Our workshop is intended to provide hamlet/municipal councillors, committee members, staff and interested community members with a greater understanding of, and ability to participate in, their own communities’ economic development.

This manual has been designed to assist your community in focusing and clarifying the coordination needed for successful community economic development. It has been designed to provide you with reference material which can be used as a guide in the development or revision of your community’s economic development strategy.
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MODULE 1

INTRODUCTION TO CED

CED (Community Economic Development) is a community-based approach to planning and development that combines economic, social, cultural and environmental priorities and goals.

This workshop guides participants through five training modules of CED. We will discuss the concepts of CED; assess your community’s readiness; set goals for your community; and create a CED action plan.
WHAT IS COMMUNITY ECONOMIC DEVELOPMENT?

CED is social and economic development in the community, for the community, by the community. To ensure the full participation of community members in development, CED focuses on identifying and building on local resources, on access to development opportunities and on community capacity-building.
GENERAL OVERVIEW OF CED

CED is a process where community members work together to create new wealth and well-being. CED deals with not only the economic aspects of a community, but it also addresses:

- Health issues such as knowledge of nutrition and the reduction of communicable diseases
- Educational issues such as drop-out rates and training
- Infrastructure requirements such as roads, water, sewage, utilities, etc.
- Housing
- Community demographics such as gender breakdowns, youth and Elders, income, etc.
- Environmental concerns such as global warming, government interventions in subsistence living, resource developments, etc.

Unlike traditional economic development, CED involves all aspects of the community and looks to ways to empower community members as a whole. It is community-based and directed, and is based on the principle that collective power leads to positive action.

Although there is a focus on growth, a CED plan’s greater focus is based on the capacity to handle economic and social change for local benefit.
THE BENEFITS OF CED

No matter what type of planning your community does, a benefit will always accrue in the area that you are focusing your efforts. The CED plan provides you with the opportunity to focus your efforts on a broad spectrum of activities to increase the total quality of your community members’ lives.

- It has been demonstrated through the success of CED that the more your community knows where it is going, the more positive the community members become. In essence, through proper CED planning, a community can experience decreases in violence, unemployment, stress-related illnesses and school drop-outs.

- A proper CED plan can increase a community’s self-esteem and create opportunities community members never imagined.

- Without a CED plan, your community growth will be on a reactive basis, meaning you will always be at the mercy of outside factors.

- CED recognizes that local people creating small businesses support communities in many ways. They create employment and patronize other local businesses, thus keeping local dollars in the community. They also draw others to the community, bringing new dollars into that economy. CED works to include local businesses in the planning process.
THE CHALLENGES OF CED

Putting together a CED plan is not without its challenges. Some of the challenges you may face could include the following:

- Getting community support and participation on all levels
- Developing creative ways to deal with shifts in the historic economic base
- Raising funds to implement the activities in the CED plan
- Completing the research so that your community’s choices are based on sound decision-making
- Not following through on your CED plan

- Evaluating your progress realistically
- Dealing with government bureaucracy
- Tying your CED priorities and plan with regional and territorial interests
- Marketing and promoting your CED initiatives
- Managing and sustaining the effort
Now that we’ve explored the concepts of CED, it is time to look at some of the signs that a community may be in need of a CED intervention. Agreeing with the indicator statements on the right is a signal that your community could benefit from a CED plan. The higher your score, the more your community could benefit from implementing CED.

Instructions:

Circle a number beside each statement on the right, indicating how much you agree or disagree with the statement, using the scale below.

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree
Our community is in debt.  

A significant portion of our population is living on government assistance.  

Every department in our municipal government works in isolation.  

There are high levels of violence in our community.  

Youth are dropping out of school.  

Youth are losing the traditional ways of life.  

There are more illnesses showing up in our community.  

Community members are generally dissatisfied with the community.  

Our community missed accessing funding because there was no one to write the proposal.  

There are more people than houses in our community.  

Employment opportunities are drying up.  

Community leaders are burning out.  

Most of our decisions are based on reactions to a community crisis or drama.  

Global warming is affecting our community lifestyle.  

Public sector employment is driving our economy.
CED in Nunavut is based on the Inuit connection to the land and principles of:

- Respect for Inuit Qaujimajatuqangit and modern knowledge
- Sharing – having “enough” (not too little or too much)
- Community participation and ownership (local accountability)
- Building on strengths and assets that already exist
- Meeting social goals by business/economic means
- Simplicity and plain language
- Collaboration, good relationships and partnerships
- People working in association to use their individual talents and abilities for the benefit of the community

CED is social and economic development aimed at benefiting the community as a whole (not simply individual entrepreneurs and industries). It is flexible and adaptable to various community situations and stages of readiness, and results in improved quality of life and enhanced sustainability.

In Nunavut, CED is not government-driven, but operates as a partnership between communities and the government. It begins with what communities themselves determine they need for their development.

