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Design principles for preparing self-help guides

Discussion paper

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Introduction

Today, those engaged in economic development activities, along with other practitioners pursuing social enterprises and environmental initiatives, are faced with an overwhelming number of guides and resource materials (Calhoun 2001). A simple web search targeting any related community development topic results in hundreds, perhaps thousands of possible sites with resources. This abundance of resources creates a new challenge for practitioners, one of sorting through this proliferation of materials. This same volume of resources challenges authors trying to differentiate their new guide amidst such a cluttered market place. Likewise, practitioners want to ensure their selected guide will deliver the results claimed by the author, while advancing their development efforts, such as adapting to climate change, commencing strategic planning activities, assessing local/regional assets, or scanning to build capacity. All these and more are topics of guides, but to what extent have their authors considered the needs and capacities of those using the guide? Were the suggestions, steps, and checklists of the guide a result of actual efforts in communities? To what extent were guides based on evidence, including what is derived by science or from a model or theory, or validated through pre-testing with practitioners? What if any distribution strategy is used to ensure the practitioners are aware and can access the new guide?

Looking back, guides and ‘how to’ resources become artefacts of the evolution of community development (Economic Council of Canada 1990). Even from a brief review since the 1960s (Appendix 1), the changing array of models, organizations, and concepts are evident in the way they have shaped the evolving path of local development. What is also evident in this history is the growing number of agencies influencing what happens locally, be that influence from multiple levels of governments, non-profits, environmental organizations, non-governmental organizations, corporations, foundations, or academic institutions. After many decades and thousands of interactions with communities, the members of the Community Development Society (2000) established a set of principles to steer their practice with communities. The topics include: promoting active participation, engaging a variety of community members, incorporating diverse interests and cultures, enhancing local leadership, and working toward the long term sustainability and well being of communities. From the perspective of an author of a guide, these principles might well help clarify some of the broader questions regarding the role of the guides and its contribution in community development. Yet there still is a growing array of guides that are all competing for the limited attention of practitioners. Amongst these groups and the various materials, what seems to be lacking is an apparent ‘proven practice’ or what constitutes fundamental design principles of preparing a guide for practitioners.

This paper takes as its starting point the need to identify current practices when preparing a guide, based on exploratory discussions with authors of guides. The growing number of guides and related materials suggest they are a vehicle to transfer knowledge, assist with launching initiatives, evidence of policy implementation, and a means to take action. Even with such a long history of guides and related materials, missing from these resources are equally important

discussions of principles that help authors develop ever more effective guides. Such principles in this paper are called design principles.

A design principle is a consideration or feature that shapes the end product or guide. Principles are general rules and features that are enduring and informative for the author when developing a guide. In many ways, a guide is the organized arrangement of knowledge aimed at assisting the user with an activity, be it a process, checklist, or template that moves the practitioner toward their goal (Calhoun 2010). Guides provide a path, assisting practitioners to avoid barriers and consider opportunities when realizing the goal in a community. As such, guides offer a simplified version of the known complexity in any community where the purpose is to intervene and initiate a change (that the author feels is worthy of limited local resources). In my own work,¹ from an adult learning perspective, guides serve two important purposes. They are a deliberate intervention to bring about change and a particular impact. Guides, when being implemented, are also a learning opportunity to enhance and generate new insight, knowledge, skills, and behaviours for a particular group in a specific community at a defined time. This means design principles may be as varied as the authors and the communities they interact with, along with the changing array of issues and goals guides address.

The form of the guide is what it looks like, while function refers to how it works. One would expect form follows function, meaning what a guide looks like comes second to the author's emphasis on how it works. Yet, like good architecture, a guide must have meaningful content, wise suggestions and insights, as much as the aesthetics of its page layout needs to appeal to the intended users. It is in such a brew of experiences, intention, and expectant change, coupled with outstanding visual presentations that authors masterfully mix function and form in their guide.

Objectives

The objectives of this paper are reflected in three questions which framed the exploratory discussions with authors of guides:

- What considerations did they use when preparing their guide, including defining the topic and scope, and clarifying the style and aesthetics of the guide?
- How were users or practitioners involved in developing the guide?
- Did their guide have the desired impact?

¹ My own work on guides span over 25 years and a sampling include the use of property tax assessment as an economic development tool, exploring NIMBY related to housing, initiating community policing advisory committees, crime prevention guide for public housing, leadership development for volunteer housing committees, conducting housing needs assessment in the Yukon, a guide to getting results for business development corporations, initiating sustainable housing based on promising practices, strategic planning steps for community involvement, design considerations of housing your home-based business, family guide when a business is in your home, and conserving water in homes.

