cautionary Note:
The planning process is very important in long term development. Local people are very used to “doing” and not “planning”. Somehow we have to strike a balance between the planning and doing. This can be achieved, most effectively, with a longer planning phase that includes the time and resources to “do” a short term project which will lead to the achievement of some long term goals. Short term successes lead to greater enthusiasm and long term success. When volunteers can see the fruits of their labour they are more likely to believe in the planning process.

Strategic Planning Steps in Detail

It is common to represent strategic economic planning as a sequence of steps or stages:

1. Development of a vision for the future.
   A vision is the communities description of what they would like their community to look like 1 - 3 - 5 years from now. It begins with general brainstorming and wish list, but is narrowed down to what is realistic and possible for the community. It involves every individual and all values and traditions. The development of a vision is the first step in strategic planning and from it all action plans flow.

2. The setting of broad goals and objectives

Goals are generally long term in nature. They are the ideal conditions that the community would like to achieve. Objectives are more short term, more specific and are means to achieving the goals.
It is important to ascertain and set goals and objectives because this is the only way that direction can be provided to community strategies. Goals partly reflect attitudes in the community, so they (attitudes) may be either a resource or constraint for specific development options. Attitudes and desires in a community are essential in:

- establishing goals
- selecting specific objectives
- selecting alternative action plans
- evaluating progress and impacts

The significance of this for local economic development is that attitudes (which help define what is culturally or socially acceptable) are at least as important in the elaboration of acceptable strategies as technical and economic considerations.

For a particular project, action plan or strategy to be feasible, it should be technically feasible, economically feasible and culturally feasible or acceptable. If not, the redesign of the project, plan or strategy is necessary.

All stakeholders in the community deserve attention and while they are not likely to all agree with the action plans, they can identify with particular plans and with the community development generally.

**How did we identify goals and objectives?**

The key to the articulation of community goals and objectives is for the community to have an awareness of itself, of where it stands in relation to other communities, and the community people to believe that their community can make a difference.

Apathy (which manifests itself in low self esteem and confidence, and a general lack of hope) is the worst enemy of development initiatives while enthusiastic support for, and identity with the community are it’s strongest allies. Giving people a feeling of responsibility and belonging helps build community image and identity. When this happens, people identify the economic development strategy as THEIR strategy which develops a momentum of its own, especially in smaller communities.

The appropriate means of articulating goals and objectives varies from community to community. In smaller communities, one of the most effective means is creating meaningful dialogue with individuals and interest groups. Goals and objectives for Dildo emerged as a result of dialogue on the results of Phase 1, and the formulation of a long term vision. Strategies included:
- meetings of individuals, groups and committees with open discussions
- brainstorming sessions with groups
- networking: getting local people and groups working cooperatively
- All of these approaches required a sensitive understanding of the community - who the players are, who are the main interest groups, and what makes this community tick.

2. Analysis of weaknesses, strengths, opportunities and threats

A. Weaknesses and strengths in the community involve two types:
   - resources within the community
   - resources in the broader region which are accessible to the community, e.g. labour, raw materials etc.

B. Strengths and weaknesses are relative, so it is crucial to assess local attributes and resources against those of other communities. This can be done using simple comparative techniques. Resources in neighboring communities may be valuable in local development of other communities, e.g. access to a larger economic base.

C. It is important to identify any trends in these strengths and weaknesses over time. For example the trends in tax rates and real estate prices, which in Dildo’s case, seemed to be lower than the surrounding communities. This could be viewed as a strength when attempting to attract new home owners or businesses to the area.

In addition, resident tax rates for residents in Dildo are among the lowest of any municipality in the province. While this has been the case over the years, we will likely see increases as municipalities struggling with lower budgets and a desire to provide the same level of service to it’s residents.

D. It is useful to categorize resources for purposes of evaluation. Such categories will include:
Human Resources:

Human Resources should be identified and evaluated. This will include what skills, talents and abilities already exist in the community and what can be enhanced or developed through training. Networking among available resources is also important: groups, organizations, accountants, lawyers, facilitators, teachers etc.

The development of the resource and partnership lists was valuable in this area.

Physical Resources:

It is important to distinguish between "natural resources" and those of the "built" environment, (housing and commercial structures). Emphasis was put on available natural resources such as fish, agriculture, water, minerals. These local natural resources formed the basis of many development opportunities for both communities. In Victoria, the land was hailed as the greatest resource, while Dildo identified its waters for the development of aquaculture.

Business Resources:

An important resource is represented by existing businesses. They represent a snapshot of the economic health of a community and can represent a major part of the suppliers and buyers for any new activity in the community. It is important for them to be involved in the development as well as to have information on their size, structure, growth potential, stability and trends.

Committees attempted to get local businesses involved in the planning process. They believe that any and all development in the community will have positive spin-offs for local businesses.

E. When looking at weaknesses and strengths, we also looked at the external environment and the internal environment - what is going on inside and outside the community. It will be particularly important to have an appreciation of market and competition trends, an understanding of how sensitive the community's economic sectors are to changes, an understanding of how general demographic changes, and an appreciation of where the community fits in with government development plans, programs and opportunities.
Community Development Plan ~ Dildo

Vision

By the year 2000, Dildo will be a prosperous, vibrant community with decreased dependency on government, increased literacy rates, and increased employment opportunities. This will be achieved through the development of the agriculture, aquaculture, and tourism industry, and through the development of the community's human resources. This will be accomplished through the promotion and preservation of its historical and natural resources, and through the creation of new small business.

