

The Clayoquot Biosphere and Sustainability: A Workshop to Explore Measurements of Community Health

Summary Report for the LIRN Workshops in the Clayoquot Biosphere Region

March 27th and 28th, 2007

Presented by the partners of Learning Initiatives for Rural and Northern BC (LIRN), Clayoquot Biosphere Trust (CBT) and BC Healthy Communities



Canadian Rural Partnership



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1. Introduction

In July of 2006, the *Clayoquot Biosphere Trust* (CBT) submitted an Expression of Interest to the partners of *Learning Initiatives for Rural and Northern BC* (LIRN). As one of fifteen successful applicants to LIRN, Rebecca Vines of the CBT worked closely with Scott Graham of the *Social Planning and Research Council of BC* (SPARC BC) and Kerri Klein of *BC Healthy Communities* to plan a community development workshop.

Two workshops were delivered by the above partners in the Clayoquot Biosphere Region. The first workshop was held at the Tofino Botanical Gardens Field Station (March 27th) and the second workshop was held at the Courthouse in Ucluelet (March 28th). The purpose of the workshops was to provide participants with information about the elements of successful community indicator projects, as well as an opportunity to develop some ideas for the framework and potential indicators for the CBT's indicator monitoring initiative.

This report summarizes the content of the LIRN workshops in the communities of Tofino and Ucluelet. The first part of the report offers an explanation of the LIRN partnership, as well as the CBT and BC Healthy Communities. Next, community indicator projects are discussed, which is followed by an analysis of the workshop discussions and next steps. The evaluation results, workshop agenda, results of the priority setting activity, participant list, as well as a summary of other useful funding opportunities and related references can be found in the Appendices.

2. About the Partners

The *Clayoquot Biosphere and Sustainability: A Workshop to Explore Measurements of Community Health* was a collaborative effort between LIRN, CBT and BC Healthy Communities. A brief description of each of the partners is provided below.

2.1. Learning Initiatives for Rural and Northern BC (LIRN)

At the last Rural Summit in Osoyoos BC, 2006, participants noted that they wanted to have regional events in their own communities. They also felt that organizations doing consultations and workshops in rural areas needed to be more coordinated in their approach to communities so people aren't burned out by uncoordinated learning and/or planning activities. They also wanted to be able to determine what topics would be discussed so that learning and/or planning events were focused on community needs.

As a result, a number of organizations formed a partnership to provide one-day learning events for communities. The partners are: the BC Rural Network, the Canadian Rural Partnership, New Horizons for Seniors of Service Canada, and the Social Planning and Research Council of BC. The partners issued an Expression of Interest that was sent to all rural communities through a variety of e-mail lists. The initiative was titled Learning Initiatives for Rural and Northern BC (LIRN). Of the 40 applications received, 15 were approved for one day events based on the communities' understanding of their key issues, on the breadth of partners that they could bring to the table, on their commitment to follow-up on the learning to support development in their community.

The LIRN partners are committed to combining their expertise and resources in an effort to maximize community capacity building opportunities for people living in rural, remote, and northern regions of the province. LIRN is a sustainable development and continues to grow with the recent addition of the Self Help Resource Association of BC, who bring a wealth of experience in helping communities help themselves.

2.2. Clayoquot Biosphere Trust (CBT)

The Clayoquot Biosphere Trust (CBT), a federally registered, British Columbia incorporated, non-profit charitable organization, is the cornerstone of the Clayoquot Sound UNESCO Biosphere Reserve. The CBT has a Board of Directors comprised of representatives from local First Nations and local communities.

The Clayoquot Biosphere Trust supports local research, education, and training that is consistent with a UNESCO World Biosphere Reserve's objectives of conservation and sustainable development. The CBT is responsible for both managing an endowment fund and developing guidelines for program funding from the income earned from the fund. The CBT was established to represent the region of the Clayoquot Sound UNESCO Biosphere Reserve region and is not limited to the boundaries of the reserve.

Endowment fund income is to be used for local research, education, and training which supports conservation and sustainable development in the Biosphere Reserve Region. The fund should be managed to provide opportunities for the development of healthy and sustainable communities, increased understanding of natural processes in the marine and terrestrial ecosystems and ensure that local communities and First Nations collectively build and benefit in ways that promote the health of communities and individuals. The CBT is also responsible for fundraising to increase the amount of capital in its endowment fund.

The mission of the Clayoquot Biosphere Trust (CBT) is to assist the Clayoquot Sound UNESCO Biosphere Reserve Region communities to achieve its vision by providing funding and logistical support for research, education and training initiatives that promote conservation and sustainable development. The CBT will facilitate the sharing and exchange of knowledge and experience both locally and globally. The CBT will accomplish these objectives by working creatively and proactively within the framework of the UNESCO Man and the Biosphere programme.

2.3. BC Healthy Communities

The BC Healthy Communities (BCHC) initiative was established in September 2005 to “promote the healthy communities approach, offering a shared platform for dialogue, collaboration, learning and action”. As part of the international Healthy Cities/Healthy Communities movement, BCHC takes a capacity building approach, fostering collaboration across sectors to strengthen social, cultural, environmental and economic assets that support health.