Method

Two dozen guides were identified by Rural Development Institute as part of an ongoing applied research project entitled: Pathways to Community Economic Development Tools. Initial exploratory discussions to answer the three questions began with authors of guides. They also suggested other authors and guides. The sample was purposive in that phone calls were made and exploratory discussions initiated based on availability and willingness of the authors. In total over 18 authors were contacted resulting in 10 phone discussions, some lasting 15 minutes and some 48 minutes with 39 minutes as the average. Field notes were kept of each discussion and 4 authors emailed related materials. With each call, the author was made aware I was conducting exploratory discussions and was invited to participate and withdraw at any time.

To ensure diversity, guides addressing different topics and aimed at different audiences were selected. This diversity not only helped strengthen findings about guides, it also helped uncover further research questions. The guide topics were wide ranging: secondary suites, strategic planning, local capacity building, local asset mapping, and community renewal with equally varied target users (Table 1).

Table 1. Topics and target audiences of guides prepared by authors

Topic of guide	Target users
1. Bioenergy diversifies local economy	1. Local elected officials, Forestry businesses
2. Community strategic planning	2. First Nations
3. Building social enterprises	3. Local businesses, Social-minded investors
4. Climate change and adaptation	4. Leaders in forest communities
5. Benefiting from local assets	5. Multiple stakeholders, Decision makers
6. Framework to categories types of guides	6. Stakeholders of Model Forest Network, forestry companies, individuals
7. Discovering/using community power	7. Development organizations, Planners,
8. Local recovery and renewal	8. Multiple stakeholders, Decision makers
9. Building community wealth	9. Multiple stakeholders, Decision makers
10. Regulations for secondary suites	10. Planners, elected officials, home owners

The procedure for distinguishing general findings followed the practice of thematic analysis (Boyatzis 1998) and included:

1. Listing both common and unique activities of authors when preparing their guide.
2. Grouping the topics into themes from activities of authors. In total eight topics were listed.

The design principles emerged from completing two tasks.

1. Design principles as noted by the author or myself were listed from each discussion, numbering over five dozen.
2. Principles were grouped with similar themes and a synthesis process was used to describe their common themes and subthemes. Unique principles were listed as well. The result was four topics with 12 design principles.

Findings

General findings describe the commonalities and unique aspects among the 10 authors when preparing guides, while a second group of findings report on the generalized design principles of guides from all exploratory discussions.

Guide preparation

Authors are experts. Guides are most often written by experts in their fields, such as CED practitioners, a facilitator, climate specialist, or planning professional. Most commonly, authors have considerable experience interacting with a variety of community organizations. Guides are typically written by one person and assisted by others, thus benefiting from a range of different experiences. The author's familiarity with the topic and workings of communities is thought to bring credibility to the guide.

Guides originate from working with stakeholders. Guides are not conceived in isolation. Often after years of working with stakeholders, patterns emerge from the back-and-forth of stakeholders asking questions and practitioners struggling with responses – as a trusted facilitator and credible problem solver. In addition, the origins of a few guides were either based on previous materials, like a book or requested from government.

Identified target users. A few authors clarified who would use the guide. For some, the target users were economic development staff in First Nations' communities, community economic practitioners, and practitioners in resource communities. Most authors initially spoke about the community as users, and after further discussion more specific users were mentioned. There was limited market segmentation of the users and how each might use the guide differently.

Common purposes of guides. 'Increasing awareness of community' was the most commonly stated purpose of a guide. Improving decision making of the users was the second common purpose. This second purpose suggests a significant commitment to assist users, as a result of interacting with users. This approach is in sharp contrast to a more hands off top-down or expert-knows-best-approach.

Guides are reviewed, some pre-tested. Every guide was reviewed, usually by fellow staff or practitioners. The review is what might be called a ‘friendly review’ with some refinements and modest changes. Fundamental assumptions, power, or ideologies were not deliberately considered or made explicit. Three authors seriously added confidence that the contents of the guide would be useful by subjecting an early version to pilot testing and workshops with target users.

Guides are one part of other resources. Only one guide of the ten was simply launched without any additional materials. Nine guides were part of a more elaborate initiative, ranging from hosting workshops with the users, to being embedded in a comprehensive learning framework with podcasts and webinars. Yet, it was not clear if these other materials were requested by users, reviewed by them, or tested by them.