Education and Youth

Goal

1. To decrease illiteracy rates among the adult population.

2. To assist youth of the community in receiving a quality education.

3. To create a life long learning culture.

Objectives:

Short Term:

1) To develop academic tutoring programs for school age children and youth.

2) To offer adult computer courses.

Long Term

1) To acquire and operate a youth facility to meet the needs of youth.
Note:

There is a strong relationship developing between the development team and the local schools. The teachers and principals unconditionally support this initiative and believe that it is a positive step in the direction for the community. They (the school system) will be involved in the implementation of such programs as the tutoring and counselling programs.

Projects and Action Plans

1. Research the Teachers on Wheels Tutoring program.
   **Who:** Karen Davis with committee members
   **When:** April 30, 1995

2. Research Laubach Literacy Canada
   **Who:** Karen Davis, Susan Smith and committee members
   **When:** April 20, 95 meeting with Laubach representatives

3. Meet with school principals to determine exist of need for tutoring
   **Who:** Tony Higdon
   **When:** April 30, 1995

4. Acquire research done by SUF on recreation center for area.
   **Who:** Susan Smith
   **When:** Completed

5. Invite community people to sit in committee.
   **Who:** Kelly Smith
   **When:** April 30, 1995

6. Research funding assistance for Youth/Recreation Coordinator
   **Who:** Karen Davis with assistance from committee members and Community Futures
   **When:** meeting scheduled with Glen Littlejohn for May 12, 95

7. Identify who needs and/or wants training/tutoring.
   **Who:** all committee members
   **When:** May 30, 1995

8. Recruit parents to get involved in youth issues.
   **Who:** Tony Higdon
   **When:** May 30, 1995

9. Research information on services offered by Don Innis at Youth OutReach office.
Who: Committee to invite Don Innis to attend meeting  
When: Completed

10. Work cooperatively with HRD committee on training initiatives.  
Who: Susan Smith  
When: on-going

11. Research other regional upgrading/literacy programs being offered.  
Who: Karen Davis  
When: on-going

12. Contact Community College to pursue partnership.  
Who: Betty Reid  
When: April 30, 1995

Who: Gladys Jackson  
When: May 15, 1995

Recommendation:

That this committee in conjunction with the Task Force, and with possible outside assistance, develop long term recruitment strategies for involving both parents and youth in these initiatives.

Small Business

Goal

1. To increase employment opportunities in the community through the creation of new businesses.

2. To have a minimum of two new businesses start in the first two years, with three others to follow over the next three years.
Objectives

1) To develop hiking trails and boat tours.

2) To explore the possibility of a Jean factory.

3) To explore the possibility of manufacturing jigs dinner.

4) To explore the possibility of making soap from seaweed and kelp.

5) To explore secondary processing opportunities.

Projects and Action Plans

1. Write to local businesses asking for their input, and to determine their needs.
   Who: Annie Pitcher
   When: Completed

2. Identify community people interested in starting their own business.
   Who: Annie Pitcher
   When: May 30, 1995

Note: this may be based accomplished in cooperation with the Business Development Center.
3. Research Entrepreneurial programs, resources and assistance.  
*Who:* Karen Davis, Ruby George and Annie Pitcher  
*When:* May 30, 1995

4. Work cooperatively with plants committee to explore joint efforts.  
*Who:* all committee members  
*When:* September 30, 1995

5. Research information on hiking trails and boat tours.  
*Who:* Ruby George, Annie Pitcher and Karen Davis  
*When:* August 30, 1995

6. Research funding sources for starting small businesses.  
*Who:* Karen Davis & Annie Pitcher  
*When:* August 30, 1995

7. Research information on manufacturing of identified products and what is involved.  
*Who:* Annie Pitcher  
*When:* October 30, 1995

8. Research information on jeans factory (Newfie Bullet theme).  
*Who:* Annie Pitcher  
*When:* on-going

9. Research funding sources for feasibility studies for business ideas.  
*Who:* Annie Pitcher  
*When:* September 15, 1995

10. Contact Pattie Tibbs for advice on feasibility’s.  
*Who:* Karen Davis  
*When:* August 30, 1995

11. Acquire and review the plan done for Whitbourne on environment, destruction of land and habitat.  
*Who:* Annie Pitcher  
*When:* Immediately

**Recommendation:**

That this committee in conjunction with the Task force contact the Central Avalon Environmental Network for information on studies completed.
Utilization of Plants

Goal

To have at least one plant utilized by Spring 1996.

Objectives

1) To develop a re-cycling depot.

2) To develop seedlings for reforestation.

3) To pursue secondary processing opportunities.

Projects and Action Plans

1. Meet with Fred Woodman to pursue using his plant.
   Who: all committee members
   When: Completed

2. Meet with Rodney Hynes to pursue cooperative ventures.
   Who: Melvin Williams with committee members
   When: Completed

3. Write a letter to Knut Nygard expressing interest in working with him to utilize his plant.
   Who: Karen Davis with input from committee.
   When: Completed

4. Contact FPI to seek their level of interest in new ideas for the plant.
   Who: Don Bishop & Karen Davis
   When: Completed

5. Contact Nova re-Cycling for information on recycling.
   Who: Romona Pike/Karen Davis
   When: Completed

6. Research information on recycling in other parts of Canada.
   Who: Committee members with assistance from Karen Davis
   When: November 15, 1995
7. Review study done by Community Futures on blueberry products and opportunities.
   **Who:** all committee members
   **When:** Completed

8. Work cooperatively with Agriculture Committee and Small Business Committees on secondary processing opportunities.
   **Who:** all committee members
   **When:** on-going

**Recommendation:**

That this committee in conjunction with the Task Force, and possibly with outside assistance, research information on plant conversions.

