

COMMUNITY RESILIENCE AND WEALTH:

The Challenges and Opportunities for Rural Communities in a Rapidly Changing World

Appendix A Annotated List of Tools

APPENDIX A: ANNOTATED LIST OF TOOLS

The tools included here are predominantly used in the context of rural community economic development and/or forest-based communities, but many have far wider applications. With the exception of the assessment tools which were mainly identified through a literature review, the remaining tools were recommended by one or more of the practitioners interviewed for this report.

Tools fall into the following categories: assessment of community resilience, (re) imagining the future, fostering dialogue and learning, technical assistance and capacity building resources, and other. Assessment tools are designed to help communities place themselves on a continuum of “resilience” as defined by the tool. Each tool has grown out of a different body of work and context, so applicability will vary. None of the tools were built according to the definition of resilience that has resulted from this research: **Resilience rests on the combined abilities to deal with and bounce back from disturbances and shocks, the ability to adapt to change, and the ability to be proactive, forward-looking and self-determining, rather than just reactive and outside-determined.**

Tools for imagining the future are used to promote creative thinking and dialogue as well as openness to new ideas. Tools for dialogue and learning improve communication skills and can help promote effective communication across boundaries. Technical assistance and capacity building resources are generally external resources that may be available to address specific needs.

The value of each tool depends on the context within which it is being used and the skill of the user. For the most part, these tools are not designed to be used by communities without guidance and support, and their relative importance cannot be judged out-of-context. The best tool for a given task or challenge will thus depend on the nature of that task, the desired outcomes, and the skill of the user. We have thus refrained from prioritizing them by out-of-context criteria.

A. Assessment Tools

Assessment tools are those used to assess a community’s resilience, the amount of capital a community possesses, and more. These indexes and manuals can help a community start measuring its own resilience, which will in turn help a community improve its resilience.

1. Socioeconomic Resilience Index¹

As part of monitoring and supporting forest

community well-being and resilience, Ontario monitors the socioeconomic resilience of forest-based communities. An index is used, which is based on various sub-indices that measure economic and lifestyle diversity and resilience. The index measures the extent to which forest-based communities are able to successfully respond and adapt to change in social and/or economic conditions. Economic resiliency is measured by using an employment diversity index and an income diversity index. Lifestyle resiliency is measured by using affluence diversity, education diversity, ethnic diversity, mobility diversity, racial diversity, urbanity diversity indices. Communities with higher employment and income diversity indices are expected to have higher degree of economic diversity and resilience, able to recover from unexpected economic and social changes. Greater economic and lifestyle diversity are associated with greater overall resilience. This suggests forest-dependent communities have reduced economic resiliency. Communities with a greater diversity of lifestyles are assumed to have higher overall resilience.

http://www.mnr.gov.on.ca/MNR_E005281.pdf

2. Community Capitals²

The Community Capitals framework determined that communities that were successful in supporting healthy sustainable community and economic development paid attention to seven types of capital: natural, cultural, human, social, political, financial and built. This approach focuses on the interaction among the seven capitals and how they build upon one another. By identifying which agencies or organizations link to each of the community capitals, project managers can determine which organizations can or should partner with which other organization. Once partners are identified, this framework can be used to determine what each partner may need to do and has to offer (actions, investments, interventions) in order for the partnership to be successful. Outputs and outcomes can recognize changes in each of the forms of capital. The tool can also be used to identify gaps in community capitals or in the connections among organizations that may need to be filled in order to increase community resilience.

<http://www.ncrcrd.iastate.edu/pubs/flora/articles/spiralingup-37.1.2-Emery-Flora-2006.pdf>

3. Community Resilience Measurement Protocol³

The Community Resilience Protocol is a system to measure the resilience of forest-based communities. It is

¹ Ontario’s State of the Forest Report 2006. Chapter 4: Indicators of Forest Sustainability

² Flora et al. Community Capitals: A Tool for Evaluating Strategic Interventions and Projects. North Central Regional Center for Rural Development.

³ Magis, Kristen, Ph.D. 2008. 2010 National Report on the Sustainability of the United States Forests Partner Report. Community Resilience Measurement Protocol: A System to Measure the Resilience of Forest-Based Communities.

comprised of the Community Resilience Self-Assessment; procedures for data collection, analysis, and reporting; and supporting documentation. The self-assessment measures a community's resilience along eight key dimensions: community resources, development of community resources, engagement of community resources, active agents, collective action, strategic action, equity, and impact. Community Resilience is a new indicator incorporated into the Montreal Process Criteria and Indicators (MPCI). The self assessment is intended to be completed by six people from the community (whose active engagement in the community gives them broad knowledge of it), two each from the public sector, civic sector, and business sector. The results from the six self-assessments are tallied to derive scores for each of the Community Resilience dimensions. Community members can then review the scores to determine if and what strategies they want to use to improve their resilience.

<http://www.sustainableforests.net/docs/2007/0906%20Workshop%20Indicator%2038/RSF%20Indicator%2038%20Executive%20Summary%20070907.pdf>

4. Community Resilience Manual⁴

This manual helps communities to understand the concept of resilience, measure the community's resilience, document the results in a community portrait of resilience, make decision and determine priorities, and create a plan to address community priorities and improve resilience. The main activity of measuring resilience is collecting data on 23 indicators of resilience for a community. The 23 indicators include leadership diversity, visionary leadership, community involvement, community pride, community optimism, community cooperation, community attachment, community self-reliance, support for education, support for community economic development, collaborative community organizations, diverse employment, locally owned employment, increasing independent local ownership, openness to alternative economic activity, looking outside to secure resources, awareness of competitive position in economy, community economic development plan, citizen guided goals, ongoing action toward goals, evaluation of progress toward goals, organizations use plan, development approach involves all parts of population. Once the resilience is measured, the process moves on to decision-making about what to do and planning.

<http://www.cedworks.com/files/pdf/free/P203PRE00.pdf>

5. Economic Resilience Index⁵

This index will examine the vulnerabilities of these countries and propose measures to help them withstand 'economic shocks.' This is being piloted in St. Lucia and Seychelles to study how small states cope best with economic

shocks. The index was developed by the Commonwealth Secretariat in collaboration with the Islands and Small States Institute of the University of Malta. The index will examine main sources of vulnerability, such as a high degree of economic openness and dependence on a narrow range of exports. It helps identify policies that enable a country to withstand and bounce back from external shocks, including macroeconomic stability, microeconomic efficiency, good governance, and social development. Economic characteristics of small states include limited ability to exploit economies of scale, lack of natural resource endowments and high import content – especially of strategic imports such as food and fuel, dependence on a narrow range of exports and a high degree of economic openness. The index helps support decision-making with regard to resilience building and could serve to monitor and evaluate developments in resilience building and provide quantitative estimates, setting targets and establishing benchmarks. Guide for good practice. Indicator as to what a country has done or needs to do to enhance its economic resilience.

<http://commonwealth.live.poptech.coop/news/180448/150608economicindex.htm> (inactive)

6. Resilience Assessment⁶

In broad terms, the workbook is intended to help managers and other stakeholders address the following questions:

- (i) Are existing policies, or proposed new policies, likely to achieve stated aims (which may include some version of high but sustainable yield)?
- (ii) In terms of achieving sustainable outcomes, are current or planned financial investments the best ways to spend the money?
- (iii) Are the existing strategic and operational plans for the region (explicit or implicit) robust to future uncertainties? (A question that brings the other two together)

This workbook draws upon a body of knowledge called resilience theory, developed largely in the biological sciences. Resilience theory provides a model for thinking about the management of social-ecological systems. It provides strategies for buffering or coping with unexpected change. Rather than attempting to control natural resources for stable or maximum production and short-term economic gain, resilience management assumes an uncertain and complex context for natural resources and seeks to achieve sustainable long-term delivery of benefits. Building resilience offers some protection for maintaining this flow of ecosystem goods and services and for coping with unexpected shocks to the system, by nurturing a capacity to learn and to adapt. Managing for resilient systems is a necessary component for

⁴ Centre for Community Enterprise. 2000. The Community Resilience Manual: A Resource for Rural Recovery and Renewal.