Worldwide, the healthy communities approach addresses:

- Multiple and interconnected determinants of health: social, environmental, economic, physical, psychological, spiritual and cultural;
- Four building blocks: community involvement, inter-sectoral partnerships, political commitment and healthy public policy;
- Healthy human development as a core attribute of a healthy community.

At BCHC, the healthy communities approach includes each of the above plus:

- *Complexity thinking*: addressing interconnections, patterns and influences among diverse factors and actions;
- *Integral Capacity Building*: an integrated process of learning, engagement, asset building and collaboration that addresses the whole person in the whole community.

What are we working toward? The common characteristics of healthy communities include:

- Physical environments are planned to support healthy activity and social interaction at neighbourhood and community levels.
- Strong connections and partnerships between community organizations, building social capital and collaborative approaches to addressing community issues.
- Citizens are engaged in decision making and voluntary activity.
- A strong sense of community identity supported by abundant cultural and heritage resources.
- All citizens have access to community services, supports, and opportunities.
- Citizens are included in the decisions that affect them.
- There are ample opportunities for learning, skill development and participation in healthy lifestyles.
- A diverse, vibrant and sustainable economy.
- The protection and conservation of natural areas and the responsible use of resources to ensure sustainable ecosystems.
- Adequate access to basic supports (food, water, shelter, income), health services, a sense of community safety, and work and leisure opportunities.

3. An Overview of Community Indicator Projects

There is some confusion over the terminology of indicators. While some initiatives refer to “indicators”, others speak of “benchmarks”. Mike Salvaris distinguishes between indicators and benchmarks with the former being the map and the latter being the compass. Indicators are measurements that tell us about the present state of something that is important. Indicators are usually expressed in dollars, physical measurements or quantitative terms.

Around the world, communities are engaged in some variation of a community indicator project to assess and monitor community conditions, inform policy choices, educate and engage citizens, and provide a mechanism for measuring government accountability. These indicator projects are given a wide range of names: quality of life, community profiling, sustainability indicator projects, genuine progress index, bench marks, vital signs and so on. They are similarly diverse in terms of content, with specific projects being tailored to the particular interests, needs, and concerns of the community or region in question. Despite these differences, projects that aim to accomplish the aforementioned goals are typically united by two assumptions: first, that community quality of life, health and/or well being can be defined, measured, managed, and preserved; and second, that community quality of life, health and/or well being comprises social, economic, environmental and cultural aspects of human life.

Generally, community indicator projects fall into two categories: community assessments or community monitoring systems. Community assessments are funded on a set timeline without a commitment to sustainability. This type of community indicator project is typically a step toward strategic action and not a step toward ongoing monitoring of trends and transformations of local conditions. Such projects are usually undertaken by a consortium of organizations and do not become a permanent part of an institution. The Castlegar Wellness Assessment is an example of a community assessment. By contrast, a community monitoring system has an institutional home and is focused on assessing changes in local conditions over time. Regular reporting of changes in local conditions is a central feature of the community monitoring system. The annual Jacksonville Quality of Life report serves as an example of a community monitoring system.

Given these differences between community indicator projects, there are a set of thematic areas that are often standard parts of such projects. In a survey of 121 indicator projects in Canada, including 7000 indicators, Frankish, Kwan and Flores (2002) found the following top ten topics for indicator initiatives: community safety and security; employment/unemployment; public services; economic disparity; educational attainment/school quality; air quality; transportation/automobile dominance; morbidity/disability measures; wasted production and reduction; and, health-promoting behaviors. Along with indicator projects which are based on expert opinions, many indicator projects have at least an element of public involvement in the process of deciding on indicators. In 2000, the Canadian Policy Research Network issued a list of indicators for quality of life issues in Canada, as suggested by citizens. Categories for this list include the health care system, education, environment, social programs, economy, government, legal/justice system, general values, personal well-being, work,

community and religion, seniors and children, families and friends, information/media, infrastructure/transit, cultural pursuits, diversity/multiculturalism, and quality of life in general (CPRN, 2000). These types of categorical schemes are not definitive but rather representative of common ways of classifying community data.

Indicator projects not only provide information about a given community, but they reflect the values of that community through the lens of what is measured. Moving away from a model where “experts” determined success through measures such as economic growth and literacy rates, current models of indicator projects also address who determines what is being measured. As such, it is important that the community be involved in the process of developing indicators.

Much like how different styles of graphical representation can be more appropriate for sharing statistical information, indicator projects have a wide range of visual outputs. One example in British Columbia is the City of New Westminster using a traffic light to symbolize progress in their community. Indicator projects which concentrate on assessing processes, such as UNDP’s Level of Empowerment of Grassroots Organizations, uses a web, with elements such as accountability, transparency and partnership as its spokes.

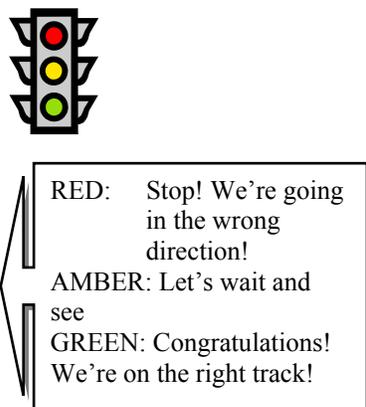


Figure 1: Example of Indicator Project output – New Westminster’s Indicator Project



Figure 2: Example of Indicator Project output – UNDP’s Level of Empowerment of Grassroots Organizations (UNDP, 2004)

Since indicators are a reflection of the values of a given community, there are important issues that should be addressed regarding the processes and outcomes of indicator initiatives and there is a whole body of literature which analyses indicator projects. Reed (2000) asks, among other things, the following of indicator projects: Who is requesting the information? Who is being looked at? Who is rendered less visible? What are the inherent biases? For more critical questions about indicator work, see the work of Alex Michalos (2006), who includes a list of 19 questions that should be asked in the process of developing indicator projects. For more literature on community indicator work, see section 5.7 in the Appendices.