**Tourism/Hatchery**

**Goal**

To create employment opportunities through the development of the aquaculture and tourism industries using local heritage resources.

**Objectives**

**Short Term**

1) To develop a functional cod fish hatchery.

**Long Term**

1) To develop a replica of the 1800’s hatchery on Dildo Island

2) To explore the production of teas and herbal remedies using local juniper berries.

**Projects and Action Plans**

1. Survey youth of the community to get input on tourism ideas for the area.
   **Who:** Terry Smith
   **When:** Completed
2. Arrange a meeting with Sea Forest Plantations to seek information on their plans.
   **Who:** Gerald Smith & Don Bishop
   **When:** Completed

3. Develop information packages to send to Walter Carter, Brian Tobin, and Percy Barrett on plans.
   **Who:** Gerald Smith and Karen Davis with assistance from Dianne FL.
   **When:** Completed

4. Meet with Walter Carter on plans.
   **Who:** Gerald Smith, Don Bishop, Karen Davis, Rowena Smith & Dianne FL
   **When:** Completed

5. Request meeting with Brain Tobin
   **Who:** Gerald Smith & Karen Davis
   **When:** Completed

6. Review study done by Marc Gagnon on hatchery potential.
   **Who:** all committee members
   **When:** May 15, 1995

7. Review written information on 1800’s hatchery.
   **Who:** all committee members
   **When:** June 15, 1995

8. Arrange and attend meeting with Dept. Of Fisheries and Oceans
   **Who:** Don Bishop, Karen Davis, Gerald Smith & Dianne FL
   **When:** Completed

9. Write Norway Research Institute seeking information and interest in partnership.
   **Who:** Gerald Smith & Karen Davis
   **When:** Completed

10. Develop a community contribution list for project.
    **Who:** all committee members
    **When:** Completed

11. Correspond with McGill University on hatchery plans.
    **Who:** Don Bishop, Gerald Smith
    **When:** on-going
12. Research funding assistance to do hatchery feasibility study  
   *Who:* Gerald Smith and Don Bishop  
   *When:* on-going

13. Develop tender for Firm/Individual to conduct the feasibility study.  
   *Who:* all committee members  
   *When:* August 30, 95

14. Complete feasibility application for Dept. Of Fisheries & Oceans  
   *Who:* all committee members  
   *When:* June 30, 1995

15. Meet with Marine Institute on hatchery plans.  
   *Who:* Gerald Smith, Don Bishop & Karen Davis  
   *When:* June 30, 1995

16. Research group to do testing on juniper berries.  
   *Who:* Eric Newhook & Dianne FL  
   *When:* Completed

17. Maintain contact with MUN testing Dept. on juniper berries.  
   *Who:* Eric Newhook & Karen Davis  
   *When:* on-going

18. Submit brief to Tourism Regional Group.  
   *Who:* Don Bishop, Gerald Smith & Karen Davis  
   *When:* Completed

19. Arrange and meet with Ed Best regarding Provincial Tourism plans.  
   *Who:* Don Bishop, Gerald Smith & Karen Davis  
   *When:* April 30, 1995

20. Research funding sources/investors for replica on Dildo Island  
   *Who:* all committee members  
   *When:* September 1995

21. Develop a plan for Dildo Island  
   *Who:* all committee members with community input.  
   *When:* 1995/96

*Note:* Baccalieu Trail Heritage Corporation and Trinity Conception Community Futures are possible resources for assistance with this plan.
Agriculture

Goal
To create employment and small business opportunities through the development of the agriculture industry.

Objectives

Short Term
1) To develop a blueberry farm.
2) To develop a sheep farm
3) To develop a beef farm
4) To develop a slaughterhouse/smokehouse

Long Term
1) To develop secondary processing of farm products
2) To develop retail fur outlet
3) To develop broiler and turkey farms

Projects and Action Plans

1. Research farms in the area ~ what they produce, size of production, history of farm.
   Who: Sheila Tweed
   When: May 15, 1995

2. Acquire maps of the area for review of available farm land
   Who: Wayne and Tina Wiseman
   When: April 30, 1995

3. Arrange and meet with Agriculture to discuss plans, policies and procedures.
   Who: all committee members
   When: Completed
4. Submit Tender for Land from Rural Development  
   **Who:** Committee with assistance from Dianne FL  
   **When:** Completed

5. Arrange and meet with Crown Lands  
   **Who:** Wayne and Tina Wiseman  
   **When:** August 30, 1995

6. Research secondary processing opportunities for meat, fruit and vegetables.  
   **Who:** Mike Reid  
   **When:** April 30, 1995

7. Research agriculture grants and loans for start up.  
   **Who:** Alvin Pretty  
   **When:** April 30, 1995

8. Research information from ACOA and Sheep Herders Association.  
   **Who:** Alvin Pretty & Sheila Tweed  
   **When:** May 15, 1995

9. Arrange and meet with Bob Godden regarding farming rules and regulations  
   **Who:** Karen Davis and committee members  
   **When:** May 15, 1995

10. Research community co-operatives as an option for implementation and community ownership.  
    **Who:** Alvin Pretty with committee members  
    **When:** September 1995

11. Research business training, resources and funding for agriculture business interests.  
    **Who:** Sheila Tweed  
    **When:** December 15, 1995
Human Resource Development

Goal

To have a fully functional human resource development center that meets the needs of children, youth, adults and seniors in the community.