⁵ Commonwealth Secretariat. New Index aims to monitor economic resilience of small states. <http://commonwealth.live.poptech.coop/news/180448/150608economicindex.htm>. (inactive)

⁶ Resilience Alliance. Resilience Assessment. Assessing and managing resilience in social-ecological systems: a practitioner's workbook and a workbook for scientists. www.resalliance.org/3871.php

achieving sustainable futures. The framework for a resilience assessment is based upon the concept of a system, typically comprising both ecological/natural resources and social/management components.

The workbook is designed to guide individuals or small groups through a process to assess the resilience of natural resource systems, (i.e. the capacity of the system to recover from disturbance) in order to guide management planning. It is organized around a set of key concepts with questions and activities that assist the user in exploring resilience concepts as they apply to their own system of interest. The workbook uses an issues-based approach. Specific issues or concerns about a natural resource system are used to focus and direct the resilience assessment. The workbook may be used in a workshop setting, involving practitioners and experts in small groups, or it may be used by individuals who work alone or with others through remote networks.

This process uses alternate futures or scenarios and works across scales. Managing resilience at a particular focal scale requires understanding how the focal system interacts with larger scale systems in which it is embedded as well as with the smaller scale systems of which it is comprised.

www.resalliance.org/3871.php

7. Community Development Capacity Index⁷

Growth and development cannot always be measured by traditional economic indicators. The COMMUNITY DEVELOPMENT CAPACITY INDEX (CDCI) is an assessment tool that provides a framework for communities to benchmark or evaluate the impact of community development initiatives. It can be used to assess progress toward meeting community development goals by measuring change in both organizational and financial resources. This survey is a tool to help develop an objective assessment of the status of the community and economic development infrastructure in a community. At the end, one can calculate a Community Development Capacity Index for the community. Questions ask about population, government revenue, resources such as hospitals, law enforcement personnel, fire personnel, recreation facilities, banks, etc.

www.communitydevelopment.uiuc.edu/surveys/CSASurvey_CDCIa.html

8. Community Capacity Measurement and Indicators Framework Rapid Review⁸

This resource includes a table which indicates the usefulness of a range of resources used to develop measures of community capacity. The resources break up into the areas of methodological overviews, macro level tools, and micro level tools, useful for community group work. Interesting resources include:

Community Assessment Handbook, City of Calgary, which is a manual used to articulate the key elements and process

for conducting a community assessment. This handbook was developed by the City of Calgary.

http://www.calgary.ca/portal/server.pt/gateway/PTARGS_0_2_427126_0_0_18/Community+Assessment+Handbook.htm

Measuring Community Success and Sustainability: An Interactive Workbook describes a process to help communities learn how to measure the local or regional impacts of economic and community development processes that enhance rural community sustainability.

<http://nccrdr.org/LinkClick.aspx?fileticket=hkoHxss/CTI=&tabid=87>

Aspen Measures.org is a collection of measures used to evaluate outcomes viewed as important by Comprehensive Community Initiatives, public policy makers, program funders and experts in relevant research fields. Links to a range of instruments for measuring individual and group dimensions: community organization, sense of community scale, community satisfaction scale, and a community based organization self-assessment instrument.

<http://www.webstylus.net/papers/frameworkscompared.pdf>

9. Determine Community Capacity Tools⁹

This site has a table of community capacity tools and links to actual instruments, including:

1. Asset map of the community developed through community networking and investigating phone books, social organization literature and documentation from public agencies.
2. Assessing local resources or capacity questions.
3. Environmental health workforce questionnaire.
4. Community survey to gauge a community's understanding of, and concern about, environmental and global health.

The questions to assess local resources are especially useful:

1. What are the most significant assets in this county?
2. Who are the most gifted problem solvers in the county?
3. Who are the people here who are best at getting other people to take on community projects?
4. Who are the people who know this community's history best? How have they been able to tell the story publicly?
5. Who are the people in the area with special artistic talents? How have they contributed their talents to community life?
6. Who are the most isolated groups of people in the community? Who or what group reaches out to pull them in?
7. Which local groups are best at getting local citizens (residents) to work on community projects?

⁷ Community Development Capacity Index. www.communitydevelopment.uiuc.edu/surveys/CSASurvey_CDCIa.html.

⁸ Larry Stillman. 2001. Community Capacity measurement and indicators frameworks rapid review.

⁹ Island County Public Health. Determine Community Capacity Tools. www.islandcounty.net/health/pacetoolkit/Task_1-DetermineCommunityCapacity-Resources

8. Are there many local associations (groups where members do most of the work)? Which are most successful at taking on community projects (see list of associations and ask)?

9. Is your group one of those groups? Can you give us some examples of how you've mobilized citizens to take on community projects? What percent of your employees are local residents? What contracts do you have with local businesses?

10. In the community is there a local school, park, police station or library? How do local residents feel about each in terms of whether they control it?

<http://www.islandcounty.net/health/pacetoolkit/Task1-DetermineCommunityCapacity.htm>

10. 4Rs Framework

The "4Rs" framework is a tool to analyze local stakeholders' roles by examining the balance of Rights, Responsibilities and Returns/Revenues within and between different stakeholder groups as well as by examining the status of stakeholders' mutual Relationships.

11. Philanthropy Index

The Philanthropy Index is a step-by-step process for measuring your rural community's potential for creating a charitable fund. It uses "hard" data about your community, compiled from national sources like the Internal Revenue Service and the Census Bureau, to create an objective measure of the financial wealth that exists within households and businesses within your community. It also poses a number of subjective questions for leaders in your community to answer that measure the level of community involvement from individuals and businesses in your community and the likelihood that you will be able to engage community members in creating a charitable fund.

<http://www.philanthropyindex.org/>

B. Tools for Imagining the Future

This set of tools is a selection of a wide variety of future visioning tools. Those listed here involve imagining the future (rather than discussing the past or present) and getting clarity about the different scenarios that are possible. They involve developing stories or narratives that describe alternative paths toward the future. Possibilities are studied so that communities can make informed decisions about their future.

1. Scenario Planning¹⁰

Scenario planning is used in a wide variety of contexts. In communities, it can be part of a structured dialogue

among stakeholders whose futures are intertwined but who often oppose or ignore each other. It is a civic dialogue tool that focuses on the future instead of the past or present. Scenarios are plausible what-if stories or narratives that describe alternative paths toward the future, based on particular lenses that explore how people's choices today and dynamics beyond their control will shape the future. In scenario planning, a broad range of possibilities are considered to assure people are making informed decisions.

www.meadowlarkproject.com

2. Playing the Futures Game¹¹

This is a scenario game used by David Beurle of Innovative Leadership Australia for the rural "wheatbelt" of Western Australia. This highly interactive and participatory game allows participants to tackle the challenges of community and economic development in a fun and engaging manner. The Game is played in a small team format, and the teams make a series of critical decisions that shape the future of a region over a 25-year period. The game integrates decision making across community, economic, and environmental dimensions, and challenges the teams to assimilate global, national, and local issues in their decision making. The game includes a debrief session, where teams compare their outcome and explore their critical decision-making pathways for this hypothetical region. The University of Idaho's Outreach and Engagement Team held a workshop in January of 2008 to identify drivers of change shaping outreach and engagement, learn from other land grant institutions that have created new organizational structures, and play out plausible scenarios for outreach and engagement at the university.¹² Through this scenario planning process, the group identified the team's previous work, and emerging drivers of change shaping the context in which university faculty and staff work, including global drivers, workplace drivers, and state level drivers like population. The workshop participants then reviewed characteristics of universities and colleges with successful internal structures for community engagement and identified University of Idaho's strengths and weaknesses against these. Then, participants identified drivers shaping the future of outreach and engagement at the University of Idaho, ranked the drivers on the level of importance and the degree of uncertainty. Finally, the group identified four plausible future scenarios and next steps to help them get to their preferred future.

http://www.webs1.uidaho.edu/mkyte/ui_strategic_plan_implementation/resources/Goal%203%20Moscow%20Workshop%20Report%203%205%2008.pdf

www.ila.net.au

3. Search Institute¹³

Search Institute is an independent nonprofit organization

¹⁰ Meadowlark Project. www.meadowlarkproject.com.