4. Analysis of Outcomes of Participant Discussions

Prior to the LIRN workshops, all registrants were invited to submit responses to the following question: *What are your top three priorities for the Clayoquot Biosphere Region?* Although respondents were given the freedom to identify any priority area (broad or narrow), the workshop planning team encouraged participants to think of priority areas as the high level systems in a community (eg. health, economy, environment, etc.) All responses to the pre-workshop question were collected by Rebecca Vines and featured on the wall at both LIRN workshops in Tofino and Ucluelet. The complete list can be found in the Appendices.

In terms of the design of the workshops, the sequence of activities for both LIRN workshops was the same. After a round of introductions, a short presentation and an overview of the CBT Community Health and Sustainability Monitoring Project, participants were invited to build on the pre-workshop responses by engaging in the following exercises:

1. **Identify Priority Sustainability Areas for the Clayoquot Biosphere:** Participants walked the room and added to the list of priorities already posted on the wall;
2. **Select Priority Sustainability Areas for the Clayoquot Biosphere:** Using the dotmocracy method, participants identified those priority areas that were most important to them. Sustainability areas were defined as the general categories that represent higher levels of a system within or around the community.
3. **Define Elements of Sustainability Priority Areas:** Participants organized into small groups according to their interest in a given priority area. Each small group used worksheets to develop some of the elements of their given priority area. Elements are the sub-units of a sustainability area. For example, if community safety is a sustainability area, then domestic violence could be an element of community violence. Participants also developed rationales for why certain elements should be considered in the CBT Community Health and Sustainability Monitoring Project;
4. **Brainstorm Sustainability Indicators:** Participants brainstormed potential sustainability indicators related to the elements identified in the previous activity.

The outcome of these exercises was a list of sustainability areas, elements and indicators. The analysis below divides the participant's responses into four basic sustainability areas, each of which have a set of proposed elements and indicators. Here are the four general categories:

1. Health, Safety, and Recreation
2. Natural and Physical Environment
3. Economy and Employment
4. Culture and Art

The above categories are not definitive and do not completely reflect the diversity of the workshop discussions. These categories are designed to provide a starting point for future dialogue and debate about what *matters* in the Clayoquot Biosphere Region and how should it be measured. As such, it is important to treat all of the information presented below as a working list of sustainability areas, elements and indicators.

The text below is taken verbatim from the written responses of the participants at the LIRN workshop. All blank areas are marked with a **NR**, which means that the item in question was *not recorded* on the worksheet. Any incomplete indicator or element is a reflection of an incomplete element or indicator on the worksheet submitted by the participants at the workshop. The incomplete description of several of the elements and indicators is an issue that will need to be addressed by the CBT and its partners. Nevertheless, the list below is a good starting point for future discussions.

4.1 Table One: Health, Safety and Recreation: Elements and Indicators

Elements	Indicators	Participant Comments
Health facilities and services	# of nurses and doctors per capita # of health clinics # of birth services # of services gained/lost # of children in care	Travel a huge barrier Equal access between and among communities Keep people in communities/support system
Indoor recreational facilities: pool, climbing wall, gym, ice surface etc	# of recreational programs for each age level # of people enrolled in recreation programs	Physical activity very important Mental well-being Community connections Active participation in your community has been proven to be an indicator of health
At-risk youth and suicide	per capita suicide rate # of children and youth at risk	NA
Mental health and addictions	# of mental health counselors # of people accessing treatment # of mental health beds Existence of a regional mental health plan	Affects everyone

Early childhood development	<p># of licensed childcare spaces (not on basis of population but on access at the community level)</p> <p># of early literacy programs</p> <p># of parenting supports and education</p> <p># of children who are (E.D.I.)</p>	<p>Brain development</p> <p>\$1 now \$10 later</p> <p>Our future</p> <p>Start by promoting health</p> <p>Prevention vs. reaction</p>
Supports and services for elders/seniors	<p># of elders able to stay in their communities</p> <p># of senior services available</p> <p># of seniors reporting satisfaction with quality of life</p> <p>mortality rate</p>	<p>Right now there are minimal supports</p> <p>Elders/seniors forced to leave community</p> <p>Intercepts, intergenerational sharing of knowledge</p>
Nutrition	<p># of nutritionists</p> <p># of food banks</p> <p># of people using food banks (demographic breakdown)</p> <p># of diagnosed diabetics</p>	<p>Access to healthy food in your community is essential to good health and general success</p>
Women's health and safety	<p># of women who make domestic calls to RCMP in each community</p> <p># of people who participate in Women's Day</p> <p># of women who feel safe in their community</p> <p># of women in leadership roles, on councils, etc.</p> <p>child mortality rate</p>	<p>Isolated communities</p> <p>Sexual assault is big issue</p> <p>No access to childcare and birth control</p>
Sexual health	<p>teen pregnancy rate</p> <p>STD rate</p> <p># of youth health clinics per capita</p> <p># of HIV education programs</p> <p># of education programs in schools</p>	<p>HIV increased</p> <p>Family planning</p> <p>Youth access</p>