Objectives

To have a center that will include:

* a library
* a help line
* computers
* internet program
* career counselling
* personal counselling
* business counselling
* information and resources on many topics from career options to drug abuse

Projects and Action Plans

1. Investigate training opportunities to be offered in the community.
   **Who:** Sheila Rogers, Karen Davis and Emily.
   **When:** May 15, 1995

2. Arrange and meet with Dept. Of Social Services to seek their support by putting a counsellor in the center on a part time basis.
   **Who:** Sheila Rogers & Ruby George
   **When:** April 30, 1995

3. Arrange and meet with BDC to determine their interest in putting business counselling services in the center on a part time basis.
   **Who:** Ruby George
   **When:** April 30, 1995

4. Research information on family/individual abuse programs.
   **Who:** Emily
   **When:** May 15, 1995
5. Identify training needs of community.
   *Who:* all committee members
   *When:* May 15, 1995

**Cautionary Note:**

In addition to identifying training needs, one must consider identifying real needs from perceived needs. This will require counselling and career exploration sessions. Outside agencies such as NCARP may be able to assist in this area.

6. Conduct a telephone survey of seniors to determine their wants and needs.
   *Who:* Annie Pitcher
   *When:* September 15, 1995

**Recommendation:**

That consideration be given to acquiring outside expertise in developing the survey to ensure that it asks the right questions in the proper format.

7. Submit proposal for center space to the Museum Board.
   *Who:* Sheila Rogers
   *When:* Completed

8. Research information on other volunteers services being offered in the region and province.
   *Who:* Ruby George, Sheila Rogers & Karen Davis
   *When:* June 15, 1995

9. Recruit Volunteers to work at center.
   *Who:* all committee members
   *When:* on-going

**Recommendation:** That consideration be given to the training requirements of both volunteers and staff before recruitment. Human Resource Centers need the right people running them!!

10. Submit proposal to Hibernia for computers.
    *Who:* Sheila Rogers
    *When:* Completed
11. Research Internet Programs.  
   **Who:** Sheila Rogers  
   **When:** May 30, 1995

12. Research funding sources to support center in start up.  
   **Who:** Sheila Rogers, Ruby George, and Karen Davis  
   **When:** June 15, 1995

13. Arrange and meet with Wayne McCarthy on possible assistance for short term Coordinator to help get center going.  
   **Who:** Ruby George, Karen Davis and Sheila Rogers  
   **When:** Completed

14. Research information on Canadian Youth Exploration Courses.  
   **Who:** Annie Pitcher & Karen Davis  
   **When:** April 30, 1995

15. Make a public request for resources (books, magazines etc.).  
   **Who:** Annie Pitcher, Sheila Rogers  
   **When:** April 30, 1995

16. Submit information package to schools on plans  
   **Who:** Sheila Rogers  
   **When:** Completed

17. Submit information package to Chris Decker on plans.  
   **Who:** Sheila Rogers  
   **When:** April 30, 1995

18. Research information on resource centers currently in operation  
   **Who:** all committee members  
   **When:** May 15, 1995

19. Visit development centers in St. John’s  
   **Who:** all committee members  
   **When:** June 1995

20. Video seniors as a resource of local skills and talent  
    **Who:** Karen Davis, Annie Pitcher & Ruby George  
    **When:** September 30, 1995
21. Research and offer workshops for youth and adults  
Who: Annie Pitcher with assistance from outside agencies  
When: September 1995

22. Inquire about getting on government mailing lists for pamphlets, brochures etc  
Who: Karen Davis  
When: immediately

23. Develop strategy for long term expansion.  
Who: all committee members  
When: May 1996

**General Notes:**

♦ This is just the beginning of strategic planning. The action plans listed above are the first steps.

♦ Once these action plans and projects have been completed, others will flow from them. It is important that the Task Force and Committees realize this. Their work will not be done at the end of these projects. Quite the contrary, their work will just be beginning.

♦ **Remember:** Strategic planning is long term. There will always be something else to do, something else to plan for.

♦ Many resource people and groups will be needed as the committees attempt to complete their plans. The resource list developed by the communities is a good starting point, however it should be expanded.

**Recommendation:**

1. That the Advisory Board/Community Futures monitor the progress and assist the Task Force in further planning when the above action plans have been followed through.

2. That the Advisory Board/Community Futures assist the Task Force in identifying new resource people/groups to assist in the implementation process.
**Evaluation**

As with any program, it was important to us to evaluate how effective the process was in the communities, how much did the participants learn, and how did we do as facilitators.

The following evaluation tools were used:

1. Participant Evaluation Questionnaire
2. Personal Interviews with a random sample of participants
3. Telephone Surveys with random sample of both communities
4. Written evaluations done by the Development Support Officers
5. Focus group session done with the Target Development Team
6. In addition, an outside research company evaluated the survey used in the community assessment phase.