¹¹ Beurle, David. Playing the Futures Game: A Scenario Game for the Rural 'Wheatbelt' of Western Australia. www.ila.net.au

¹² Results of Workshop One: Taking the Long View. Future Scenarios for Outreach and Engagement at the University of Idaho. A workshop hosted by the University of Idaho's Outreach and Engagement Team. January 16-17, 2008. Moscow, ID.

¹³ Search Institute. www.inspiretoserve.com/research/SCindex.htm (inactive)

whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge, and brings together community, state, and national leaders. The Search Institute has a listing of case studies that help them identify key factors for launching and growing community-wide asset-building initiatives, focused on community change, evaluation, families, education, and social change/social norms.

www.inspiredtoserve.com/research/SCindex.html (inactive)

4. You Get What You Measure®

You Get What You Measure® is a trademarked, alternative approach to strategic planning and evaluation offered through Yellow Wood Associates. **You Get What You Measure®** is a process developed by Yellow Wood for helping people with diverse perspectives who share common goals learn how to measure progress toward their shared goals. It is a powerful tool that uses systems thinking to identify the key leverage points in a system that, if moved in the desired direction, will cause the entire system to move toward attaining the goal at hand. **You Get What You Measure®** has been used successfully by the U.S. Department of Agriculture, the U.S. Forest Service, the Missouri Departments of Mental Health, Health, and Economic Development, the Northwest Area Foundation, and by Arizona Cooperative Extension, among others, to develop and implement meaningful measures of progress.

www.yellowwood.org

5. Anticipating Change: Scenarios as a Tool for Adaptive Forest Management: A Guide¹⁴

Scenario methods can be used to anticipate the future and expand the creativity of people thinking about complex forest management situations. This manual describes the use of scenarios with multiple stakeholders, with examples drawn from community-based forest management. Four classes of scenario methods are described: visions, projections, pathways and alternative scenarios. Examples of rapid participatory techniques relevant to scenario methods are also summarized. It is hoped that these methods will be useful in bringing together different groups of people concerned about forest management to exchange views, expand the realm of decision possibilities and reach more innovative solutions.

6. Future Scenarios as a Tool for Adaptive Forest Management: A Guide.

The purpose of this guide is to help trainers in Future Scenarios better facilitate training workshops for field officers, such as forestry managers, extension officers, etc. Future Scenarios are a diverse and flexible set of methods that can be used to help forest user groups and decision-makers define clear

unified objectives, identify opportunities or obstacles in the path to their management goals, or prepare strategies and action plans for alternative future situations. Future Scenarios can stimulate creative ways of thinking in settings where the planning horizons are decades, complexity and uncertainty are high and people must work together to accomplish their aims.

http://www.cifor.cgiar.org/publications/pdf_files/Books/Future_scenarios.pdf

C. Tools for Dialogue and Learning

This set of tools involves tools for dialogue and learning, which necessarily involves bringing people together to dialogue and learn from each other in an attempt to get to consensus. While the visioning/future imagining tools also involve dialogue and communities communicating, the emphasis in these tools is on the dialogue per se, rather than a particular topic or vision.

1. Circle of Support¹⁵

A circle of support, sometimes called a circle of friends, is a group of people who meet together on a regular basis to help somebody accomplish their personal goals in life. The circle acts as a community around that person, the focus person, who is unable to achieve what they want on their own and decides to ask others for help. The focus person decides who is invited to the circle and also on the direction of the circle's energy. A circle properly facilitated is empowering to all the individuals involved and does not reinforce dependence.

When applied to community work¹⁶, circles of support can be a high impact strategy to alleviate poverty. The reciprocal relationships built in these groups help break down the isolation many low-income families experience and add meaning to the lives of middle-income individual and participating families alike. As used by Move the Mountain, a circle is comprised of a family working to get out of poverty and two to four community allies, people who are willing to befriend the family and support their way out of poverty.

www.circlesnetwork.org.uk/circles_of_support.htm

2. National Forest Foundation Collaboration¹⁷

Collaboration is a voluntary process through which a broad array of interests, some of which may be in conflict, enter into civil dialogue to collectively consider possible recommendations and actions that improve the management of natural resources to benefit both the environment and surrounding communities. Collaboration is different from a partnership in that it involves a diverse set of stakeholders; a partnership is likely to engage a few parties that are interested in working together on a specific project. Former U.S. Forest Service Chief Dale Bosworth described collaboration as "... coming together with those you disagree with, suspending

¹⁴ Wollenberg et al. 2000. Anticipating change: scenarios as a tool for adaptive forest management: a guide <http://www.cifor.cgiar.org/Publications/Detail?pid=744>

¹⁵ Circles Network. www.circlesnetwork.org.uk/circles_of_support.htm.

¹⁶ Minnesota Community Action Partnership. www.mncaa.org and Move the Mountain Leadership Center, www.movethemountain.org/circlescampaign.aspx

¹⁷ National Forest Foundation. Collaboration Support Program. <http://nationalforests.org/conservation/grantprograms/capacitybuilding/csp>

distrust, accepting that others have legitimate interests and roles... finding common ground and coming to some agreement based on the goals you share.” Collaboration is more than improving communications and relationships. The purpose of collaboration is to create a shared vision and joint strategies to address concerns that go beyond the purview of any particular party (Chrislip 2002). It implies stakeholder

involvement that surpasses the usual process of public comment on agency proposals (e.g. public meetings and comment periods). In a collaborative process, all stakeholders participate directly in identifying issues of concern, developing proposed actions, and reviewing alternatives. (Lowe and Moote 2005).

www.natlforests.org/technical_assistance.html

3. Tools for Incorporating Community Knowledge, Preferences and Values into Decision-Making in Natural Resources Management.¹⁸

Table 1. Evaluation Criteria Applied to Each of the Tools Reviewed: Capabilities.