<p>Youth services, programs and facilities</p>	<p>graduation rate # of programs for youth</p>	<p>Transitional time needs support to become functioning community members and healthy adults Forgotten in our communities Youth centre in each community? Youth worker in each community?</p>
<p>Violence</p>	<p># of arrests at night # of children who witness abuse # of children in care because of violent family situation # of men's programs and services in anger management</p>	<p>Issue in all communities</p>
<p>Affordable housing</p>	<p>Per capita senior housing Availability of affordable housing units Average wage vs. average housing cost # of people living in condemned houses # of houses with mold # of housing reps in each community # of homelessness</p>	<p>Basic human right Huge issue in all West Coast communities Physical and mental health issue</p>

4.2. Table Two: Natural and Physical Environment: Elements and Indicators

Elements	Indicators	Participant Comments
Community infrastructure	NR	Need efficient, environmentally responsible and durable community infrastructure
Land and resources	# of cubic meters of wood leaving Clayoquot Sound each month # of hectares of timber remaining in biosphere old growth forest % decline annually	NR
Wild salmon stocks	#'s of salmon runs	Do everything we can to enhance the health and vitality of the wild salmon
Air quality	Particulates in the air over time	Not an issue now but could be as area grows Tied to transportation Identify large consumers – Frig units, tourism
Water quality	# of people who have drinkable water Quality of water downstream of towns as compared to water quality above towns	The protection and enhancement of ecological integrity of the water, earth, air of Clayoquot Sound is very important.
Waste disposal	Amount of diverted waste Amount of recycled water	Human and environmental health
Bio-diversity	# of red listed and blue listed species	Maintain the uniqueness of our region What is the time scale? History needs to be considered - back casting

Habitat	# of buffer zones	<p>Everything depends on healthy habitat</p> <p>Need buffer zones</p> <p>The health and well-being of the communities of Clayoquot Sound is directly related to their relationship to the integrity of the environment of Clayoquot Sound</p> <p>It is important to reduce the human impact on the natural environment</p>
Human impact on natural environment	NR	<p>Needs to be sustainable</p> <p>Is/Can destroy the whole thing</p> <p>It is important to educate people about the consequences of their actions on the physical environment</p> <p>We need guaranteed protection of core conservation areas including buffer zone</p>

4.3. Table Three: Economy and Employment: Elements and Indicators

Area	Indicators	Participant Comments
Employment opportunities	<p># of people who feel underemployed per sector</p> <p># of people who feel employed in a meaningful way</p> <p># of people working at a living wage</p> <p># of people feeling limited by current skills</p> <p># of people hired from outside of region</p> <p>% of people working at year round vs. seasonal work (demographic breakdown)</p> <p># of locally hired Executive Directors and high level managers</p> <p># of co-sharing jobs</p>	NR
Training	<p>Youth's perception of training opportunities</p> <p># of apprenticeships</p> <p>Job vacancy rates</p> <p># of trade school opportunities</p> <p># of programs available and the # of people completed</p> <p>Amount of investment in training programs</p> <p># of unused training opportunities</p>	Keep youth here ... makes a community more sustainable

Sustainable entrepreneurship	<p>Research and development expenditures as a part of local GNP percent</p> <p>% of locally processed goods vs. export of raw products</p> <p>Growth and value-added products</p> <p>Local entrepreneur's perceptions of the sustainability of their businesses</p> <p>Occupancy rate hotels, B&B, vacation rentals</p>	NR
Sustainable resource management	<p># of companies that have and use best management practices</p> <p>Measure of success of applying scientific panel rules & private woodlots</p>	<p>Communicating the success of the scientific panel rules to senior governments</p> <p>Explain the ideas about how to do resource management properly</p>
Policy and regulations	<p># of incentives for small business start ups</p> <p># of incentives for appliances/fixtures installations and upgrades (e.g. efficiency)</p> <p># of developers who are following the rules of government regulations</p> <p># of reported infractions</p>	It is important to have diverse guidelines for sustainability
Networks and partnerships	<p># of local waste exchange partnerships</p> <p># of businesses that belong to chambers and business organizations</p>	<p>Linkage between chambers, business associates and other partnerships is important</p> <p>New businesses joining local networks is important</p> <p>Diversity of business belonging to chambers is important</p>

<p>Economic diversity</p>	<p># of different types of business licenses</p> <p># of jobs within different kinds of sector/businesses</p> <p># of bankruptcies within sectors/industries</p> <p>Relationship of outside Biosphere market/trends of diversity in Biosphere</p>	<p>Require diversity for stability (if one industry crashes, the town doesn't die)</p>
<p>Economic sustainability</p>	<p># of year-round jobs</p> <p>Total # of jobs</p> <p># of businesses that are 'green' (what is 'green'?)</p> <p># of people who quit due to burnout at work</p>	<p>Not all businesses are environmentally or socially sustainable</p>