**Summaries of Participant Evaluation Questionnaires**

The questionnaire included:

- items which had to be rated on a scale of 1 - 5, with 5 being excellent and 1 being poor
- open ended questions to which the participant responded
Average Ratings

<table>
<thead>
<tr>
<th>Item</th>
<th>Average (on a scale of 1 - 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful were the training sessions</td>
<td>4.0</td>
</tr>
<tr>
<td>Was this a useful project for the community?</td>
<td>4.7</td>
</tr>
<tr>
<td>How would you rate the development team?</td>
<td>4.7</td>
</tr>
<tr>
<td>Will the project stimulate development in the community?</td>
<td>4.3</td>
</tr>
<tr>
<td>How would you rate the time frame</td>
<td>3.6</td>
</tr>
<tr>
<td>How well did your committee function?</td>
<td>4.4</td>
</tr>
<tr>
<td>Was your committee prepared to do the tasks required of them?</td>
<td>4.4</td>
</tr>
<tr>
<td>How would you rate the performance of Target Training and Development?</td>
<td>4.3</td>
</tr>
</tbody>
</table>
Average Ratings of Training Sessions (on a scale of 1 - 5)

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Instructor</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of Committees</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Facilitation</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Communication</td>
<td>3.9</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>4.7</td>
<td>4.8</td>
<td>4.8</td>
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<tr>
<td>Strategic Planning</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
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<tr>
<td>Dealing with Government</td>
<td>4.3</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Proposal Writing</td>
<td>4.7</td>
<td>4.8</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Observations:

1. While the training schedule was demanding, the ratings show that participants enjoyed the training. Did they learn anything – that is the most important question, and is addressed later in this report.

2. The attendance at training sessions in Dildo was consistently high with numbers ranging from 12 - 35.
**What have the participants in the Dildo area personally learned from this project?**

They learned:

- "How to deal with government more effectively".
- "People can achieve things when they pull together".
- "The value of team effort".
- "How to make contacts with other groups/organizations".
- "How to facilitate better".
- "How to run effective meetings".
- "How to set goals".
- "Everything is a learning process".
- "There are many good ideas in our community".
- "Our people really care about this community".

**What did the participants of the Dildo area consider to be the strengths of the project?**

- "People working together"
- "Team effort"
- "Sense of community"
- "Support from Target Training and Development ~ Dianne & Karen"
- "Knowing that we have support from the partners"
- "This is a positive approach to Community Development"
What did the participants of the Dildo area consider to be weaknesses of this project?

♦ “Committee members not attending all committee meetings”.
♦ “Not enough input from Community Futures”.
♦ “Committees did communicate with each other enough”
♦ “Not enough community people involved”
♦ “Not enough business people and teachers involved”
♦ “Slow Pace ~ too much planning time”
♦ “Uncertainty of how far committees could go”

What changes would the participants of the Dildo area recommend?

♦ “Committee should come together more often”
♦ “More information up front on programs and services available” ******
♦ “Tell people up front that they must have a community focus not a personal agenda” ******
♦ “Chair people should get more training”
♦ “Start a small project during the planning stage”
♦ “Let’s Keep At It”

Notes on ******:

We must be careful about giving lists and lists of available programs and services up front, particularly when groups are used to working towards those programs. The danger is that communities might simply try to meet the criteria outlined in these programs instead of doing their planning first, and then seeing how the programs could help them.

There was some concern in one of the committees, that a volunteer wanted the committee to focus on her personal business idea. We addressed this issue with both the individual and the committee as a whole so that they would not lose focus.
Special Note: 100% of the participants said that they would do it again!!

Personal Interviews ~ Summary

12 people were interviewed to give some feedback on the total process and their experiences.

The ideas expressed were almost identical to those expressed by participants in the questionnaires.

Those interviewed enjoyed the process and felt that they personally have grown as a result of it. They see it as being desperately needed in their community.

Comments:

♦ “I am surprised that local people who have no influence could achieve so much”

♦ “It gave us hope”

♦ “I learned so much and there is still so much I have to learn”

♦ “This project brought life back into the community”

♦ “50% of our people are community minded, 25% don’t care and 25% will always wait and see”

♦ “The support team was always there for us“

♦ “We need outside help ~ people who know the ins and outs of this stuff’

♦ “We have created curiosity among those not involved “

♦ “I came here with a very negative attitude which changed over the last six months”

♦ “I think other communities should do this. I would be even willing to help them”

♦ “The time frame was too short ~ too much to do“
“The process of walking us through the steps was excellent “
“ I was very skeptical at first but I’m coming around “
“ There should be more focus on our young people “
“ We have to get private enterprise interested in this “
“ We have a good plan on paper − I hope we can do it “
“ One thing is sure − government got no money − we have to do it ourselves”
“ This gives us more respect for ourselves “
“ People always pull together in the end “
“ This was a wonderful project for Victoria − a real learning experience”
“ We should all be invited to sit on the Task Force “
“ I didn’t realize we had so many positives in Victoria”
“ We needed the constant encouragement − its so easy to get down”
“ I would have liked us to do one project “
“ Committee meetings dragged on “
Random Telephone Survey ~ Community Evaluation

1. Over the past six months, a Community Economic Development project has been on-going in your community. Are you aware of this project?

Dildo: 54% said yes 46% said no

2. How did you hear about it?

23% ~ Newsletters
26% ~ Local Media
34% ~ Family or Friends
0% ~ Other

3. Were you personally involved?

17% ~ Yes 37% ~ No 46% No response

4. If no, why not?

68% ~ No Response
20% ~ Time was a factor
6% ~ Old Age
6% ~ School/Working
03% ~ Not enough information.

5. What do you think is the purpose of this project?

51% ~ No Response

28% said the purpose was to create employment

08% said the purpose was to upgrade the community

05% said the purpose was to help the younger generation

05% said the purpose was to see what is feasible
6. Do you think this kind of project was needed in your community?

51% ~ Yes 46% ~ No Response 03% Maybe

Comments:

- This project was needed to create employment and develop our community into a better place for ourselves and our younger generation.
- We live in a community that shows great potential.
- We need new industries.
- This project is needed in every community, because communities are down right now and this project can help change this.