Tool	What does it do?	What does it not do?	Methods
Bayesian belief network (BBN), system dynamic model (Cain 2001 ¹⁹ , Lynam et al. 2002 ²⁰ , Lynam 2003 ²¹)	Simplifies complex systems through key variables and their relationships	Capture all details and nuances	Individual or group setting; usually (but not with BBNs) requires quantitative estimation of relationships
Discourse-based valuation (Wilson and Howarth 2002 ²²)	Develops a common (group) representation of importance	Develop causal relationships among variables or entities	Facilitated group interactions
4Rs framework (Dubois 1998 ²³)	Assesses stakeholder roles and resilience in forest management	Reveal causal relationships	Carefully facilitated individual or group setting
Participatory mapping (Lynam 1999 ²⁴ , 2001 ²⁵ , Sheil et al. 2002 ²⁶)	Represents spatial relationships	Represent spatial interactions	Individual or group setting
Pebble Distribution Method (e.g., Colfer et al. 1999a ²⁷ , Sheil et al. 2002 ²⁸ , 2003 ²⁹)	Rates alternatives (items) and encourages examination of the underlying reasons for these ratings	Represent, clarify, or reveal relationships or processes	Individual or group setting supervised by a facilitator who must carefully introduce and guide the process
Vision/pathway scenario (Wollenberg et al. 2000 ³⁰)	Envisions and articulates an ideal future as a basis for planning and decision making or developing a shared vision	Quantify relationships or identify the causal relationships among process or variables	Entire community
Alternative scenario (Wollenberg et al 2000 ³¹ , Nemarundwe et al. 2003 ³²)	Imagines and describes several possible future outcomes (negative or positive) based on current trends and uncertainties	Quantify relationships	Entire community
Spidergram (Lynam 1999 ³³ , 2001 ³⁴)	Represents causal or categorical relationships among variables related to a central question	Represent feedback or dynamic relationships	Individual or group setting; useful in discourse-based valuation to develop consensus
Venn diagram (Pretty et al. 1995 ³⁵)	Represents social relationships and power differences between stakeholders	Represent causal relationships	Individual or group setting
Who Counts Matrix (Colfer et al. 1999b ³⁶)	Gives priority to stakeholders whose well-being is closely linked to forest management, using seven dimensions to assess these links	Provide specific definitions of terms and indicators to assess dimensions	Individual or group setting

www.ecologyandsociety.org/vol12/iss1/art5/

¹⁸Lynam et al. 2007. A Review of Tools for Incorporating Community Knowledge, Preferences and values into Decision Making in Natural Resources Management. Ecology and Society 12(1):5. www.ecologyandsociety.org/vol12/iss1/art5/.

¹⁹Cain, J. 2001. Planning improvements in natural resources management; guidelines for using Bayesian networks to manage development projects. Institute of Hydrology, Wallingford, UK.

²⁰Lynam, T., F. Bousquet, C. Le Page, P. d'Aquino, O. Barreteau, F. Chinembiri, and B. Mombeshora. 2002. Adapting science to adaptive managers: spidergrams, belief models, and multi-agent systems modeling. Conservation Ecology 5(2): 24. [online] URL: <http://www.consecol.org/vol5/iss2/art24>.

²¹Lynam, T. J. P. 2003. Scientific measurement and villagers' knowledge: an integrative multi-agent model from the semi-arid areas of Zimbabwe. Pages 188-217 in M. A. Janssen, editor. Complexity and ecosystem management; the theory and practice of multi-agent systems. Edward Elgar, Cheltenham, UK.

²²Wilson, M. A., and R. B. Howarth. 2002. Discourse-based valuation of ecosystem services: establishing fair outcomes through group deliberation. Ecological Economics 41:431-443.

²³ Dubois, O. 1998. Capacity to manage role changes in forestry: introducing the '4Rs' framework. International Institute for Environment and Development (IIED), London, UK.

²⁴ Lynam, T. 1999. Adaptive analysis of locally complex systems in a globally complex world. *Conservation Ecology* 3(2): 13. [online] URL: <http://www.consecol.org/vol3/iss2/art13>.

²⁵ Lynam, T. J. P. 2001. Participatory systems analysis; an introductory guide. IES Special Report 22. Institute of Environmental Sciences (IES), University of Zimbabwe, Harare, Zimbabwe, and Center for International Forestry Research (CIFOR), Bogor, Indonesia.

²⁶ Sheil, D., R. Puri, I. Basuki, M. van Heist, S. Rukmiyati, M. A. Sardjono, I. Samsuodin, K. Sidiyasa, Chrisandini, E. Permana, E. Angi, F. Gatzweiler, and A. Wijaya. 2002. Exploring biological diversity, environment and local people's perspectives in forest landscapes. Second edition. Center for International Forestry Research (CIFOR), Ministry of Forestry, and International Tropical Timber Organization, Bogor, Indonesia.

²⁷ Colfer, C. J. P., M. A. Brocklesby, C. Diaw, P. Etuge, M. Günter, E. Harwell, C. McDougall, N. M. Porro, R. Porro, R. Prabhu, A. Salim, M. A. Sardjono, B. Tchikangwa, A. M. Tiani, R. Wadley, J. Woelfel, and E. Wollenberg. 1999a. The grab bag: supplementary methods for assessing human well-being. The Criteria & Indicators Toolbox Series, Number 6. Center for International Forestry Research (CIFOR), Bogor, Indonesia.

²⁸ Sheil, D., R. Puri, I. Basuki, M. van Heist, S. Rukmiyati, M. A. Sardjono, I. Samsuodin, K. Sidiyasa, Chrisandini, E. Permana, E. Angi, F. Gatzweiler, and A. Wijaya. 2002. Exploring biological diversity, environment and local people's perspectives in forest landscapes. Second edition. Center for International Forestry Research (CIFOR), Ministry of Forestry, and International Tropical Timber Organization, Bogor, Indonesia.

²⁹ Sheil, D., N. Liswanti, M. van Heist, I. Basuki, Syaefuddin, I. Samsuodin, S. Rukmiyati, and M. Agung. 2003. Local priorities and biodiversity in tropical forest landscapes: asking people what matters. Available online at http://www.cifor.cgiar.org/publications/pdf_files/articles/ITTO_Journal.pdf

³⁰ Wollenberg, E., D. Edmunds, and L. Buck. 2000. Anticipating change: scenarios as a tool for adaptive forest management: a guide. Center for International Forestry Research (CIFOR), Bogor, Indonesia.

³¹ Ibid.

³² Nemarundwe, N., W. de Jong, and P. Cronkleton. 2003. Future scenarios as an instrument for forest management: manual for training facilitators of future scenarios. Center for International Forestry Research (CIFOR), Bogor, Indonesia.

³³ Lynam, T. 1999. Adaptive analysis of locally complex systems in a globally complex world. *Conservation Ecology* 3(2): 13. [online] URL: <http://www.consecol.org/vol3/iss2/art13>.

³⁴ Lynam, T. J. P. 2001. Participatory systems analysis; an introductory guide. IES Special Report 22. Institute of Environmental Sciences (IES), University of Zimbabwe, Harare, Zimbabwe, and Center for International Forestry Research (CIFOR), Bogor, Indonesia.

³⁵ Pretty, J. N., I. Guijt, I. Scoones, and J. Thomson. 1995. A trainer's guide for participatory learning and action. Participatory Methodology Series. International Institute for Environment and Development (IIED), London, UK.

³⁶ Colfer, C. J. P., R. Prabhu, C. McDougall, N. M. Porro, and R. Porro. 1999b. Who counts most? Assessing human well-being in sustainable forest management. The Criteria & Indicators Toolbox Series, Number 8. Center for International Forestry Research (CIFOR), Bogor, Indonesia.

4. How Good is Our Learning and Development?³⁷

This document is designed to support evaluation of the quality of services delivering community learning and development (CLD), including adult literacy and numeracy (ALN), in Scotland.

It outlines an approach to self-evaluation which senior managers, local managers or practitioners working directly with young people, adults and community groups can use. It builds on ongoing work across all sectors on evaluating services and planning for improvement. At the heart of the document is a set of quality indicators and performance measures which will help practitioners identify the strengths in their practice and where further development is required. HM Inspectors will use the same set of quality indicators and performance measures in external evaluation of services thus developing a partnership approach to internal and external evaluation of services.

The structure encourages those providing CLD services to consider the quality of their work in relation to six high-level questions:

1. What key outcomes have we achieved?
2. What impact have we had in meeting the needs of our stakeholders?
3. How good is our delivery of key processes?
4. How good is our operational management?
5. How good is our strategic leadership?
6. What is our capacity for improvement?