4.4. Table Four: Culture and Art: Elements and Indicators

Area	Indicators	Participant Comments
Nuu-chah-nulth language revitalization	<p>How many fluent speakers?</p> <p>How many people taking Nuu-chah-nulth language classes?</p> <p>Is Nuu-chah-nulth language taught in schools? How many?</p> <p># of signs in community that are in both language?</p> <p>How much \$ is spent on language programs?</p> <p>Is Nuu-chah-nulth language being used (i.e. in meetings etc)?</p> <p>Is Nuu-chah-nulth language a credit in the BC school system?</p> <p>How many or what publications, maps, etc use the Nuu-chah-nulth language?</p> <p>How many business names use Nuu-chah-nulth names or words?</p>	<p>Without the language, you lose the culture</p> <p>Translation does not impart the full meaning</p> <p>Nuu-chah-nulth language and culture flourish when community members and visitors continue to have opportunities to learn and celebrate the heritage of this remarkable region together</p>
Art and community celebration	<p>How much art is displayed in community spaces?</p> <p>How many students take art classes?</p> <p>How much \$ is invested by different government levels into the arts?</p> <p>How much diversity in arts is expressed in community?</p> <p>How many people make a portion of their income from the arts?</p> <p>How many people declare themselves as artists?</p> <p>How many venues do we have for arts and how many performances/festivals?</p> <p>How many visitors come to the Biosphere to see the arts? (cultural tourism)</p>	<p>It's like breathing - it just is important</p> <p>It's part of our souls – to be creative and to watch</p> <p>It's healing</p> <p>It's a way for a community and it's individuals to express our values</p>

	<p>How many artists from away come to the Biosphere to draw inspiration?</p> <p>What ages of people participate in the arts?</p> <p>Do municipalities in Biosphere have cultural policies? (e.g. is installation of public art a requirement for developers?)</p> <p>What festivals do we have?</p>	
Maritime culture	<p>How many people use water or recreation for their jobs? (kayakers, water taxi drivers, surfers...)</p> <p>How much food do we harvest from the water?</p> <p>How often does water appear in art?</p> <p>How many unique place names are there about water?</p> <p>How many stories (legends, myths, folklore, histories – whatever) are there about the water?</p> <p>What products from the water are used in art/handicrafts (like kelp baskets)?</p> <p>How many people die in the water (rate of death)?</p> <p>How many surfers visit?</p>	<p>There is so much water here, we rely on water for transportation, food, beauty.</p> <p>The ocean is an integral part of our life</p>
Surf culture	<p># of surf shops; # of schools</p> <p># of surf boards made in Tofino/Biosphere</p> <p># of surf movies made in Tofino/Biosphere</p> <p># of surf boards rented in Biosphere</p> <p># of good surf breaks in Biosphere</p> <p>Age diversity of participants – how many are beginners?</p> <p>What proportion of cars at the beach have roof racks and surf boards?</p> <p># of surfer/marine mammal interactions</p>	<p>We're a world renowned surf location</p>

Expression of Nuu-chah-nulth culture (ceremonies)	How many potlatches? How many canoe races? How many Nuu-chah-nulth artists? How many Ha-wiih are there?	Do we need to explain?
Sasquatch (Pookmis)	How many Sasquatch sightings in Biosphere? How many footprints? How often does John Bindernagel come to Tofino? How many references to Sasquatch/Pookmis?	NR
Transient culture (shrubies, hippies, etc.)	How many transient people come here? Average length of stay Do they integrate into the community? Where do they live? Are there services that they are not getting? How do full time residents feel about transient residents?	NR
Food culture	How many restaurants of different price ranges? How many specialty foods made in Clayoquot Sound? How many food events in Biosphere? What proportion of family budget is spent on food? How many chefs in Biosphere? How many catering businesses? How many people come to Tofino for food (gastronomic tourism)?	NR

5. Next Steps for the Measuring Community Health Initiative

The Measuring Community Health initiative is a key commitment for the CBT, as stated in the 2007 – 2009 Business Plan. Currently, there are a number of other monitoring initiatives gaining momentum in the Biosphere region. The CBT will work collaboratively with other organizations to share information and reduce duplication. These initiatives include, but are not limited to, Coastal Zone Planning and the development of the Clayoquot Sound Technical Planning Committee Monitoring Strategy. The CBT will work to attract funding for the suite of indicators and reporting through such agencies as the Social Sciences and Humanities Research Council of Canada (SSHRC), Natural Sciences and Engineering Research Council of Canada (NSERC), Science Horizons and VitalSigns programs. The CBT will continue to support individual organizations through our annual call for proposals.

The CBT will continue to hold learning events in the outlying communities over the course of the 2007 summer in order to increase understanding and gain input on the priority areas for monitoring community health. Rebecca will also be gathering input from youth through a photo project with the Ahousaht Youth Advisory Council. This input will be compiled into a draft set of indicators that will be reviewed by community members. The CBT committees will continue providing input and feedback on this initiative as it develops, with a view to using the results to inform future priorities for the Biosphere region and the CBT

6. Appendices

6.1. Evaluation Results

A total of ten people completed the evaluation form for the LIRN workshops. Below is a summary of the workshop evaluation results.