7. What other kinds of projects would you like to see in your community?

46% ~ No Response
14% ~ Uncertain
8% ~ Agriculture/Aquaculture
8% ~ Long Term Employment
5% ~ Tourism
8% ~ Secondary Processing
3% ~ Projects for Youth
3% ~ Create Resource Center

Comments:

- We need more service organizations.
- We need something for the youth, banking machines for the elderly, and continuation of this project.
- We need more youth involvement.
- The CED projects adequately covers the needs of this community and would be a benefit if it continues.
- We need a project to help clean up the garbage in the town.
- We need a project to get youth working?
8. Would you be willing to work on a committee to make these projects happen?

42 ~ Yes  11% ~ No  46% ~ No Response

9. Did you read the community report from the community assessment phase?

37% ~ Yes  14% ~ No  46% ~ No Response

10. Did this report adequately reflect the needs of your community?

37% ~ Yes  0% ~ No  46% ~ No response

11. Was the survey a good means of identifying your community’s needs?

37% ~ Yes  0% ~ No  46% ~ No Response

12. Did you receive a copy of the community report from the community assessment?

22% ~ yes  20% ~ No  54% ~ No Response

13. Did you know that there is a Phase III, the implementation phase, to this project coming up in April?

17% ~ Yes  74~ No  8% ~ No Response

14. Are you aware of what is involved in Phase III?

20% ~ Yes  22% ~ No  54% ~ No response

15. Would you like to receive further information on this project from a community member?

86% ~ Yes  5% ~ No  8% ~ No response
16. Would you be willing to get involved at a later date?

14% ~ Yes
37% ~ No
34% ~ Maybe

17. What is the best way to keep you informed?

71% ~ Newsletter
37% ~ Local Media
14% ~ Community Meetings
31% ~ Telephone Calls
11% ~ No Response
3% ~ Word of Mouth

**Recommendation:**

That recruitment strategies and communication strategies be developed by the Task Force early in Phase III to maximize the opportunity to get people involved and to keep them involved.

**General Recommendations For Consideration**

After much reflection and evaluation of the strategic planning phase, the following recommendations seem to be in order:

1. That a beginning CED project be no less that 12 months in duration with ideally 16 months. This time frame would be sufficient to do a preliminary needs assessment and the planning phase.

2. A greater emphasis must be put on advertising and promotion of the concept long before it starts in the community.

3. That elected bodies such as Town Councils be involved right from the beginning. In communities where such bodies are not in support of such a process, we would suggest that this community is not ready for such a process and that further consultation is required.

4. That information on programs and services in the region be compiled at the beginning, so that communities have contact names with organizations.
5. That consideration be given to starting a small community project during the planning phase, as a demonstration of why the planning is important and of how this process really works.

6. That community social events be built into the whole process as this builds team spirit and allows people an opportunity to relax.

7. That training for volunteers be an integral part of the process.

8. That training sessions be scheduled at a more relaxed pace to avoid burn-out.

9. That evaluation strategies be developed at the beginning of the program to ensure that appropriate evaluation is being done and that people are aware that it will be happening.

10. That committee members be invited to sit as ex-officio members of the task force.

11. That the Task Force be required to meet on a regular basis to ensure continuity and familiarity with the total project.

12. That Newsletters be circulated to the total community periodically to inform them of the progress and encourage them to get involved.

13. That strategic planning be a consistent on-going part of the development process. Plans should be evaluated regularly, updated, and changed when necessary.
Results

There is no doubt that the goal of this CED project has been achieved. A preliminary five year economic strategy has been developed for the community by the community, though it still needs further work, analysis, and evaluation.

Objective # 1

To design a model of community participation that encourages maximum input from local residents.

This objective has been met to some degree but it requires further work and attention. I think there are other ways and means of involving people and other situations that need to be considered, such as the issue of illiteracy in a community and it’s impact on people’s ability or willingness to get involved. Throughout the project, we did make every attempt to involve and inform people, though there were people who either didn’t know about the process, or didn’t feel compelled to get involved.

Objective # 2

To offer skill enhancement and training opportunities that will ensure essential skills are acquired to complete the development tasks.

This objective was achieved and over 60 people attended at least three of the eight training sessions offered. There is a need for on-going training in all aspects of CED. As the community moves more into the feasibility of moving ahead with their projects, they will need higher level training in areas such as:

- conducting feasibility studies
- promotion and marketing
- doing economic analysis etc

Objective # 3

To lead the community through an internal community assessment to capture a picture of the “here and now”.

This objective was achieved as outlined in the section above on community assessments. The assessment phase was a successful, important phase, as it built awareness and support for the project, as well as providing the accurate data which was used in the planning phase.
Objective # 4

To lead the community through a full strategic planning process using the data from the assessment.

This objective was fully achieved. The community did go through a formal strategic planning process, and did identify some key projects with action plans. What is evident however, is the need for further planning and analysis. The timeframe of this project did not allow us to delve into the feasibility of the identified projects, nor the financial requirements for each. This is the next required stage of the process, and one that will require other levels of expertise, such as someone to assist with conducting feasibility studies.

While the planning process was not an easy one, mainly because these community people are “doers” and not “planners”, it teach them the importance of well thought out plans, and how they do prevent timely and costly mistakes down the road.

Objective # 5

To compile the assessment and planning results into a five year economic strategy.

This objective was met in terms of putting the thoughts, ideas, opportunities and projects into one plan for the community, though I did recommend that the strategy needed to include the feasibility, financial, and evaluation components before it is complete. That is the step that the community development is now working on.