Communities must then take the initiative to act to meet these needs. CED requires that government respond to community initiative, while recognizing that no single “one size fits all” approach will be adequate to serve the unique needs of all communities.
THE BIGGER PICTURE

You can write and implement your CED plan without considering what is happening at the regional and territorial level, but it would mean significantly limiting your community’s growth and development. Not engaging your community could prove to be disastrous to your CED goals and objectives.

Community economic development is about partnerships. This creates a need for partnerships with governments, businesses, health, education and training institutions, and all other community-based organizations pursuing community development objectives. It is working with the community as a whole.

While the community may well initiate its own organizational efforts, some of the resources needed to solve the issues are not found in the community or are controlled by the municipality. There is a need for communities to consider the regional and territorial economic development strategies. The process used to develop your community economic plan is the same as the one used to develop a plan for a region or territory, except with a different area of focus.

It is important to get copies of your regional and territorial economic development strategies to ascertain what projects may impact your community and how you may best position your community for these opportunities.

The primary role of the Regional Development Corporations and the Government of Nunavut is to work with other governmental agencies, institutions and not-for-profit groups to ensure that the regions within Nunavut are provided with the necessary tools and infrastructure required to attain their full potential in terms of community and economic development.

Networking at the territorial and regional levels extends a community’s CED plan. So does networking with neighbouring communities. Building relationships or partnerships with other levels of government and communities can provide you with an opportunity to exchange information, compare plans, work on mutually beneficial opportunities and foster collective action.
The municipalities of Nunavut are responsible for a multitude of services within their local boundaries which residents rely on every day. Some of these services include:

- Airports
- Police, fire and emergency medical services
- Animal control
- By-law enforcement
- Child care
- Economic development
- Parks and recreation
- Planning new community developments and enhancing existing neighbourhoods
- Snow removal and road maintenance
- Social housing
- Social services
- Land lease collection
- Tax collection
- Water, sewage and garbage

Municipal governments in Nunavut spend millions each year to provide the public services that meet the needs of Nunavut’s residents. They assist in the creation of meaningful employment, and seek to keep money within the community and stop all unnecessary leakages. A significant portion of this funding comes from the territorial government.

With all the responsibilities associated with a municipality, the municipal role in community economic development is central to the success of any plan. Without leadership from the council and staff, community resources cannot be directed, managed and maintained properly. In a very small community, CED relies on the municipality taking the lead position in organizing the process.
The statements on the right indicate your municipality’s readiness for Community Economic Development planning. Circle a number beside each statement, indicating how much you agree or disagree with the statement, using the scale below.

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree
Our municipality has a person designated as the key contact on economic development related matters.

That person is familiar with land use planning, development approvals and building permits.

Potential investors are known to locate in our community.

Our municipality has an official land use plan.

Our land use plan describes the policy intention, regulations and permitted uses in each land use designation.

Our zoning by-law is flexible.

Our municipality’s councillors and staff meet with community and business members.

Our municipality’s councillors and staff meet with territorial representatives.

Our municipality has a business inventory.

Our municipality partners to jointly market the community as a business location or tourist destination.

Our municipality is working with neighbouring municipalities.

Our municipality has a community profile.

The profile is updated on a regular basis.

We have a community vision.

The community is engaged in planning.

Our community inventory is complete.

We have developed an action plan.

We have a method to evaluate our progress.
The following exercise has been adapted from the Intergovernmental Committee on Urban and Regional Research (ICURR) Community Economic Development Checklist for Success to reflect Nunavut realities.

Instructions:

Circle a number beside each statement on the right, indicating how much you agree or disagree with the statement, using the scale below.

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree
There is a dynamic leader to initiate the CED process in the community.

There is a crisis or major concern which is motivating the leaders in the community.

Community leaders realize that they have to start the CED process themselves.

Community leaders have a clear goal or vision for their community.

Community leaders have the support of the public.

There is an economic development department.

A local planning process been implemented.

The community has come up with an innovative idea, plan or solution to its problems.

Senior levels of government are prepared to cost-share any development initiative.

Government programs are flexible enough to help implement the community’s vision.

The focus of development effort is on small, home-grown businesses.

The community has a succession plan in the event local leaders burn out or move on to other things.

The community is working effectively or cooperatively with neighbouring communities.
WHERE ARE WE NOW?

Based on what you have learned so far, where does your CED plan rank? Is it completed and evolving as you move towards your goals and objectives? Have you had it written and placed it on a shelf? Did you forget to write and implement an action plan? Or are you operating without a CED plan?

Regardless of what point you are at in your CED process, it is important to assess CED in the context of the resources we have available presently in the community. Complete the exercise on the right to help you identify the resources that can contribute to our CED goals.

Note: Detailed community profiles can be found at the NEDA website summarizing community information, demographics, infrastructure and business. Reviewing this information may help you with this exercise.