1. Please indicate the sector in which you work.

Government	x 3
Social and/or community	x 3
Economic	x 1
Environment	x 3

2. Please indicate how relevant this event was for your community.

- **Average for ratings: 4.4**
- A long overdue process
- Time will tell

3. Please indicate the degree to which you experienced each of the following:

- a) Increased awareness and/or knowledge of community development ideas and resources

- **Average for ratings: 3.5**
- I am a community developer

- b) Improved skills for engaging in community development activities

- **Average for ratings: 3.5**
- Very great experience but I do not know if it improved my skills. I think we got a lot of great info though

4. Please indicate your assessment of the effectiveness of the LIRN BC event in building new collaborative relationships and/or strengthening existing collaborative relationships between your organization and another organization in:

- a) Your sector:

- **Average for ratings: 3.5**
- I was only rep in my sector
- Low participation – unfortunate but can't be helped

b) A different sector:

- **Average for ratings: 3.4**
- Need more mediation between opposing view point to help focus discussion
- Low participation – unfortunate but can't be helped

5. Please indicate your assessment of the degree to which the LIRN BC event increased your interest in exploring new ways of working with other organizations?

- **Average for ratings: 3.9**
- This was already my passion

6. How would you rate the event facilitator?

- **Average for ratings: 4.5**
- Very good; enjoyed personality and presence
- Great speakers – both very clear, thanks

7. Please indicate your assessment of the logistics and event materials of the event.

- **7A - Average for ratings: 4.3**
- **7B - Average for ratings: 4.4**
- Building going on at the same time

6.2. Agenda

10:00 Introductions

10:20 Exploring Sustainability Monitoring Projects: Frameworks, Data and Action

- The Social Planning and Research Council of BC and BC Healthy Communities will provide an overview of the many sides of sustainability monitoring projects.

10:40 Reviewing the CBT Sustainability Monitoring Project

- Rebecca Vines provides a review of work-to-date on the CBT sustainability monitoring project.

11:00 Identifying Priority Sustainability Areas for the Clayoquot Biosphere

- Have a snack, walk the room, read the pre-workshop priorities and add your contribution to the pre-workshop questions that are posted on the wall.

11:30 Selecting Priority Sustainability Areas for the Clayoquot Biosphere

- Select your top priorities for the afternoon activities. We will use the dotmocracy method to select priorities.
- The top priorities will be used to form small groups for the afternoon activities.

11:45 Lunch

12:45 Defining Elements of Sustainability Priority Areas

- Participants organize into small groups according to their interest in a given priority area. Each small group will use the provided worksheet to develop some of the elements of their given priority area.

1:45 Brainstorming Sustainability Indicators

- This final exercise invites participants to brainstorm potential sustainability indicators related to the elements identified in the previous activity. The complete list of priority areas, elements and indicators will inform the design and function of the CBT sustainability monitoring project.

2:30 Next Steps: The Photo Voice Project

6.3. Results of Priority Setting Exercise

The table below represents the complete list of priority areas from the LIRN workshops in Tofino and Ucluelet. This complete list includes all responses to the following question: *What are your top three priorities of the Clayoquot Biosphere Region?* Each The stars in the right-hand column represent the number of times workshop participants voted for a given area. Each participant was given five dots, which they could use to indicate their preference. Those areas with the most votes informed the description of the thematic areas that focussed small group discussions.

Priority Area	Number of Votes
Efficient, environmentally responsible and durable community infrastructure	*
Develop diverse sustainable industries and guidelines	
Land and resources	*****
Educating people about the consequences of their actions on the physical environment	
Remove fish farms from Clayoquot Sound	**
Marine and aquatic resource sustainability and access for communities	**
Protecting habitat	*
The health and well-being of the communities of Clayoquot Sound is directly related to their relationship to the integrity of the environment of Clayoquot Sound	*
Do everything we can to enhance the health and vitality of the wild salmon	*
Protection of the physical environment	*
Wildlife, natural, marine life and forests around Clayoquot Sound	*
Protection and enhancement of ecological integrity of the water, earth, air of Clayoquot Sound	*****

Guaranteed protection of core conservation areas including buffer zone	*
Reducing the human impact on the physical environment	*
Making the designation Biosphere mean something on the ground	**
Stop commercial harvesting of the trees in the forests of Clayoquot Sound	**
Wild salmon stocks	
Water quality sustainability	
Energy alternatives – how much of our power are we producing ourselves and of course if we are producing our own, what impact is it having and are there ways of making its impact less. This includes of course the current waste ... sustainable living issue. Investigating wave, wind, run-of-river resources and options of tapping into them. Measurement at this point would be focused on the latter	*
Ecosystems & biological diversity are not diminished, and those that are doing poorly now, particularly damaged streams and polluted harbours, are restored	**
Marine resources – compiling current uses and knowledge of those not being used that could be or those being “overused”	**
NCN language revitalization	
Integration of arts and culture into community celebration	
Maritime culture	
Surf culture	