Objective # 6

To build solid partnerships to ensure successful implementation of the economic strategy.

While we began the process of meeting this objective, there is still lots of work to be done. Building partnerships in an environment where there is traditionally duplication, competition and turf protection. We were successfully in getting many regional groups and organizations sitting at the same table to learn about CED and how they might collectively play a role. The real indicator of our success will come in the implementation phase when they will be asked to respond to specific tasks and responsibilities.
Other important Results

- Two new businesses were created during the project, which had not even been conceptualized before the project began.

- An adult academic upgrading program began in the community at the local school and 15 adults are currently enrolled.

- A computer course is being offered through the regional community college, in the community, through partnership with the local high school.

- A community farming coop is being set up, which brings together the resources and talents of eight local residents.

- A full tourism plan is being developed for the area, with funding from the Department of Tourism & Heritage.

- The local whaling and sealing museum has been opened on a year around part-time basis.

- A human resource development center is open with funding assistance from Canada Employment & Immigration, and the Department of Health, as well as contributions of furniture and resources from the community groups and organizations.

- A CED Development Task Force will remain in place and has hired a development officer to assist them with implementation of their plans.

- A member of the community has been invited to sit on the regional CED Board to ensure the community’s interests and experiences are represented.

- An entrepreneurial training program has started with 10 local people in training in start their own ventures.

- An aquaculture project is in full swing, with hopes of expanding even bigger for next year.

- There is a real sense of hope, energy and accomplishment in the community that had existed previously.
Did We Meet the Expected Outcomes

1. **Development of local capacity to respond to change and the need for change.**

Absolutely! The total process has created a new sense of energy, hope, and enthusiasm about the future and about the community’s ability to effect change and participate in the decisions that effect them.

A local government official probably summarized it best when he said to me, “I think you have created a monster”. This community is speaking out, lobbying, demanding and for the first time are being heard. They are beginning to realize that knowledge is power, and having that knowledge in a systematic structure, such as a development plan, means they are more prepared to deal with the external environment and are being taken more seriously by these same groups.

2. **Cooperation among local resources.**

It has begun! The seeds have been set, watered and only time and persistence will tell if they will bloom.

3. **A realistic appraisal of development potential.**

Yes! All of the development opportunities have come from within the community, utilizing community resources, thus increasing the chance for success. The next step needed is the in-depth feasibility study of these development opportunities.

4. **Creation of specific development plans using the resources within the community.**

Yes. Tied to # 3 above.

5. **Economic Diversification.**

Partially. While there is little evidence of the real economic impacts of our project at this stage, we are certain that the community is now looking beyond the traditional modes of economic activity, and are no longer relying on one industry such as the fishery. As the plans indicate, we see consideration given to areas such as small business creation, aquaculture, tourism and agriculture. While these opportunities have existed in this community, they lie dormant when times are good in the traditional industry such as the fishery.
6. **Consensus on the Future.**

For the first time, many people in the community have voiced their opinions, desires and fears about the future of their community, and in doing so have contributed to the development of the community vision. There is a consensus and commitment on where the community should be going, how they might get there, and a renewed sense of hope and energy to make it happen.

7. **Participatory development planning.**

Absolutely! 90% of a community participating in form or another in a planning process is a phenomenal rate by any standard. 2700 volunteer hours is also evidence of the level of participation and commitment.

We know that this process worked when we hear the local people talk to outsiders and the media about “what we have done for ourselves”. They have taken control of the project and there is no question in my mind that they will continue long after I have completed my part in this project.
Lessons Learned

1. Development projects only work in rural communities if they are developed BY the local people FOR the local people.

2. People living in small communities will not support initiatives imposed from above regardless of how good they really are, if they have not been involved in the decision making process around it.

3. CED involves more than economic growth, and economic growth does not necessarily mean community development. For example, an increase in the number of carpenters working in a community means growth in the local economy, but it does not mean that the community is more developed or experiencing more development. Another example would be a community that experiences a major natural disaster such as a flood or fire. There is a need for many services such as hospitals, thus impacting the level of economic growth for a short period. On the contrary, it certainly does not mean that the community has experienced any community development. In actual fact, the economic growth is artificial at best.

4. The development of people ~ our human capital, is essential to any real development initiative. Only when people are more aware, have more skills, and grow as individuals, can they become more involved and cooperative in their community.

5. CED is as destructive as it is constructive. Effective CED requires a critical analysis of our past, the present and the future. Sometimes this means old habits and institutions no longer serve our needs and purpose. In cases like this they should be torn down and rebuilt to meet the needs of today and tomorrow. This destruction can be painful for many, but is often important if we are committed to moving ahead.

6. There is a need for the enhancement of old and/or development of new organizations to deal with the current times and realities of a community. Organizations of the future will be required to get things done in an effective, timely and cost efficient way. Once they become more organized, more active, and begin to work more closely with each other, individuals and communities benefit.

7. What need for CED is for governments to partner with communities that demonstrate the drive and energy to address difficult changes, and less concerned with controlling events. This does not mean that we can disguise an evasion of responsibility as a "strategy" that has any meaning in the real world of CED and communities attempting to survive. Communities need to indicate what kind of partner they need and the conditions of that partnership.
8. Communities must take charge of their own destiny and will only find the real solutions when they do so. Appropriate solutions to internal problems can only be found and implemented when and if communities take ownership for their issues and control over their own development process.

9. Communities must start evaluating and controlling their internal resources, while recognizing that their resources are in fact assets that have value, and that they can and must act more aggressively to become partners in any development that utilizes these assets.