<http://www.hmie.gov.uk/documents/publication/hgio2cld.html>

5. Practical Guide to Consensus³⁸

This handbook walks readers through the stages of sponsoring, organizing, and participating in a public policy consensus process. Instructions are included for assessing whether a situation is appropriate for a consensus process, selecting a facilitator or mediator to manage the process, planning and organizing the process, writing ground rules, negotiating issues and reaching agreements, and formalizing and implementing agreements.

www.policyconsensus.org/publications/practicalguide/index.html

6. Situated Learning^{39 40}

Situated learning is a general theory of knowledge acquisition. The basic premise is that novices acquire knowledge and skills from experts in the context of everyday activities. The principles include:

1. Knowledge needs to be presented in an authentic context, i.e. settings and applications that would normally involve that knowledge.
2. Learning requires social interaction and collaboration.

Social interaction is a key component of situated learning – learners become involved in a “community of practice” which embodies certain beliefs and behaviors to be acquired. This is unintentional learning. The basic argument made by Jean Lave and Etienne Wenger is that communities of practice are

³⁷ HM Inspectorate of Education, 2006. How Good is our Community Learning and Development? 2.

³⁸ National Policy Consensus Center. A Practical Guide to Consensus. www.policyconsensus.org/publications/practicalguide/index.html

³⁹ Lave, J. Situated Learning. <http://tip.psychology.org/lave.html>

⁴⁰ Communities of Practice. http://www.infed.org/biblio/communities_of_practice.htm

everywhere and that we are generally involved in a number of them - whether that is at work, school, home, or in our civic and leisure interests. In some groups we are core members, in others we are more at the margins.

According to Etienne Wenger (1998), a community of practice defines itself along three dimensions:

What it is about – its *joint enterprise* as understood and continually renegotiated by its members.

How it functions - mutual engagement that bind members together into a social entity.

What capability it has produced – the *shared repertoire* of communal resources (routines, sensibilities, artefacts, vocabulary, styles, etc.) that members have developed over time.

A community of practice involves much more than the technical knowledge or skill associated with undertaking some task. Members are involved in a set of relationships over time (Lave and Wenger 1991: 98) and communities develop around things that matter to people (Wenger 1998). The fact that they are organizing around some particular area of knowledge and activity gives members a sense of joint enterprise and identity. For a community of practice to function it needs to generate and appropriate a shared repertoire of ideas, commitments and memories. It also needs to develop various resources such as tools, documents, routines, vocabulary and symbols that in some way carry the accumulated knowledge of the community. In other words, it involves practice: ways of doing and approaching things that are shared to some significant extent among members.

Initially people have to join communities and learn at the periphery. As they become more competent they move more to the 'centre' of the particular community. Learning is, thus, not seen as the acquisition of knowledge by individuals so much as a process of social participation. The nature of the situation impacts significantly on the process.

http://www.infed.org/biblio/communities_of_practice.htm

<http://tip.psychology.org/lave.html>

7. Appreciative Inquiry.⁴¹

Appreciative Inquiry is about the coevolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the "unconditional positive question" often-involving hundreds or sometimes thousands

of people. In AI the arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, and design. AI seeks, fundamentally, to build a constructive union between a whole people and the massive entirety of what people talk about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into the deeper corporate spirit or soul — and visions of valued and possible futures. Taking all of these together as a gestalt, AI deliberately, in everything it does, seeks to work from accounts of this "positive change core" — and it assumes that every living system has many untapped and rich and inspiring accounts of the positive. Link the energy of this core directly to any change agenda and changes never thought possible are suddenly and democratically mobilized.

"AI" ORGANIZATIONAL SUMMIT

- The WHOLE SYSTEM participates — a cross-section of as many interested parties as is practical. That means more diversity and less hierarchy than is usual in a working meeting, and a chance for each person to be heard and to learn other ways of looking at the task at hand.
- Future scenarios – for an organization, community or issue – are put into HISTORICAL and GLOBAL perspective. That means thinking globally together before acting locally. This feature enhances shared understanding and greater commitment to act. It also increases range of potential actions.
- People SELF-MANAGE their work, and use DIALOGUE – not "problem-solving" – as the main tool. That means helping each other do the tasks and taking responsibility for each person's own perceptions and actions.
- COMMON GROUND rather than "conflict management," is the frame of reference. That means honoring people's differences rather than having to reconcile them.
- APPRECIATIVE INQUIRY (AI) — To appreciate means to value — to understand those things of value worth valuing. To inquire means to study, to ask questions, to search. AI is, therefore, a collaborative search to identify and understand the organization's strengths, its potentials, the greatest opportunities, and people's hopes for the future.
- COMMITMENT TO ACTION — Because the "whole system" is involved it is easier to make more rapid decisions, and to make commitments to action in a public way — in an open way that everyone can support and help make happen.

<http://appreciativeinquiry.case.edu/practice/toolsTraining.cfm>

⁴¹ Appreciative Inquiry. <http://appreciativeinquiry.case.edu/practice/toolsTraining.cfm>; this site has resources including practice tools, training designs, and workshop manuals.

8. Queensland Government Tools for Renewal Practice and Policy Community Capacity Building.⁴²

This site has a listing of community capacity building tools. Below are just a couple:

www.communityrenewal.qld.gov.au/resources/tools/capacity.shtm

Community Problem Solving at MIT

<http://www.community-problem-solving.net/cms/>

The strategy tools available here, a set of ideas already tested but constantly evolving, are to help individuals think about the A-Z of “problem-solving with others,” from picking issues and winning attention for them to planning and implementing to get results, from bargaining to learning and back again.

- **Organizing and Agenda-Setting:** bringing people together to effect change, picking issues effectively and getting them “on the screen” for the attention of others, turning “concern” into organized action and identifying those with a stake in the issues (stakeholders), building will and capacity for change;
- **Planning Together:** given a set of identified problems or concerns, working with others to understand conditions and causes, generate possible solutions or options, and make decisions among the options;
- **Implementing Together:** given a mandate and some promising options, producing the needed results, more and more often through joint arrangements among stakeholders--sometimes called “partnerships” or “alliances.”

... And other tasks that cut across those, such as:

- **Learning Together:** getting players that are working together to learn more about the problems (especially when they don't see things the same way), about each other's interests, about what types of solutions or responses to problems are promising and why, about what the barriers to action (including the players' own resistance) may be; and
- **Negotiating:** advancing one's interests (or those of one's constituents) in a world in which more and more issues that matter are jointly decided with other players, rather than imposed “top-down” from above. Promoting needed cooperation and trust. Managing conflict to get key decisions made--and made legitimately and wisely. Dealing with unequal power, gaining more leverage.

D. Technical Assistance and Capacity Building Resources

These tools can be helpful in showing the diverse array of technical assistance resources available in the pursuit of

community resilience. These are by no means an exhaustive list of technical assistance resources, but are rather a sampling of what is available.

1. Natural Resources Leadership Institute⁴³

The mission of this institute is to educate and support a diverse group of North Carolinians who are committed to seeking consensus on issues affecting the sustainable development of North Carolina's natural resources and the quality of our environment. The Natural Resources Leadership Institute is an instructional and community service program of the North Carolina Cooperative Extension Service at NC State University. The goal of the Natural Resources Leadership Institute is to improve management and policy decisions affecting North Carolina's communities and natural resources. Actions include:

- Improving collaborative leadership in natural resource management and policy development;
- Convening stakeholders and decision makers in action-oriented forums to identify, negotiate, and resolve issues;
- Conducting research and providing training in decision-making, negotiation, and facilitation;
- Expanding the capacity for collaborative problem-solving in North Carolina.

The Institute's **Leadership Development Program** brings together people from government agencies, private industry, community and environmental organizations, and educational institutions in an atmosphere conducive to exploration and learning. Our ultimate goal is to foster the development of mutually satisfactory environmental policies. The curriculum, which focuses on leadership, conflict resolution, and collaborative problem solving, consists of six workshops, two review sessions, and a practicum that involves the participant in collaborative solutions to natural resource issues with others who have a stake in the outcome. The program on **Environmental Decision-Making** convenes representatives of business, public interest groups, and government to jointly explore public policy issues, management priorities, future visions, and regulatory matters. The Institute supports these processes by designing and facilitating collaborative decision-making processes.