Expression of Nuu-chah-nulth culture (ceremonies)	
Sasquatch (Pookmis)	
Transient culture (shrubs, hippies, dumpster divers)	
Food culture	
All communities and citizens have equal opportunities (LONG TERM!)	***
Efficient, environmentally responsible and durable community infrastructure	*****
Sustainable year round employment in all west coast communities	*****
All communities and citizens have equal opportunities (Long Term!)	**
Local training – hire EDs and high level administrators locally	
Diversified economy tied with relevant training programs	****
Value added wood product industry	
Develop diverse sustainable industries and guide lines	*
Equitable sharing of local resources and profits among local communities within the bounds of a precautionary development approach	**
Sustainable entrepreneurship and innovation – change management	
Early adapters – a network of businesses/organizations working towards sustainability	
Human Needs Brunatland – is a macro definition report – what does it	*

mean on the ground? – Secondary principles Defining unsustainability Factor 10, Natural Step, Foot-printing	
Development – (the term) used loosely at this time. Is each successive development having less negative impact? Are councils cracking down on those who flout laws and by-laws that attempt to provide longer term options for future generations – or now even our own	
Education to help understand what sustainable living might mean to them. The “sustainability” thing has been out there and confusing everyone for years and it is being abused...lets give it a helping hand by bringing it into the home	*
Happiness	
Sustainable Community Organizations	
Health and education for our communities	***
Children and youth participate fully in their communities	
Define sustainable	
Educate and involve the community	***
Engaged citizenry	
Community development and capacity building	
Capacity building regionally	
Educate people about the consequences of their actions on the physical environment	

Education	
High school graduates	**
Youth centres, programs	
Community sustainability indicators	
First Nations self-government	
Increase level of residents participation in community activities	

6.4. Participant List

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6.5. Glossary of Terms

The following glossary of terms was developed by Mike Salvaris, Terry Burke, John Pidgeon, and Sue Kelman of the Institute for Social Research at Swinburne University of Technology, Australia. The complete list can be found in *Social Benchmarks and Indicators for Victoria: Consultants' Report for the Department of Premier and Cabinet*.

Benchmarks: The specific standards which 'operationalise' a goal and define its successful achievement. Benchmarks are of different kinds. Best practice benchmarks are based on achieving the standards established by the leading company or government for that particular activity. Normative benchmarks are desirable and specific standards set by experts or community opinion. Some examples are: achieving a level of literacy comparable to leading OECD countries (a best practice benchmark); having 90% of students passing an established literacy test (a normative benchmark); achieving the most efficient electricity generation process in Australia as measured by cost per unit and pollution per unit (best practice); reducing air-borne pollution over ten years to World Health Organisation recommended levels; having an equal proportion of low income students graduate from university as high income students (normative).

Benchmarking: The process of (1) setting benchmarks or standards for a particular activity or goal, often by comparison with an organisation or state recognised as the best in its field; (2) identifying interim steps – targets – required to achieve the standards; and (3) selecting specific measures – indicators – to evaluate progress along the way.

Community indicators: Indicators developed through a community based process in which citizens determine the key areas of concern and set standards for improvements in their community over time. Community indicators don't just measure current conditions; they are designed to monitor progress in achieving goals. They can be measures of the progress of social, environmental or economic wellbeing.

Data: Individual measurements: facts, figures, statistics, surveys etc.: the 'raw material' from which indicators are developed and conclusions can be drawn.

Economic indicators: Statistical data or indices that measure an element of economic wellbeing or show significant trends in an economy. Examples include inflation rates, GDP, interest rates, investment and productivity growth, labour costs.

Environmental indicators: Physical, chemical, biological or socioeconomic measures that evaluate the condition of key elements of a complex ecosystem or an environmental issue.

Goals: The broad policy objectives of a particular set of organisational or government activities or for the organisation or government as a whole. For example: to increase literacy; to ensure that the supply of electricity is cheap, reliable and accessible to Victorian households; to reduce pollution in rivers; to make Victoria an inclusive and compassionate society.

Index: A weighted combination of two or more indicators, designed to summarise a broad trend. For example, the US Social Health Index combines figures for child poverty, teen suicide, unemployment, homicides etc. to measure changes in overall social health.

Indicators: A measurement that tells us about the present state of something that is important. At the most general level, indicators can tell us about progress or wellbeing for whole nations, or the

status or condition of a social, economic or environmental problem, issue or system; and at the most specific 'micro' level, about whether the annual goal of a government program or a small business has been achieved. An indicator can be a statistic expressed in dollars, physical measurements or quantitative terms: for example, percentage of average class sizes, percentage of poor families, levels of state debt as a percentage of gross state product, number of houses in public housing stock as a percentage of total homes, percentage change in the number of violent crimes per 100,000 people. An indicator can be more general or subjective: for example, perceived happiness or customer satisfaction.

Key indicator: A primary indicator that by itself provides a picture of a large component of community wellbeing: for example: GDP (economic activity); income equality ratios (equity and fairness); air pollution (environmental wellbeing and health).

Leading indicator: An indicator which, when it changes, is likely to cause other changes in the system it is part of: for example, an increase in housing construction often brings an upturn in the economy.

Milestones: A series of events that mark significant stages in achieving a particular plan or longer-term goal.

Outcomes: The results of the outputs, programs or activities aimed to achieve particular objectives. For example: an increase in literacy levels among specific age groups; supplying electricity to all homes in the state at a reasonable rate; clean rivers; an increase in the proportion of university graduates from low income backgrounds.

Outputs: A particular or identifiable service or good that has been produced as a result of government activity. For example: teaching programs in schools; the supply of electricity to homes; state programs to clean up rivers; scholarships or state support for low income students; home advisory services; criminal investigations.