You can find the community profiles which are regularly updated by your EDOs by visiting http://www.nunavuteda.com/community-profiles
The reality genie has appeared at your community economic development meeting and has asked you to describe all the resources you have in your community at this moment in time.

**How would you describe your community?**
TURNING CHALLENGES INTO SOLUTIONS

Every challenge you face has a solution. When looking at challenges facing you in developing and implementing your CED plan, remember that to do nothing will mean you will always remain in the same spot. Complete the following exercises by turning challenges into solutions.
List five of the major challenges that are affecting your efforts in developing or implementing your CED plan.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

For each of the five challenges you have listed, identify what you consider to be the major obstacles associated with each that is preventing you from developing or implementing your CED plan.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

For each of the five challenges identified and defined, what are some of the ways you could overcome these challenges?

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Comparing your plan to now

Using your current CED plan, complete the following exercise to determine what has changed and what areas will need to be revisited during this CED process.

Instructions:

Circle a number beside each statement on the right, indicating how much you agree or disagree with the statement, using the scale below.

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree
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<td>We have a realistic community vision.</td>
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<td>Our goals and objectives are clearly stated.</td>
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<td>Our community objectives are measurable.</td>
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<td>We have engaged the community in the CED process.</td>
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<td>Our research is up to date.</td>
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<td>Our community profile reflects who we are today.</td>
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<td>Our strategy is clearly communicated.</td>
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<td>We have developed an action plan.</td>
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<td>We have developed a method to evaluate our progress.</td>
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<td>We have considered the regional economic development strategy in our planning process.</td>
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<td>We have considered the territorial economic development strategy in our planning process.</td>
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<td>Our CED plan has looked at seamstress needs.</td>
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<td>Our CED plan has looked at artists needs.</td>
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<td>Our CED plan has set realistic timelines.</td>
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<td>Our CED plan has included technology changes.</td>
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<td>Our CED plan has looked at hunter and outfitter needs.</td>
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<td>Our CED plan has considered environmental issues.</td>
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<td>Our CED Plan has looked at tourism needs.</td>
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WHO ARE YOUR COMMUNITY PARTNERS?

Complete your lists. Are any of the contacts driving development also contacts that need to be involved in the CED process?
### Who are the community contacts that are already assisting in helping to drive development?

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### How are they already helping?

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### Who are the community contacts that you need to bring into the CED process?

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### What can they contribute?

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You have identified that you need to initiate a CED plan or that your current CED plan needs to be revised. What do you do? How do you start the process or make the changes necessary to update your current CED plan?

There are three possible points where you could be in the CED process.

1. CED Plan Already Developed
Regardless of whether your CED plan is already in the implementation stage, you will still be required to review the CED process on a regular basis. If you are following your CED plan it will create change in your community.

2. CED Plan Needs Revisions and/or Updates
You have completed the checklists and have identified some of the areas where your CED plan needs some revisions and additional research.

3. No Plan in Place
If you have no CED plan in place and feel you would like to start the process but do not know where to start, the first step is mobilizing key community members and following the CED template along with the information you have identified in this workshop.
How does the picture painted in your current CED plan compare to the one you identified in the earlier Reality exercise? What has changed in your community?

Based on your responses to the Community and Municipal Readiness exercises, what are the top five areas that you consider to be a priority in improving your CED process? After you have identified the five areas, state what you feel needs to be done to overcome this barrier, obstacle or challenge.

**Community Readiness**
1. 
2. 
3. 
4. 
5. 

**Municipal Readiness**
1. 
2. 
3. 
4. 
5.
Has there been a change in your community’s vision, goals, objective and priorities?

VISION: 

GOAL: 

OBJECTIVES: 

PRIORITIES: 

Are there new opportunities identified for your community?

Are there new threats facing your community?
WHAT IS SOCIO-ECONOMICS?

Socio-economics is the study of how social issues (health, wellness, culture, environment, etc.) are affected by economic changes. These economic changes can be both positive and negative.

An example of a socio-economic study would be to examine what impact a new mining project has on the overall health of a community. Another example would be to study the impact that high unemployment has on crime rates. The impacts that economic changes have on social issues can also be both positive and negative. For example, more jobs in a community may reduce crime rates, but may increase smoking rates.
WHY CONSIDER SOCIO-ECONOMICS IN YOUR CED PLANNING

What is socio-economic information
Socio-economic information describes people and the community. It includes social, economic, cultural and political characteristics.

Why collect socio-economic information
Community Planning: The Hamlet uses information about the people and the community to provide infrastructure, and deliver services and programs to residents. The information also helps to identify opportunities and issues facing the community.

The importance of socio-economic assessment and monitoring
Communities in Nunavut have a hard time ensuring that the services in the community meet the needs of the residents. Governments and businesses want proof that there is a problem before they are willing to commit resources to a possible solution, they also want proof afterwards that the solution worked or is working. Socio-economic assessment and monitoring is how a community can provide that proof. Communities should also use this information to help develop their CED plans and ensure their services and programs are meeting the current and future needs of residents.