Decision-making tools used include:

- Seeking mutual gains – *Negotiation Analysis*
- Making decisions amid competing objectives – *Multi-criteria Decision Analysis*
- Making decisions amid significant uncertainty – *Decision Trees*
- Reducing the choice set – *The Even Swap Method*

<http://www.ncsu.edu/nrli/>

⁴² Queensland Government. Tools for renewal practice and policy. Community capacity building. www.communityrenewal.qld.gov.au/resources/tools/capacity.shm

⁴³ NC State University. Natural Resources Leadership Institute. <http://www.ncsu.edu/nrli/>

2. Wealth Transfer in Pennsylvania⁴⁴

This report, which is an example of the research that underlies the HomeTown Competitiveness approach to capturing the wealth, focuses on the transfer of wealth opportunity assessment in Pennsylvania. Transfer of wealth analysis is important because of two trends affecting communities: the growing pressure on existing government and non-profit finances to ensure their community's future and the growing need for community investment. This technique uses plausible scenarios to assess the potential transfer of wealth. This technique relies on projecting out likely scenarios 50 years, based on a conservative set of assumptions, which are then reviewed by resident experts and adjusted to reflect their knowledge of local conditions. The end result of transfer of wealth assessment is a scenario to estimate current net worth (CNW) and a scenario to estimate the transfer of wealth opportunities, including per household estimates. These estimates help guide conversations about the magnitude of the assets present in a given community and the opportunities to invest a small portion of those assets toward community betterment projects.

<http://www.ruralpa.org/wealthtransferintro.html>

3. Mid-Capacity Assistance Project⁴⁵

The purpose of this National Forest Foundation program is to support relatively young nonprofit organizations as they leverage their initial project successes and experiences, while strengthening their operating infrastructure. This program is for those organizations that find themselves in between the start-up and full-capacity implementation phases.

www.natlforgest.org/mid_capacity_assistance.html

4. Western Collaboration Assistance Network⁴⁶

WestCAN promotes collaborative approaches to natural resource management conflicts by providing a range of expertise to help collaborative efforts get started, work through challenging issues, and demonstrate progress. Specifically, WestCAN provides:

- **Technical assistance** (e.g., help in developing agreements or contracts, nonprofit organizational development).
- **Links to peer coaches** (to provide suggestions and expertise on a short-term basis) and mentors (longer-term and more in-depth help in working through a collaborative process).
- Access to the **WestCAN Resource Library** providing ready access to field tested technical resources, best practices, and lessons learned about working collaboratively on natural resource issues.

Working cooperatively with a host of agencies and organizations, WestCAN supports collaborative decision-

making on natural resource and growth issues throughout the West through:

- A network of coaches and mentors that links community-based collaborations with experienced practitioners.
- Resource Library that provides ready access to field tested technical resources.
- Seed funding to nascent community-based collaborative efforts.
- Development of best practices for community-based collaboratives, including monitoring and evaluation.

5. Sierra Business Council⁴⁷

Sustaining Rural Places Toolkit

This Sustaining Rural Places Toolkit offers information on steps one can take to sustain the land, water, and open space in a community for generations to come. The toolkit includes tools for conservation easements, public participation, land use planning, and watershed planning.

Sierra Business Council also offers leadership training, the Sierra Leadership Institute (SLI) which is a powerful skills-development workshop designed to improve individual professional skills while enhancing the civic infrastructure of the region. The course helps forge strong peer relationships, creating interactive learning opportunities. This weeklong training provides skills to better manage meetings, improve negotiations, communicate effectively and collaborate on problem solving – skills needed in businesses, nonprofits, and the public sector.

The Sierra Leadership Institute aims to affect positive change for participants, for their respective organizations, and for the entire Sierra Nevada by:

- Expanding the skills, knowledge and confidence one needs as existing and emerging local leaders who are committed to building a healthy future for the region.
- Interacting in a stimulating and challenging forum with peers from throughout the Sierra to exchange ideas and experiences, learn from each other through formal and informal interaction, and form lasting friendships.
- Building strong working relationships with SBC staff, skilled trainers and local and regional leaders, relationships that will strengthen everyone's effectiveness at the local and regional level, now and for years to come.

The Sierra Leadership Institute combines training in specific leadership skills with discussions of the social, natural, and financial challenges facing the Sierra and the local responses. Participants apply the skills and knowledge they have learned to problems in their own organizations, businesses, and communities, then report back their results at annual and regional gatherings. This practical, interactive

⁴⁴ The Center for Rural Pennsylvania. 2008. Wealth Transfer in Pennsylvania.

⁴⁵ Mid-Capacity Assistance Program, National Forest Foundation, www.natlforgest.org/mid_capacity_assistance.html

⁴⁶ Western Collaboration Assistance Network. <http://www.westcanhelp.org/>

⁴⁷ Sierra Business Council. <http://www.sbcouncil.org/Publications/Sustaining-Rural-Places-Toolkit>

experience helps participants understand, anticipate, and learn to surmount the difficulties involved in building local and regional support for innovative projects whether it be affordable housing, launching new businesses, main street parking, or open space protection.

Planning for Prosperity and Investing for Prosperity⁴⁸

The Sierra Business Council's 1997 publication, *Planning for Prosperity*, lays out principles for sound development, as well as principles for involving and serving business and the public, as well as case studies. Their 2003 follow-up publication, *Investing for Prosperity*, also features tactics for capitalizing on existing assets, cultivating innovation and economic diversity, creating long-term social capital, and catalyzing community partnerships.

<http://www.sbcouncil.org/Publications/Sustaining-Rural-Places-Toolkit>

6. Canada Forest Programs⁴⁹

Canada has many programs and analyses it does around its forest resources. Trend analyses show the dependence and reliance of communities on their forest resources, using census data, mill closure and job loss data from the Canadian Forest Service of Natural Resources Canada. The Canadian Forest Service also has a Forest Communities Program⁵⁰ launched in 2007, which is intended to facilitate the development and sharing of knowledge, tools, and practices to empower forest based communities to participate in informed decision making on the forest land base, allowing communities to sustain and grow forest resource benefits while capitalizing on emerging forest-based opportunities. The Model Forests Network⁵¹ administers model forests which are working scale forest-based landscapes. The Network aims to develop, test, and share solutions to local challenges in sustainable forest management. Another Canadian initiative is the Community Economic Diversification Initiative (CEDI)⁵², which is a two year federal contribution program aimed at helping to diversify the economic foundation of forest-dependent communities and contribute to their long-term stability. CEDI invests in projects that support economic growth, job creation and future sustainability of communities adversely affected by the widespread beetle infestation. The focus of this program is on economic infrastructure, value-added forestry, economic diversification, and community capacity building.

<http://canadaforests.nrcan.gc.ca/article/trend/150> (inactive)
www.resourcesnorth.org/rna/415/forest+communities+program
www.modelforest.net/cmfn/en/about/
http://mpb.cfs.nrcan.gc.ca/diversification_e.html

7. Rural Development Initiatives⁵³

Rural Development Initiatives is an organization providing training and services to communities to allow them to produce sound strategic plans, create organizational structures for successful project implementation, enhance collaborative community leadership, and apply best practice tools for community revitalization. Services they provide include visioning and planning, project assistance, leadership development, assessment, organizational development, and facilitation and mediation. Visioning and planning services involve creating a road map for the community's future. The road map comes complete with markers to measure progress and keep the community pointed in the right direction.

www.rdiinc.org

8. Sirolli Institute⁵⁴

The Sirolli Institute is an international, social enterprise with the mission of introducing Enterprise Facilitation to communities. This type of facilitation allows communities to effectively engage with citizens who have ideas to start or expand enterprises.