Guides suffer from limited follow up. All but one author mentioned the preparation of the guide suffered from the lack of funding for follow up, feedback, and keeping the guide up-to-date and relevant. This suggests the release of a guide is closer to the end of the efforts rather than the beginning of a new effort; that a guide itself achieves the goal of increased awareness. This may be far from what is evident in community. Furthermore, with limited follow-up of the guide, the organization responsible for the guide may be misinterpreting the release of the guide as evidence of policy or program implementation, which in all likelihood is a false positive conclusion. One author continued to solicit suggestions and made refinements, and combed feedback for ideas, new products, and approaches. “My intention is to build a working relation with local stakeholders and practitioners”, was commonly heard from authors.

Guides need to be readable. Plain language was the common descriptor of how the guide becomes readable, often coupled with a ‘friendly review’ by others, including users. Plain language was most often defined by what was readable by the author. There was no reference of employing standard tests for readability.² In addition, a large function of readability included aesthetic aspects such as text and page layout, visuals and graphics, coupled with meaningful summaries. While authors identified visual or graphic aspects as important, layout was most usually left to the abilities of staff and not specially trained graphic artists. No authors mentioned if they benefited from evidence of previous guides in terms of what worked, how it was adapted, and what could be improved. Most assumed their guide was general enough to be useful to all communities. This suggests they considered communities as being more alike, than unique.

² Plain language audit tools exist in Canada (see: <http://www.nald.ca/library/learning/nwt/auditool/cover.htm>). There are also tests for Word files (see Flesch readability scale, Gunning’s fog index).

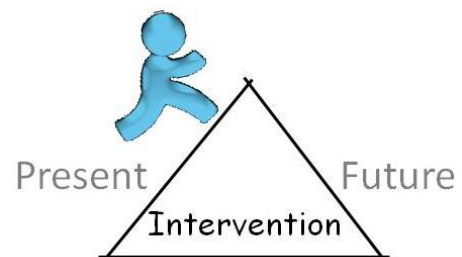
Design principles of guides

More than five dozen suggestions from the 10 authors were sorted into four groups of principles: intervention, process, visual aesthetics, and distribution.

1. Intervention

Current activities, problems, and opportunities are described in the context of local and global. From interacting with users, the scope of a guide is defined, which clarifies the nature of change needed to move toward a desired future. As a result, the guide is advocating change through a planned intervention where local resources and assets are allocated to implement activities in the guide. These principles articulate the “big picture” about the Guide:

- **Focus guide on what is needed locally.** The purpose of the guide is inspired from the author interacting with users to accurately capture their issues and concerns. For example, locally, people want to inventory resources and networks for economic stability.
- **State assumptions and a clear goal for this guide.** Author makes explicit any underlying premises and assumptions related to a greater goal, including community self-reliance and social justice. *For example, people lead while government enables and supports; reflects basic community development premises like those mentioned earlier from the Community Development Society; integrates proven models (eg. structured decision making); states what will be in the guide and what will be excluded; confirms how a new guide differs from existing ones; benefits from comparisons with other similar communities.*
- **List the characteristics of the local context for this guide.** Author clarifies the context that the guide and users find themselves. *For example, connections are made explicit to existing and emerging issues and opportunities, explains the ‘ecology of the issues’, clarifies what is upstream of the issue (in economic development it might be skills training or government incentives) and downstream of the issue (in economic development it might be employment).*
- **Specify how intervention will bring about change.** Author states the specific nature of the intervention and what changes may be realized in the future. *For example, assist users in solving specific problems and achieving results over the short and longer terms, explicitly gives options of possible responses to problems, accounts for risk from external events and changes in the community.*



These principles are intended to define the scope of the intervention and describe what is needed to bring about change. Much of this work is clear to the author and should be described in the guide itself. However, most authors did not make this cause and effect claim in their guide.

2. Process of developing a guide

Authors engage in an interactive sequence of activities with users and the broader community.

- **Need to know users and the community.** Author needs to be very familiar with users and their respective community. *For example, familiarity ensures the author can explicitly match readiness and capabilities of users with tasks in the guide, including engaging many in the community.*
- **Integrate evidence-based decision-making.** A guide is a mixture of proven scientific facts with practical sequence of activities *For example, climate change science to define problems and possible impacts, coupled with a sequence of tasks for users to develop a local plan of action.*
- **Identify related materials that complete the intervention.** A guide is usually one component of an integrated program. *For example, a guide is one part of a learning framework with additional materials on a website and outreach, like webinars, podcasts; workshops train users how to get the most out of the guide and how to adapt it to their situation.*



These principles put a premium on multiple interactions with users as experts in their community and in knowing what works for them.