Why monitoring data is important
Gathering socio-economic data and identifying indicators are only part of the process. Monitoring the data over a period of time is important as it will show trends and changes over time and help determine if economic changes will have or are having an impact and if changes in the CED plan are needed.

Refer to the Additional Resources section of this manual to find out where you can obtain NEDA’s Socio-Economic Assessment and Monitoring Guide for Communities.
WHAT INFORMATION SHOULD BE COLLECTED

Start with what is important to the community (needs, goals, issues). Then define what you want to know and what decisions you want to be able to make. It takes some time and careful thought to decide what information to collect. Only collect information that adds value to decision making and planning.

Community priorities and goals
Each community is different, but there are some common priorities and goals. The following list (in no particular order) is the result of interviewing people and organizations in communities, and reviewing official documents and plans.

- Meeting basic needs, and healthy families and relationships;
- Productive activity and positive lifestyle choices, including an ability to cope or adapt to changes and solve problems;
- Support and healing for those with difficulties;
- Adequate and affordable housing;
- Transfer of Inuit Qaujimajatuqangit to youth, and preservation of language and heritage;
- Maintaining the opportunity for hunting and going out on the land; and ensuring ecological health and the availability of country food;
- Maintaining opportunities for traditionally-based livelihoods and economy;
- Education, training and lifelong learning opportunities;
- Employment and business opportunities, especially for youth;
- Reduction of poverty and reliance on income support;
- Economic and business development, and increasing financial self-reliance;
- Equity in economic and social status, and in the distribution of benefits and impacts to people in the community;
- Ensuring the safety and security of residents;
- Community spirit and cooperation;
- More community infrastructure (including recreational facilities, space for groups to meet, and commercial space) and improved transportation links to other locations;
- Safe and efficient delivery of municipal services, and meeting the demands of a growing community;
- Good governance, and preparation of future leadership;
- Gaining control over priority issues; and,
- Building the capacity for long-term planning.
**How can it be collected?**

If the information you need to collect is already available from an organization (like the Government of Nunavut or Statistics Canada), it only needs to be gathered and analyzed. If not, you have to take the more costly and difficult route of collecting it yourself. Don’t select indicators based only on available data you will continue to miss what has always been missed.

There are several types of data and methods to collect them, each with appropriate uses. Supplement quantitative data (statistics) with qualitative (descriptive) information to make sense of the numbers and explore the reasons behind them.

The Socio-Economic Assessment and Monitoring Guide for Communities tells you where to find information for the included indicators, and provides a list of information sources and the kinds of data they collect.

**How will it be used?**

To be useful, the information first has to be pulled together and analyzed, or ‘interpreted’. This is done for individual indicators for the current situation, and also in the context of historical data (if it exists), i.e., ‘trend analysis’. Then, all the indicators and their interactions are considered together in an overall assessment.

The results then must be communicated to people who can use the information. Careful thought is needed to make sure that it is understandable and easy to use for their purpose.

Follow-up and feedback is important to make sure that the data collected meets user needs and leads to ‘better’ decisions and planning. If not, adjustments must be made to what data is collected or how it is reported.

**Confidentiality of Information**

People and communities may be concerned about the fact that information about themselves will be shared between different organizations and made available to the public.

This important concern can be addressed by following standard guidelines to maintain confidentiality of data. This means that before data is released, any ‘identifiers’ (e.g., names of people or businesses, social insurance number, health card number, etc.) are removed. The data is then reported for the whole group so that individual people or businesses cannot be identified.

Problems can arise where the numbers are small and people in the community may be able to figure out who the individual people or businesses are even though there is no identifier. For example, if the indicator is
‘total dollars earned in local mining supply contracts’ and there is only one mining supply business in town, people would know the revenue of that particular company. In these cases, data should be suppressed (not reported). A way to deal with small numbers is adding up the data for a region or for a longer period of time and reporting it in this ‘aggregated’ format.

**Information Ownership and Rules for Sharing**

Ownership is a concern when data is intended for different purposes and sharing among organizations.

If an organization or community collects data for itself, they own it. If a consultant or researcher collects data on behalf of organizations or communities, ownership and rules for sharing should be clearly defined in the contract or agreement.

Communities can set rules for preserving confidentiality and for defining what data they are willing to release and how it is reported. It is understandable that communities might not want to share information on sensitive subjects (e.g., social issues, illegal behaviours). However, if a community wants help from the government or mining companies to deal with problems or negative impacts, then they have to provide evidence about the situation.

**What else has to be in place?**

Most importantly, the information must be directly linked to planning and action. If nothing is done about what the results say, assessment and monitoring is a wasted effort. Adequate resources (human, financial and technical) must be in place to ensure that good quality data is collected consistently over time.
FUNDING AND ASSESSMENT

Having information about the current social issues and how they are affected by economic change will help communities make decisions regarding the delivery of services and programs, as well as infrastructure needs. The study of socio-economics helps identify community priorities and acts as a starting point for CED plans. It also provides valuable information to communities; not only to help them demonstrate their needs to the territorial government when requesting support, but to provide feedback on whether government support has addressed the issue or not. Governments are more likely to provide funding and support to communities when the community can present data and information to back up their request.