The process can generally be described as an intense business development handholding that involves the whole community in the development of small entrepreneurial business. Enterprise Facilitation uses local citizen leaders and sound business practices to assist people in succeeding.

Enterprise Facilitation captures the talents of rural people who have the ideas and dreams for a new business, but lack the knowledge, skills, and resources to pursue the project to success.

There are two key components to successful Enterprise Facilitation -- a large, locally formed Enterprise Facilitation board and a hired trained facilitator. The initial board serves two main functions. First, they provide a link to community resources or will become the resource themselves. Nothing in this process prohibits board members from investing or providing technical assistance to a business. The second and more important function is to provide leads (introductions) to the hired facilitator. During the first year each board member is expected to physically introduce the facilitator to ten people (50 x 10 = 500 leads).

The Sirolli Institute conducts all the interviews of prospective board members and provides the one-day and one week training. The board is trained in their role as board members and in the process and procedures for hiring a facilitator. The facilitator is most often a skilled or semi-skilled local person who is trainable and preferably does not have a long economic development background.

⁴⁸ Sierra Business Council. 1997. *Planning for Prosperity: Building Successful Communities in the Sierra Nevada*. Sierra Business Council. 2003. *Investing for Prosperity: Building Successful Communities and Economies in the Sierra Nevada*.

⁴⁹ Natural Resources Canada. Canada's Forests: Trend Analysis. <http://canadaforests.nrcan.gc.ca/article/trend/150> (inactive)

⁵⁰ Resources North. Forest Communities Program. www.resourcesnorth.org/rna/415/forest+communities+program

⁵¹ Model Forests Network. About Model Forests. www.modelforest.net/cmfn/en/about/

⁵² Natural Resources Canada. Community Economic Diversification Initiative. http://mpb.cfs.nrcan.gc.ca/diversification_e.html

⁵³ Rural Development Initiatives. www.rdiinc.org

⁵⁴ Sirolli Institute, www.sirolli.com

The facilitators, although trained the same, appear to be as different as the communities they serve. The theory of enterprise development asserts that no businessperson can be “good” at finance, marketing, or production at the same time. Entrepreneurs have a love or “passion” for one of these three business functions, and usually hate to do the other two. Facilitators, just like businesses, will have a passion for one of the three key elements of business as well.

The facilitator is the first contact person in the process. Clients are expected to make the first contact and the facilitator travels to meet the client on their turf. The facilitator does not go out and seek clients but rather relies on the board introductions, word of mouth, and general marketing. Entrepreneurs are quickly screened to determine which of the three elements of a successful business is their “personal passion.” The client is asked, “What do you like to do?” not “What do you need to do?” Assuming that the entrepreneur has a passion for making a product or providing the service, the facilitator knows that the client likely needs marketing and financial advice or help. The theory is, don’t make the businessperson do the things they don’t like to do. Capitalize on their passion and form a team to assist with the other elements of operating a business. The business team writes the business plan so that there is equal interest in the production, marketing, and finance function. Facilitation finds the community based help that the client needs to be successful. The facilitator may know of persons in the community who can help the client and will make an immediate introduction. If the problem or need cannot be met immediately, then the project becomes the subject of the facilitator’s detailed report to the board where the board helps find the assistance the client needs. New start-up businesses of ten have a cash flow problem, so the payment for services is encouraged to be deferred or bartered in some way.

www.sirolli.com

9. Sonoran Institute Socioeconomics Program⁵⁵

The Sonoran Institute has a Socioeconomics Program which provides information, research, technology, training, and other services that promote economic prosperity and conservation through a better understanding of changing economies. One resource is the Economic Profile System, which offers free, easy-to-use, custom socioeconomic profiles at the national, regional, state, county, and community levels and includes guidance for users to interpret the data. The Sonoran Institute, in partnership with the Bureau of Land Management (BLM) developed the Economic Profile System (EPS) to help communities understand trends in their local and regional economies. They have conducted over 50 workshops throughout the Western United States for the BLM, communities, and other groups. These workshops have provided important information to BLM resource management plans, and for

local economic development strategies.

<http://sonoran.org>

10. Sustainable Northwest⁵⁶

This is another regional (northwestern U.S.) resource for resources to help advance community-based sustainability. Resources include testimony, public comments, and sign-on letters; issue papers; woody biomass information clearinghouse; forest contracting guidebooks; forest service new business model initiative; etc.

www.sustainablenorthwest.org/resources/policy_resources

11. Asset-Based Community Development Institute

The Asset-Based Community Development Institute (ABCD), established in 1995 by the Community Development Program at Northwestern University’s Institute for Policy Research, is built upon three decades of community development research by John Kretzmann and John L. McKnight. The ABCD Institute spreads its findings on capacity-building community development in two ways: (1) through extensive and substantial interactions with community builders, and (2) by producing practical resources and tools for community builders to identify, nurture, and mobilize neighborhood assets.

Tools include:

- **Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization’s Capacity** (by the ABCD Institute in cooperation with the W.K. Kellogg Foundation). The ABCD Institute’s experience indicates that proposals which connect with and engage a wide range of community resources are more effective than those which involve only the staff of the lead organization. We are also convinced that non-profit organizations are much more powerful community actors when they are not exclusively focused on needs, problems, and deficiencies but are effectively connected to the resources, or assets of the local community. This document will help any organization:

1. Strengthen its own organization by enhancing connections with the community’s assets.
2. Strengthen the community by investing in the community’s assets.
3. Strengthen current and future community based projects, activities, and proposals.

- **Hidden Treasures: Building Community Connections**

This publication contains a group of participation stories — stories that include important lessons. They tell of communities that have found powerful ways to include the individual gifts of members who have been labeled and isolated. They tell of communities that have inventoried their associations and found ways in which formerly isolated people

⁵⁵ Sonoran Institute. <http://sonoran.org>

⁵⁶ Sustainable Northwest. www.sustainablenorthwest.org/resources/policy_resources

can participate in them. They tell of people labeled old, poor, mentally ill, disabled, young thugs who have become connected citizens. And finally they tell of those extraordinary people who know everyone — Connectors.

- The Catalytic Role of an Outsider. This paper was originally written for faculty members of the ABCD Institute at Northwestern University. No effort was therefore made to explain 'Asset Based Community Development.' With its distribution to a wider audience, a brief introduction is now in order. ABCD focuses on the strengths and capacities of local communities. It rests on the conviction that sustainable development emerges from within a community, not from outside, by mobilizing and building upon local resources. In contrast, most conventional development work can be characterized as needs-based, i.e., interventions typically focus on problems and deficiencies. This has the unfortunate effect of encouraging communities to denigrate themselves as victims and to put their worst face forward in an effort to attract external assistance. It also leads concerned outsiders into becoming charitable 'fixers.' These are not the most effective relationships for enabling long lasting change. This paper examines ways that outsiders, especially in international settings, can play a more creative catalytic role within an asset based approach.
- Building the Mercado Central. Describes the development of Mercado Central – a retail business cooperative and incubator – and reviews the roles of the community, partner organizations, and individual leaders in the growth process. Highlights the strategies and individual components that contributed to the success achieved, and offers lessons that were learned along the development path. Includes sample promotional materials and forms as well as other tools developed to carry out similar work.
- Asset-Based Strategies for Faith Communities. This book presents a collection of stories from Christian churches and organizations throughout the United States. Each describes a particular faith-based initiative aimed at revitalizing a congregation or its surrounding community, and several stories include activities designed to spur economic development.
- Community Transformation: Turning Threats into Opportunities. This publication brings together some of the best and most exciting stories of community transformation. Community transformation isn't magic. It can be frustrating and difficult work. So the authors pull these stories apart and show where the blood, sweat, and tears were shed. And then they go deeper, and show how the obstacles were overcome.
- The Organization of Hope: A Workbook for Rural Asset-Based Community Development. There's something Rural about Asset-Based Community

Development. This is a Workbook of, by, and for rural community leaders trying to "use what we've got, to get what we want." It is the latest in the ABCD series to follow up on the best-selling title in community development history: Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, by John McKnight and Jody Kretzmann. How do you build your rural community from the inside out? How do you find and mobilize the assets of your small town and rural area? The Organization of Hope tells inspiring stories of rural communities from across the countryside, and draws common rural themes ranging from income patching and individual skill development to community organizing and rural ethnic diversity. The Workbook covers points for getting started (or restarted); strategies for turning assets and hope into action and new relationships; and practical examples of appropriate projects and methods to consider for your rural community.