3. Visual aesthetic of the guide

Visual and aesthetic aspects of guides, which is where form meets function, are as important as text in conveying the purpose and importance to the intended intervention of the guide.

- **Use visuals to describe the change process and point to the impacts.** The visuals describe the change process and point to the impacts. Use simple and meaningful symbols or metaphors throughout the guide. *For example, development cycle based on a medicine wheel in a First Nations community; page layout and graphics that vary to create interest and avoids repetition.*
- **Use visual material familiar to practitioners.** Use workshops with users to define and pre-test all aspects of the guide. *For example, use workshops to test to ensure desired learning is occurring from the guide including how the guide might be adapted for different issues and differences in capabilities of local groups.*



4. Distribution of the guide

Ensuring the guide reflects what users need and is visually inspiring are initial concerns when developing a guide. The next critical next step is getting the guide into the hands of the users.

- **Networks maximize access to guide.** Distribute the guide by organizations trusted by users. *For example, gain funding support from a sponsor to distribute guide free.*
- **Select key organization to distribute guide to target users.** The guide gains credibility based on who distributes it. *For example, distribution is not left to chance but integral to the success of guide by reaching beyond the author's contacts and engaging networks of organizations, associations, and users, including those involved in the pre-testing.*
- **Determine, with feedback, that the guide is bringing about desired change.** Actively pursue continuous improvement of the guide, including how the guide is adapted by practitioners. As a result, begin the development of the guide with an evolving notion of the guide, rather than a static one. *While there were no examples of this principle, an example might include the author negotiating this important requirement of feedback with the sponsoring organization during the initial contract to development the guide.*



Discussion

Exploratory discussions with 10 authors of community development guides answered three research questions related to 1) initial considerations that defined the guide, 2) involving users, and 3) impact of the guide.

Initial considerations that influenced the development of guides commonly included having expertise from working with communities and in bringing about change. This meant there was a close working relationship with communities and the users, knowledge of their capabilities, and an understanding of what is known locally. Knowledge of the local situation is essential to specify the nature of the intervention that results from implementing activities stated in the guide. Local factors were commonly missing in the guides including a description of the context. This may result in the misapplication of the guide. In the absence of local factors, the guide might easily be interpreted as ‘one-guide-fits-all’ communities. While most authors spoke about the purpose of the guide as increasing awareness, they also referred to improving (local) decision making. Notwithstanding this ‘closeness’ to the community, authors typically did not outline how the guide and related activities were to be tailored to capabilities of different users. Nor was there mention of how the local capabilities change over time and the implications this may have on suggested activities in the guide and even the layout of the guide. In all cases the guides were

printed versions and the electronic versions varied slightly with hyperlinks. None of the guides were digital and web-based where the user creates their own path through the guide.

The second research question probed the involvement of users. Authors consistently build upon their community experiences to make important assumptions about how some users in some communities might use the guide. One important assumption was that participating users were the same who would employ the guide. With most authors, early versions of the guide were reviewed. The most likely reviewer were colleagues, some were the intended users. A few authors pre-tested the guide before it was finalized. For most of the guides, the authors did not mention ongoing involvement and refinement based on comments by users or the expected “shelf life” of the guide.

Finally, the third question examined if the guide had the desired impact. For most authors a specific description of the impact of the guide was left as an unanswered question. The closest some authors got to answering with question was the feedback from a pre-test. Given limited budgets and timelines, this may have been only a ‘friendly pre-testing’. Certainly, all authors spoke about wanting to collect feedback and over the years could imagine a more continuous improvement process, but collecting feedback was the exception, rather than the rule. Another insight in answering this question is related to the distribution of the guide. The first step of having an impact is to make sure the guide is distributed to the target users. The strongest example of ensuring the guide had an impact included workshops with users on implementing and adapting the guide for their local circumstances.

From these answers, 12 design principles of developing a guide emerged. They formed four clusters related to clarifying the intervention or change the guide in intended to make, the sequence of activities or process, the importance of page layout and related visual aesthetics, and ensuring the guide gets into the hands of the intended users.