For example, if a community wants funding to build a new youth centre because the old facility closed, they can use socio-economics to help present their case to the government. If that community has been gathering socio-economic data they can show the government that crime and vandalism in the community has been increasing since the old centre closed, thus demonstrating a need for a new one. Once a new centre has been built, they can continue to track information and then report back to the government that crime rates have gone down since the centre opened.

Socio-economic data is also useful for the assessment process. Companies interested in developing in or around a community will need to gather information to determine the impact their project will have on the region. Communities who already have that information can use it to ensure they receive maximum benefits from a project, while making sure there are plans in place to reduce negative impacts.

For example, if a mine is developing in the region and looking to hire workers, a community can use socio-economic data to make sure anyone hired from their community is prepared for the work and stays in the job longer, thus ensuring their family has a source of good income. Using socio-economic data, a community can show that workers who are away from home for long periods of time often have difficulty adjusting to the job, and often quit within a year. Knowing this information, a community can negotiate with the company to solve this problem and ensure workers retain the jobs for longer, thus maximizing the benefit to the community.
COMMUNITY INDICATORS

A process to help you to develop your own indicators is included in the Socio-Economic Assessment and Monitoring Guide for Communities. The guide presents a number of indicators that already have been developed. They are divided into three different types, each appropriate for a particular purpose: comparable indicators, additional indicators, and indicators specifically for monitoring the impacts and benefits from mining. What follows is an excerpt from the Socio-Economic Assessment and Monitoring Guide for Communities.

Comparable indicators
These indicators can be collected for all communities. These indicators are:

- Directly related to priorities and goals common to Nunavut communities;
- Easily available from a reliable source, at little or no cost;
- Comparable across communities and over time; and,
- Useful for community planning, as well as for regional assessment and monitoring.

If resources for collecting information are very limited in your community, as they are in most, the comparable indicators are a good place to start. They use available information from another source that collects data consistently and uses reliable methods. Comparable indicators do not have to be collected by someone in the community (although this is always preferred). A problem is that organizations that collect this data (e.g., Statistics Canada, Government of Nunavut, mining companies) often cannot understand what it is really like in your community. Also, the way that they collect information, and what they collect, may not be directly relevant to what you want to know. For example, data on individual income is commonly reported. However, household income is more meaningful in Nunavut communities since people share more with family and friends.

Since local residents understand their community much better, it is important that some descriptive information be collected to describe how well the comparable statistics fit the reality in your community. This process is sometimes called ‘ground-truthing’.

For example, the ‘number of students enrolled’ may not reflect the number of students that are actually attending school if truancy is a common problem. Or, people working in the community (program coordinators, teachers, counsellors, health staff, etc.) may know the realities of social issues well, and know that the indicators do not tell the whole story or missed something important. It is helpful to have their experience and opinions to interpret the data (through annual interviews with key individuals, or through an inter-agency committee).
Note: If there is a monitoring program in place for the region (or Nunavut-wide) the same indicators must be collected in all the included communities. In this way, communities can be compared, and changes in the region can be assessed by combining the information from each community.

**Additional Indicators**

You may find that the comparable indicators do not provide all the information you need, or that the available information is too inaccurate or outdated. As the community’s capacity to collect information increases over time, you can collect additional information that is more suited to your needs.

The Socio-Economic Assessment and Monitoring Guide for Communities recommends ‘additional indicators’ that communities could find useful. These indicators are:

- Directly related to priorities and goals in most Nunavut communities;
- May require some effort or resources to collect;
- Comparable over time, but may not be comparable across communities; and,
- Useful for community planning.

The indicators vary in how much effort they take to collect. Many involve going to local organizations (e.g., HTO, schools) to collect data or ask questions. It is important to learn about how the organizations collect data so that you understand the limits on what it can tell you. If the data are not available to the public normally, or if the subject is sensitive, you will have to ensure confidentiality.

Although the additional indicators in the Socio-Economic Assessment and Monitoring Guide for Communities may be useful in most communities, local organizations will vary in what and how they collect data (if at all). For this reason, you may not be able to find data for some indicators. You may be able to collect only qualitative information about the indicator, but this is still useful.

Because of these differences in communities, the indicators from one community cannot be compared to others (and it may not even make sense to do so). However, if the information is collected regularly, using the same method, then the indicators can be compared over time to monitor changes within your community.

If these indicators still do not provide the information you need, refer to Appendix A of the Socio-Economic Assessment and Monitoring Guide for Communities for tips to help you develop your own indicators.
Mining-Specific Indicators
Communities that are affected by a potential or operational mine may want to collect information to monitor changes in their community following the development of the project. (Mining is the focus here because of the current boom of mineral exploration in Nunavut. Indicators can be developed to monitor impacts from any large development project, such as oil extraction or transportation projects.)