Performance indicators: Measures used to determine whether an organisation has met its planned goal. These can relate to the financial aspects of its activities, how well it has executed its plans, or the effectiveness of a particular program. They are distinct from other indicators which measure the wellbeing of the community for which these goals were developed. A key performance indicator is normally one of a small number of indicators that measure the achievement of those goals agreed beforehand as the most important for the organisation.

Plan: A detailed and documented method for the achievement of specified goals. Planning involves deciding on goals, objectives, benchmarks and indicators and selecting the best strategy or programs to achieve the goals, determining and allocating the resources required and ensuring that the plan is communicated to all concerned. Plans may relate to specific entities, such as corporate plans, or a particular subject, such as financial plans.

Policies: A principle or course of action adopted by an organisation, the means adopted to achieve an overall strategy.

Progress: Can be defined as either a forward or onward movement towards an objective or goal or, more broadly, as a gradual improvement in the wellbeing of people or communities.

Quality of life: The overall level of wellbeing and fulfilment that people enjoy from a combination of their social, economic and community environment and their physical and material conditions.

Social indicators: Statistical measures that represent an element of some significant social

phenomenon. Indicators can either be measures of broad issues (such as the percentage of the population in poverty) or narrow issues (such as the participation rate in voluntary organisations in small communities).

Standard of living: The level of physical and material conditions attained by specific people, including such factors as health, income, education and housing.

Strategy: A plan of action or policy aimed to achieve predetermined goals and objectives, and usually formulated within the bounds prescribed by resource availability, capabilities, risks and opportunities.

Sustainable development: ‘Development which meets the needs of the present without endangering the ability of future generations to meet their own needs’ (UN, *Our Common Future*, 1987).

Tactics: The specific or short-term process or scheme pursued to achieve a particular goal, strategy or longer-term plan.

Targets: Targets define the specific objectives or results necessary to reach a particular goal or benchmark within a specified time frame. Just as benchmarks operationalise goals, targets operationalise benchmarks. For example: a targeted 10% increase in literacy levels among workers from non-English speaking backgrounds (NESB) during a twelve month period, as part of a five year benchmark of 30%; the elimination of brown-outs in electricity supply over a twelve month period; the elimination of a particular algae or pollutant in the state’s rivers within five years; increasing the proportion of people with low income backgrounds who go to tertiary education in a particular time frame.

Vision: A vision is a desirable or ideal end state, an ambitious aspiration, that may or may not be attainable but is worth striving for and directing energy and strategic planning towards. At the broadest level, a vision might be ‘A fair, sustainable and prosperous state’.

Wellbeing: The condition of being well, healthy or contented. Wellbeing can be assessed through a combination of objective and subjective measurements (i.e. in a person, both physical and mental health, and the development of skills and relationships).

6.6. Funding Sources and Resources

Brandon Hughes of the Canadian Rural Partnership has compiled the following information on funding opportunities and related resources.

- New Horizons for Seniors - Service Canada: This program provides funding for community-based projects across Canada. Projects encourage seniors to continue to play an important role in their community by: helping those in need; providing leadership; and sharing their knowledge and skills with others. Calls for Applications are issued once or twice a year. <http://www.hrsdc.gc.ca/en/isp/horizons/toc.shtml>
- 300 plus community development programs a searchable database put together by the Canadian Rural Partnership, BC Rural Network, BC Healthy Communities, and Community Futures in Trail
http://www.communityfutures.com/cms/Funding_Sources.2.0.html
- Union of BC Municipalities site for local government programs including green projects, healthy living, crime prevention, FN relations, and infrastructure
<http://www.civicinfo.bc.ca/18.asp>
- Charity Village: Sources of Funding: Corporate Funding Programs, Government, Foundations, etc. <http://www.charityvillage.com/cv/ires/fund.asp>
- Charity Village Main Street – Suppliers, careers, resources, training, etc.
<http://www.charityvillage.com/cv/ires/fund.asp>
- The Green Source from Environment Canada
http://www.ec.gc.ca/ecoaction/grnsrc/index_e.cfm
- Voluntary Sector Knowledge Network – management, fund raising, accountability, leadership and other resources <http://www.vskn.ca/>
- Centre for Sustainability - Partners in Organizational Development (POD), a technical assistance granting program for not-for-profit organizations in British Columbia in social services, arts, or environment.
<http://www.centreforsustainability.ca/programs/>
- The Canada Site A to Z http://www.gc.ca/azind/bindex_e.html
- BC Healthy Communities: Community Involvement, Political Commitment, Inter-sectoral Partnerships, Healthy Public Policy – regional facilitators and seed funding
<http://www.bchealthycommunities.ca/content/home.asp>
- Community Foundations of Canada – foundation finder and other tools
http://www.cfc-fcc.ca/who_we_are/list.cfm?id=2
- Real Estate Foundation – land use planning and conservation
<http://www.communitytransition.org/about.php>
- Service Canada – The Partnership Handbook – building and maintaining effective partnerships to move communities forward.
<http://www.hrsdc.gc.ca/en/epb/sid/cia/partnership/handbook.doc>
- Free internet based long distance calling <http://www.skype.com/>
- Free meeting organizing utility <http://www.meetingwizard.com/>
- Free on-line collaboration for files and spreadsheets
https://www.google.com/accounts/ServiceLogin?service=writely&passive=true&continue=http%3A%2F%2Fdocs.google.com%2F<mpl=WR_tmp_2_lfty&nui=1

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