Further research

These exploratory discussions point to further research. Additional research is needed to assist authors in clarifying the nature of the intervention. What steps are needed when developing a guide to ensure the end product is most effective? What is the combination of text, graphics, and layout that assist visual learners and are culturally appropriate? Also, how can an author or related publisher take on the responsibility of improving the guide from experiences and use? From using it, which communities (and context) did it work in – big or small, rural, northern, and remote, or with a stable economy or boom-bust, leaders or laggards? Other questions emerge as well. For example, questions about obligations of the author and sponsoring organization about the intended and unintended impacts of the guide. When does the responsibility of the author/publisher of the guide begin and end? What if the guide is followed and the results are less than expected or worse, cause harm? What legal responsibilities and moral obligations do authors and publishing organizations of a guide have to the users and local communities? These questions are not easily answered, but if explored they can shed more light on improving design principles and the effectiveness of guides in assisting communities to revitalize and thrive.

Appendix 1.

Evolution of community economic development and related tools³

Understanding the evolution of community economic development (CED) in Canada and the USA is essential to understanding how CED tools came about, why they became so popular, and why they are so important today. The evolution of CED is reviewed by chronologically organizing the founding of national or international CED organizations; the publication of well-known CED journals, books or manuals; and finally by the concepts and trends in CED broken down into decades.

Key:

- ORG – creation / founding of an organization
- POL – starting / implementation / cancellation of a policy / government program
- PUB – publication (journal, magazine or book)
- EVENT – event (conference, policy statement, governmental address / speech)
- WORD – a new word / phrase / concept appears in the public domain

Over the past 100 years community economic development has evolved from attempts at feeding the individual poor to groups working together for their mutual benefit to entire communities working toward the increased capacity of every member of the collective. The sections include:

- Industrial development 1892-1947
- Peace and war 1961-1969
- Volunteer & social development 1970-1978
- Community scale development 1980-1986
- Sustainable development 1987-1989
- Rural development 1990-1999
- Local to global development 2000-2010

³ Prepared by Allister Cucksey, Brandon University Masters of Rural Development student and RDI researcher.

Industrial Development

YEAR	TYPE	WHAT
1892	ORG	Sierra Club founded
1909	ORG	Co-operatives Union of Canada
1937	ORG	Federation of Canadian Municipalities
1939	ORG	Community Chests
1940	WORD	“Smokestack chasing”
1944	ORG	Industrial Development Bank (IDB)
1945	PUB	Socio-economic development becomes an issue
1947	ORG	Co-operative Development Foundation of Canada

Peace and War

YEAR	TYPE	WHAT
1961	ORG	Peace Corps founded
1961	ORG	World Wildlife Fund established
1964	POL	War on Poverty, USA
1965	POL	Community Organization Curriculum Development Project
1965	EVENT	UN reports calls for youth corps to promote socio-economic development
1966	ORG	Community Development Corporations (CDCs)
1968	POL	Corporate social responsibility
1968	ORG	EDAC forms in Canada
1968	ORG	Neighbourhood Housing Services (NHS)
1969	WORD	"Local Capacity building"
1969	ORG	Community Development Society founded
1969	EVENT	Conference on role of university in CD

Volunteer & Social Development

YEAR	TYPE	WHAT
1970	WORD	"Third Sector" describes non-profit/non-government organizations
1970	PUB	"Community Development Journal" 1st publication
1970	ORG	Neighbourhood Housing Services renamed Neighbourhood Works
1971	ORG	Greenpeace International founded
1971	POL	Small/medium businesses a focus for Industrial Development Bank
1972	ORG	Association of Canadian Community Colleges
1972	ORG	Sierra Club Canada Foundation founded
1972	PUB	The Community Land Trust: A guide to a new model for land tenure in America (Robert Swann)
1973	POL	Promotion of community empowerment and emancipation
1973	PUB	"Small is Beautiful" (EF Schumacher)
1974	WORD	The Housing and Community Development Act (HCD), USA
1975	ORG	United Way of Canada — Centraide Canada
1976	PUB	"Administration in Social Work" Journal 1st publication
1976	EVENT	CED Conference, Dalhousie
1976	ORG	New Dawn Enterprises
1977	ORG	Canadian Centre for Community Renewal
1977	EVENT	CED Conference, Edmonton Social Planning and Research Council
1978	ORG	Neighbourhood Housing Services formalized by Congress

Community Scale Development

YEAR	TYPE	WHAT
1980	WORD	Asset Based Community Development
1980	POL	Development as capacity building
1980	POL	Privatization of government services
1980	ORG	The EF Schumacher Society
1981	PUB	"Community Profit: Community-Based Economic Development in Canada"
1981	EVENT	Community Organization Faculty Symposium
1982	EVENT	Administration Symposium
1982	EVENT	The Nuts and Bolts of Community Economic Development
1983	EVENT	Administration and Community Organization and Planning Symposia
1983	EVENT	Symposium on Community Organization and Administration
1984	WORD	Stakeholder
1986	PUB	"From the Roots Up: Economic Development as if Community Mattered"