These indicators are:

- Directly related to the interaction between community priorities and anticipated impacts and benefits from a nearby mine;
- May require some effort or resources to collect;
- Comparable over time, but may not be comparable across communities; and,
- Useful for community planning.

Regulators (e.g., Nunavut Impact Review Board) may require that the mining company monitor direct project effects and mitigation measures in each of the affected communities and the region.

The mining-specific indicators listed in the Socio-Economic Assessment and Monitoring Guide for Communities look at the situation from the community’s perspective. Mining is just one of the factors influencing the priorities identified by the community (although it can be a major one). So, some of the mining indicators are simply ‘comparable’ or ‘additional’ indicators adjusted to focus on the part or people related to mining.

If designed in cooperation with mining companies and regulators, this type of indicator can be used to test theories about communities and mining, so predictions of impacts will improve in the future.

See Appendix D of the Socio-Economic Assessment and Monitoring Guide for Communities for a list of possible impacts and benefits from mining and mitigation measures.
### SUMMARY OF COMMUNITY PRIORITIES AND INDICATORS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PRIORITIES</th>
<th>COMPARABLE INDICATORS</th>
<th>ADDITIONAL INDICATORS</th>
<th>MINING-SPECIFIC INDICATORS</th>
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</thead>
</table>
| Individual and family well-being  | • Meeting basic needs  
• Healthy families and relationships  
• Productive activity and positive lifestyle choices  
• Ability to cope with problems or adapt to changes  
• Healing for those with difficulties | • Percent of families and people living below the Low Income Measure  
• Number, percent of RCMP calls related to domestic violence, alcohol, drugs, youth  
• Suicide, attempted suicide rate per 1,000 | • Distribution of social service consultations, by reason  
• Health issues (descriptive)  
• Percent sales of fresh foods, “junk” foods | • Well-being indicators for mine employees and their families |
| Housing                           | • Adequate quantity and quality of housing  
• Affordable housing | • Net bedrooms required in social housing  
• Percent social housing units that are short 3 or more bedrooms  
• Ratio of private to public housing stock | • Percent of population in or waiting for social housing  
• Percent of social housing below standard  
• Average housing operating costs | • Change from baseline in ratios of private to public housing stock, and people in private and public housing |
| Livelihoods and Income            | • Increased employment  
• Reduced poverty and reliance on social assistance  
• Money management  
• Opportunity for traditional livelihoods | • Employment rate  
• After-tax median family income, by family type  
• Social assistance payments per family | • Ratio of job opportunities to people not employed  
• Youth perceptions and hopes for employment | • Percent of employed working in mining-related jobs  
• Reasons for mine employees leaving jobs |
<table>
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<tr>
<th>CATEGORY</th>
<th>PRIORITIES</th>
<th>COMPARABLE INDICATORS</th>
<th>ADDITIONAL INDICATORS</th>
<th>MINING-SPECIFIC INDICATORS</th>
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</thead>
</table>
| Culture and relationship to the land | • Transfer of Inuit language, knowledge, skills and important values to youth  
• Opportunity for going out on the land, and harvesting country food  
• Maintenance of a traditionally-based economy | • Percent Inuit population  
• Ability to speak Inuktitut/Inuinnaqtun | • Number of young hunters  
• Number and participation in community feasts and cultural activities  
• Country food consumption  
• Exports of country foods | • Hunting frequency and resource sharing for mine employees |
| Education and Training         | • Basic literacy  
• Increased levels of formal education and trade certification  
• Capacity to take up job opportunities  
• Options for learning | • Highest level of schooling (% distribution)  
• Grade 10, Grade 12 completion rates  
• Number of Inuit teachers (per 100 students) | • Availability and completion rates of adult programs  
• Number of apprenticeship positions  
• Diversity of learning options | • Percent of population with Grade 10 education  
• Percent of local residents employed as supervisors or managers  
• Number of non-employees benefiting from training offered by mining company |
| Economic Development and Self-reliance | • Increased total income/revenues  
• Local business development  
• Focus on sustainable development  
• Maintenance of a traditional/dual economy | • Total community income, per capita income  
• Economic dependency ratio | • Total number of businesses, percent local  
• Ratio of private to public jobs  
• Diversity of services offered by business sector | • Percent of businesses dependent on mining contracts |
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PRIORITIES</th>
<th>COMPARABLE INDICATORS</th>
<th>ADDITIONAL INDICATORS</th>
<th>MINING-SPECIFIC INDICATORS</th>
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</thead>
</table>
| Community Infrastructure| • Improved transportation links  
• Adequate recreational facilities and group meeting space  
• Affordable rental commercial space  
• Accessible telecommunications | • Freight costs (per kg)  
• Average rental rate commercial space (per square foot) | • Age and quality of recreational facilities and public buildings (descriptive)  
• Public access computer-hours (per week) | • Change in freight costs from baseline |
| Municipal Services     | • Safe, efficient service delivery and use (water, heating oil, electricity)  
• Capacity to meet future demand (water treatment, sewage treatment, landfill, energy) | • Consumption rates per capita (water, heating oil, electricity)  
• Days of service interruption | • Water quality violations and warnings | • Change in expenditures for services from baseline |
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PRIORITIES</th>
<th>COMPARABLE INDICATORS</th>
<th>ADDITIONAL INDICATORS</th>
<th>MINING-SPECIFIC INDICATORS</th>
</tr>
</thead>
</table>
| **Community Well-being**      | • Safety and security for residents  
• Adequate support resources and programs  
• Community spirit and cooperation  
• Equity (income, social, distribution of changes)  
• Healthy environment                                                                 | • Crime rates by category (per 1,000)  
• Family income distribution  
• Ratio of average number of people in non-social housing to social housing                                                                 | • Diversity and participation in programs related to health and wellness (descriptive)  
• Number and attendance at community-wide events                                                                 | • Income distribution for mining families |
| **Governance and Leadership** | • Control over priority issues, and effective lobby  
• Transparency and accountability  
• Community involvement and leadership development  
• Capacity for long-term and strategic planning                                                                 | • Overall financial position of the Hamlet (per capita)                                                                 | • Annual turnover rate in Council and Committees  
• Representation of Elders and youth on Council and Committees (%)                                                                 | |
HOW TO USE THE SOCIO-ECONOMIC ASSESSMENT AND MONITORING GUIDE FOR COMMUNITIES