10. Communities “buy-in” to CED when it is approached from a holistic approach ~ when they can see the link between economic change and improvements in the overall quality of life. These links include the integration of the social, cultural, environmental, and political fabrics of the community.

11. Motives are more than profits. While economic benefits are gains are essential to the ultimate survival of a community, other priorities may be at the root of community action. Profit, employment, wealth creation, etc are all necessary and desirable, but they are not ends in themselves. The “end” is the general welfare of the community, through which the economic benefits are made possible.

12. There is a need for total economic restructuring. In many parts of Newfoundland and Labrador, communities rely on single industries (fishing, mining, forestry) and such single industries are inherently unstable, and prone to the up and downs in the regional, provincial and national markets and economies. There is a need for more diversification and restructuring of our economy to either counteract the up and downs in the single industries, and to create new opportunities for employment and wealth creation.

13. Attention must be paid to development that sustainable. In other words, our development activities must meet the needs of the present generation without compromising the ability of future generations to meet their own needs. In addition, it must be long term in nature, and ideally, we would not be producing or consuming more than nature can reproduce or sustain. Our development should not be a cost to the next generations, nor should it limit their choices. Sustainable development accepts that we are not somehow separate and distinct from nature; we are part of the global ecosystem, and what we do must be sustainable from the environmental, social, economic perspectives. The collapse of the fish stocks is perhaps the best (or worst) example of development which was not sustainable.
14. Meaningful CED requires a long term plan. While it may begin by helping people survive an economic crisis, it is not content to accept a never ending string of “make work projects”. It accepts that real development takes time, and it begins with the planning process. When and where short term projects have to be used, the are part of an overall community plan.

15. CED does not just happen on its own. It requires a vision of what communities want to have and to do, and a roadmap of how they will achieve it.

16. The Process is as important as the Product. The process itself is developmental and enhances personal, organizational and community abilities. The process of learning to do by doing is important.

17. It can only be done with collective action. Unlike other types of development which can be done by relatively small groups of people, CED is achieved by finding ways of involving the general public ~ the total community. The process must be inclusive, participatory and driven by the community itself.

18. Good leadership is an essential element of CED. Active, well informed leaders who help provide vision, momentum, focus and direction are very important. Since CED attempts to get the whole community involved; leaders need to be open, democratic, and interested in involving more and more residents. They need to be able to reach beyond the traditional power brokers and bring in the people who traditionally were not heard and/or didn’t have a voice.

19. Communities embarking on the long road of CED need support. They need support from government at all levels, training institutions, businesses and other community organizations.

20. The majority of people in small, rural communities are “doers not planners” and therefore patience and skill enhancement opportunities are required if we are serious about bringing them into the CED fold in a meaningful way. Training sessions on irrelevant topics, given intervals when the skill or information is needed and can be applied, can help build the bridge between the planning and the doing.

21. Local people will give of their time, talents and treasures when ASKED. We need to go beyond the traditional modes of reaching out to people (media, newsletters etc), and personally ask people to contribute and participate. Being asked makes one feel valued and worthy and they are more likely to say yes.

22. It is very important to regularly recognize and reward volunteers in CED. They are the ones who make it happen, and a little recognition goes a long way in keeping the spirit and enthusiasm.
23. Whenever possible, hire local people to assist with development tasks. It legitimizes entry into a community, build the human capital, and ensures that new skills and experience stays in the community after the outside facilitators/consultants/experts have gone.

24. Intersperse hard work with social activities. Social activities builds camaraderie and a conspiracy to succeed. In addition, you get more “real” information from community people in social settings than you do in meetings and formal events.

25. When involving communities in formal planning, build in small projects along the way which can be worked on to achieve success and see results. Having tangible successes is a great impetus for continuing with planning. It is important to demonstrate that well thought plans have a better chance of working.

26. There will never be an end to planning in CED. As soon as one plan is developed, another one requires attention. It is a constant process of evaluation. Because CED happens in real communities, with real people, the plans should never be static. They must be changing and adapting to real circumstances and times.

27. Attitudes can change! It takes time, nurturing and the opportunity to experience some successes. Once this happens, attitudinal change is not only possible but very likely.
Summary/Conclusion

What has happened in Dildo and Area over the past 1 and 1/2 years deserves applause ~ the local people deserve applause for having the courage to face challenges and plan for change.

With that being said however, it is worth repeating again, that we have only just begun. There are still a number of hard-nosed questions that need to be asked and challenges faced by people in the community and people in power. After all, real community development is not a stage reached when a certain number of jobs are created, or a specific number of obstacles are overcome. It is a process ~ dynamic, pervasive, never ending, destructive as well as constructive. The essence of the process is the acceptance of new ideas and attitudes, of states of mind eager for change and progress, capable of applying all that is learned to new and an even wider range of problems.

The speed at which the process unfolds depends far more on the will and capacity of the people, and on the caliber of the economic, social and political institutions that they build, than it does on natural resources or imported equipment and supplies. It depends on leaders who educate as well as agitate, and on followers who can teach as well as learn.

The wish to develop and engage in development activities is more widespread than the will......the challenge over the next 1 - 5 years is translating that wish into the will.

This project has been an amazing experience for me personally. I have learned more about real CED during this short time, than I ever could through continuous formal training. I have enhanced my own skills as a facilitator, and have deepened by commitment to the plights of small communities and the principles of CED.

Despite the challenges and negativity that we constantly face, this project has proven to me that there is still “goodness” and “good people” left in our society, and that there is a lot of hope for the future.

Above all, it has shown me that amazing things can happen to ordinary people!