Sustainable Development

YEAR	TYPE	WHAT
1987	PUB	"Communities on the Way: Rebuilding Local Economies in the United States and Canada"
1987	ORG	Association on Community Organization and Social Administration (ACOSA) (United States, national)
1987	WORD	"Sustainable development" appears
1987	ORG	Western Economic Diversification - regional economic development agency (Canada)
1988	PUB	"Integrated Rural Planning & Development"
1988	ORG	Atlantic Canada Opportunities Agency (ACOA)
1988	EVENT	The Local In Action
1989	PUB	"Making Waves" first published as an occasional newsletter
1989	EVENT	Agricultural and Rural Restructuring Group (ARRG)
1989	ORG	Business Retention + Expansion (BR+E) idea gets started
1989	PUB	Centre for Community Economic Development, Simon Fraser University, Feasibility study
1989	EVENT	National Economic Development and Law Centre conference

Rural Development

YEAR	TYPE	WHAT
1990	PUB	"From the Bottom Up: The Community Economic Development Approach"
1990	ORG	Rural Research Group, Statistics Canada, established
1991	ORG	Canadian Rural Restructuring Foundation
1991	ORG	Canadian Rural Revitalization Network
1992	PUB	"Community Economic Development and You"
1992	PUB	"No Place Like Home – Building Sustainable Communities"
1992	PUB	"Community Organization and Social Administration"
1992	ORG	Canadian Foundations of Canada
1993	PUB	"Making Waves" became a quarterly newsletter
1993	PUB	Asset Mapping
1993	PUB	Community Economic Development: In Search of Empowerment and Alternatives
1993	ORG	Government of Ontario establishes a two-year CED Secretariat
1993	PUB	Journal of Community Practice: Organizing, Planning, Development, and Change
1993	EVENT	National Research and Policy Symposium on CED, Kananaskis, Alberta
1994	EVENT	"Building on Strengths: Community Economic Development in the Atlantic Provinces"
1994	PUB	"Community Economic Development in Canada"
1994	PUB	"Community Economic Development: Perspectives on Research and Policy"
1994	PUB	"Reinventing the Local Economy"
1994	ORG	Business Retention + Expansion International Foundation
1995	PUB	"CED at Work in Metro Toronto"
1995	POL	"Downloading" responsibility on communities.
1995	PUB	"Making Waves" became a magazine
1996	POL	Canada commits to rural economic renewal
1997	PUB	"Community Economic Development: In Search of Empowerment"
1997	POL	"Think Rural" released
1997	ORG	Community Economic Development Technical Assistance Program (CEDTAP)
1998	POL	Canada applies a "rural lens" to policy
1998	ORG	Canadian Rural Partnership
1998	EVENT	Global Meetings on Community Economic Development
1998	ORG	New Rural Economy

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1998	WORD	Triple Bottomline- economic, social, environmental
1999	PUB	Community Development Handbooks (Flo Frank)
1999	POL	Canada Small Business Financing Program
1999	ORG	Canadian CED Network (CCEDNet) incorporated
1999	ORG	Nunavut Development Corporation
1999	ORG	Rural Secretariat formed, Agriculture Canada

Local to global development

YEAR	TYPE	WHAT
2000	PUB	"Partnership Handbook" (Flo Frank)
2000	PUB	"Partnership Handbook: Facilitators Guide" (Flo Frank)
2000	PUB	"Social Economy"
2000	EVENT	National Rural Conference (Canada)
2001	EVENT	CCEDNet 1st annual conference
2001	ORG	Community Futures Development Corporations
2002	PUB	Profile of CED in Canada
2003	ORG	Dissolution of the Conference Board of Canada's Working Group on CED
2004	PUB	"Community Economics: linking theory with practice"
2004	POL	Canada Gas Tax shared with communities
2004	ORG	Centre for Sustainable Community Development
2005	PUB	Journal of Rural and Community Development established
2006	PUB	Community Information Database (CID)
2006	ORG	FEDNOR - regional economic development agency (Canada)
2007	EVENT	Canadian Conference on Social Enterprise
2008	EVENT	Social Enterprise World Forum
2009	ORG	Federal Economic Development Agency for Southern Ontario (FedDev)
2010	PUB	"Making Waves" puts out double issue
2010	ORG	Rural Research Group, Statistics Canada, became cost-recovery

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