In supporting our membership, NEDA has developed the Socio-Economic Assessment and Monitoring Guide for Communities to provide an in-depth overview of the socio-economic assessment and monitoring process. The guide is intended to be a reference document for economic development officers or others who take on the task of collecting socio-economic data in their community.

The guide is broken down into the following chapters:

Chapter 1
Provides some background on socio-economic information and why it is useful. It also covers some important considerations when collecting data.

Chapter 2
Provides a summary of indicators recommended for specific purposes. Since this list is wide-ranging, the chapter also outlines criteria to help you decide which indicators to use.

Chapter 3
Describes in detail how to gather information, calculate and interpret each of these indicators in an easy to read format. Colour-coded titles identify different types of indicators. If these indicators do not provide all the information you need, see Appendix A of the guide for tips on how to develop your own indicators.

Chapter 4
Provides an introduction to assessment and reporting, and talks about how to make sure the information is useful for planning.

The Appendices provide information on sources and resources for data collection. It is worth being familiar with what they contain so that you can look up the information when you need it. Refer to Terms and Definitions of the guide for definitions of basic monitoring-related terms, and a list of short forms that are used in the guide.
Setting goals for your CED begins with brainstorming all that is possible for your community’s growth and development. As we begin this module, imagine that a magic genie has arrived in your community meeting and has offered to give your community any twenty things that it desires.

If there were no limitations on your planning, what do you want to have in your community? Remember that there are no limits. Your community can have anything it desires. What will these twenty items be?
List your twenty desired items.

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Setting Priorities

From the list of twenty items on the previous sheet, determine which five are the highest priority items for your community. Consider the time and resources required to make these dream items a reality.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________

Thinking about Action

Taking your five new priorities, list some of the things you would need to do to attain these items/priorities in your community.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
MODULE 4

DETERMINING ACTIONS
What is a CED Plan?

CED is a process, not a product. It is a process which develops and opens windows for development and growth. A CED plan is a vision for the community. It is comprised of realistic goals, objectives, activities and benchmarks to measure and report on the CED progress. The essence of CED planning can be condensed into four questions:

1. What do we want?
2. What do we have?
3. How do we use what we have to get what we want?
4. What will happen when we do?

One of the major components which must be included in any CED plan is the action plan. Not having an action plan is one the reasons that some CED plans do not work. Your action plan should indicate answers to the following questions:

1. What activity needs to be accomplished?
2. Who will ensure the activity gets completed?
3. When will this activity be completed?
4. How will you measure the progress or failure of this activity?

The CED Template

It is not important whether your CED plan is one hundred pages or five pages. It is equally not important whether you have four or fifty objectives. What is important within your CED plan is the quality of the content. Your CED plan should be concise and to the point. Forget the fluff and the meaningless phrases and jargon. You want to write a plan that anyone can understand and does not put them to sleep while they are reading it.

Your CED plan should clearly address how the community members will participate in the process to achieve the overall desired goal of community empowerment and betterment.

The following CED template has been developed to assist you in the process of putting together your CED plan or comparing your current CED plan with the standard required components of a CED plan. The template is a guide and merely acts as a starting point. As you initiate or alter your CED planning process you may find other headings and categories which are more suitable to your needs.