- A Guide to Building Sustainable Organizations from the Inside Out (with order form). This workbook is based on the work of SHOW-21, a project introduced by the Chicago Foundation for Women. SHOW-21 (Sustainability of Health Organizations for Women into the 21st Century) is an innovative example of how successful capacity building can be undertaken among nonprofit organizations. SHOW-21 is based on the assumption that sustainability can be achieved when organizations recognize and understand the full measure of their assets and capacities and then build upon them. The workbook illustrates the SHOW-21 model for increasing organizational sustainability, and offers a series of activities and tools to other groups interested in this effective approach. It is presented by the Chicago Foundation for Women in collaboration with the Asset-Based Community Development Institute, the members of the SHOW-21 working group, the author, and the funders of SHOW-21.

Mapping Individual Capacities: An Inventory

In order to focus on the capacities of community members, it may be necessary to use a new tool that does not focus on needs. This tool is called a Capacity Inventory. The Capacity Inventory is divided into four parts: individual skills (such as health, office, construction and repair, maintenance, food, child care, transportation, operating equipment and repairing machinery, supervision, sales, music, security, etc.), community skills, enterprising interest and experience, and personal information.

www.northwestern.edu/ipr/publications/papers/mcc.pdf

12. Energizing Entrepreneurs

HomeTown Competitiveness has developed an entire collection of community capacity building and tools, many of which directly address the resilience question. Since HTC

is designed to help communities change their systemic trend lines, this approach focuses on those core challenges essential for sustainability. These tools are proprietary, available through either an HTC Academy or a strategic engagement with their team. HomeTown Competitiveness is focused on issues of Generational Wealth Transfer, Historical Youth Out-Migration Trends, Loss of Farms, Industry and Small Businesses, and Erosion of Leadership Capacity.

The process involves several phases, with each being focused on different capacity building needs. Phase I (Pre-Engagement) involves readiness, organizing, and assessment. Phase 2 (Engagement) involves strategy building, capacity building, and implementation. Phase 3 (Sustaining/Enhancement) involves ongoing value-added technical assistance, communications, and documentation.

<http://www.htccommunity.org/>

E. Other Tools

These resources do not fit into any of the above categories, but may be useful. They include websites with listings of additional tools, demographic trends research, best practices for better philanthropy, traits of sustainable communities, etc.

1. Children Youth and Families Education and Research Network⁵⁷

This site has a listing of various community development tools, including evaluation tools, general information tools, etc.

http://cyfernet.ces.ncsu.edu/cyfres/browse_3.php?cat_id=298&category_name=Community+Development+Tools&search=Community&subcat=Community+Capacity+Building&search_type=browse

5. Greening USA's Twelve Traits of Sustainable Communities⁶⁰

This is a list of traits of sustainable communities and their economic, environmental and social impacts. The twelve traits are:

Sustainability Traits	Environmental Impacts	Economic Impacts	Social Impacts
1. Land Use Planning and Development that is integrated, balanced, and diversified	"Smart Growth" vs. Sprawl	Varied land use to support economic stability/growth	Access to all income levels and classes
2. Transportation & Parking with numerous options	Surface coverage, separation of areas, pollution	Shipping, employee transport, parking	Options available in all areas and to all people
3. Infrastructure Systems addressing long and short term	Use and protection of water	Systems for growth and commerce	Affordable access
4. Buildings and Housing are environmentally and energy responsible	Level of impact, relation to land use	Supporter and generator of economic activity	Affordability and access
5. Economic Development with diversified economic base	Appropriate growth	Balance of stability and growth	Employment, living wages, access
6. Energy Usage and Generation without reliance on fossil fuels	Air, water, and resource impacts	Balance of use vs. cost	Affordability and availability

⁵⁷ Children Youth and Families Education and Research Network. http://cyfernet.ces.ncsu.edu/cyfres/browse_3.php?cat_id=298&category_name=Community+Development+Tools&search=Community&subcat=Community+Capacity+Building&search_type=browse

⁵⁸ Carsey Institute. www.carseyinstitute.unh.edu

⁵⁹ Just Philanthropy. Pathways to Progress. www.justphilanthropy.org/pathways/overview.html

⁶⁰ Greening USA. 2008. Twelve Traits of Sustainable Communities.

2. Carsey Institute. Demographic Trends and National Forests.⁵⁸

The Carsey Institute at the University of New Hampshire conducts research into demographic trends around national forests. They study trends affecting rural areas and small towns. There are ongoing policy research programs in Poverty, Community and Environment; Women and Work; and Children and Youth.

www.carseyinstitute.unh.edu

3. Pathways to Progress⁵⁹

JustPhilanthropy.org presents six Pathways to Progress, to help move philanthropy closer to racial equity and social justice. For each pathway, they provide several promising practices, examples from the field, and benchmarks for noticing progress.

www.justphilanthropy.org/pathways/overview.html

4. Land Care

Landcare is a collaborative land, resource, and community development and protection program that originated in Australia but now has affiliates around the world, including the U.S. Landcare constitutes a partnership between the community, government and business to "do something practical" about protecting and repairing the environment. It involves more than 4,000 volunteer community landcare groups – including bushcare and urban landcare, rivercare, coastcare and sustainable agriculture groups – which are tackling land degradation in every corner of Australia.

www.landcareonline.com

Sustainability Traits	Environmental Impacts	Economic Impacts	Social Impacts
7. Natural Resources Management integrated with other areas	Open space planning and protection	Tourism, recreation, quality of life appeal	Access for all and availability
8. Waste Material Management is holistic and value based	Re-cycling and re-use to minimize impact	“Cradle to Cradle” economic model	Service available to all
9. Public Education of high quality including sustainability education	Sustainability Education	Long term workforce improvement	Sustainability as a social norm
10. Community Involvement by engaged, participating, citizens	Awareness and active work	Issue involvement	Social activism
11. Governmental Leadership by Executive, staff, and legislators	Environmental policies and legislation	Incentives to promote economic diversity	Social policies and legislation
12. Human Health and Safety based on clean, safe, healthy, communities	Air, water and resource quality	Worker productivity	Equitable health care and safety system

Last Updated (Friday, 06 June 2008) <http://www.greeningusa.org/>

6. Strategic Conservation Planning Using the Green Infrastructure Approach⁶¹

This is a workshop providing participants with a strategic approach to prioritizing conservation opportunities and a planning framework for conservation and development. The green infrastructure approach aims to connect environmental, social, and economic health across urban, suburban, and

rural settings. The green infrastructure approach is a strategic approach to land conservation that involves planning and managing a network of parks, natural areas, greenways, and working lands that can help to shape growth, maintain ecological processes, and contribute to the health and quality of life for America’s people and communities.

www.conservationfund.org/node/239.

⁶¹ Conservation Fund. 2009. Strategic Conservation Planning Using the Green Infrastructure Approach. www.conservationfund.org/node/239.