**Refer to the Additional Resources section of this manual to find out where you can download the interactive CED Template.**
THE CED TEMPLATE

1. Community Vision
It is important to have a realistic picture of what you want your community to look like and be like in the future. It is the final outcome of your planning.

2. Community Goal
The community goal is usually a broad sweeping statement that states where your community wants to go. It is based on your long term vision for your community.

3. Community Objectives
Your objectives are the steps that you are going to take to achieve your overall goal. They are also going to be indicators of your progress. To ensure they are useful they must be measurable.

4. Community Priorities
Your community priorities are separated out into short and long term priorities. It is where you intend to focus your development efforts.

Note: Most CED plans are three to five years in duration. Short term is usually within one to two years. Long term is greater than two years.

5. Community Profile
Your community profile is about what your community is now. It concerns everything that makes up your community at this particular moment in time.

It includes:
- Location and proximity to other communities
- Demographics (population changes, gender breakdowns, age breakdowns, health of community members, mobility, employment and unemployment)
- Inventory of community doers (people who are always championing projects in the community)
- Economic indicators (employment, income, GDP, money supply and trade surplus or deficit)
- Business inventory (number, types of businesses and employment)
- Social services inventory (health facilities and programs)
- Capital and infrastructure inventory (roads, airports, funds, communications, marine, water, sewage, schools and recreation facilities)
- Human resource inventory (number of individuals working, education levels and skills levels)
- Environmental inventory (impacts of global warming and resource based businesses)
- Partnership inventory
- Local assets inventory (what the community owns)
- Housing inventory
- Major employers inventory
6. Community Strengths, Weaknesses, Opportunities and Threats
After completing the research for your community profile, you will need to take a look at the data and provide some form of analysis. The easiest method to do this is to complete a SWOT (strengths, weaknesses, opportunities and threats) analysis.

7. Regional Development Corporation’s Economic Development Strategy
This section discusses where the community’s CED plan complements the regional economic development strategy. It also addresses areas where the CED plan deviates from the regional viewpoint as directed by the community.

This section discusses where the community’s CED plan complements the Government of Nunavut economic development strategy. It also addresses areas where the CED plan deviates from the territorial viewpoint as directed by the community.

9. Your Community’s CED Strategy
Using your goals, objectives, priorities and SWOT analysis, you will describe in broad sweeping strokes how your community is going to get where it wants to go. What is the community going to do to develop well-being and prosperity for its members?

10. CED Action Plan
One of the most important parts of the CED plan is your action plan. How are you going to make it all happen? Who is responsible for each part of the plan? When will each task be completed?

11. Evaluation and Monitoring
Remember those measurable objectives you wrote? They will have to be revisited once or twice a year. Have you achieved them? Are you closer to them? Are they still realistic? Have things changed in your community? Do you need to revise them or completely revamp them?
Not only does a community need to identify the lead organization and community members’ roles and responsibilities in ensuring the implementation of your CED process, you also need to identify each task/activity that needs to be completed and who will be responsible for completing the task/activity. You may want to consider creating a chart similar to the following one. This will provide you with the opportunity to view all the identified tasks/activities so that you may compare where you are at any given moment of time. It will also make your CED evaluation process easier.
# CED ACTION PLAN

<table>
<thead>
<tr>
<th>Task/Activity</th>
<th>Responsible Person/Organization</th>
<th>Completion Date</th>
<th>Expected Outcome</th>
<th>Actual Outcome</th>
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RELATIONSHIPS WITH REGIONAL COMMUNITIES

List the major economic development activities of five neighbouring communities. Major economic development is defined as a goal of the community which will require support from outside the community in order to be sustainable in the long term (i.e. local fish plant must sell outside the Hamlet in order to be financially viable).
<table>
<thead>
<tr>
<th>Community</th>
<th>What are their development goals?</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
Will any major activities in neighbouring communities affect your CED plans?

<table>
<thead>
<tr>
<th>Community</th>
<th>What affect will their goals have on your community plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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</table>
ENCOURAGING PARTICIPATION

Getting people involved and implementing your CED plan is no simple undertaking. Although we think that community members are interested in how the community develops, many times there are some who do not want to actually participate in the process. This is especially true if this is the first CED plan you are implementing. There are some key points to recognize that may help you in garnering community participation.

• People are more inclined to participate in a community economic development process if they are asked one-on-one by a person they respect.
• People need to feel as though their contribution is actually meaningful. To ask them to sit on an advisory committee or simply fill out a survey will not assist you in mobilizing the community.
• People are more inclined to work on something that holds an interest for them. When assigning or recruiting volunteers it is important to match the individual’s skills and interests with the designated work assignments.
• Meetings should be set up at times which are acceptable to the majority of individuals.

Community Members
In the case of community members, if you have been following a CED process you will already have included the movers and shakers of your community in the development of your CED plan. Ask these individuals to talk to other community members about the CED plan and the need to attend a community forum to finalize the direction. Use these individuals’ assistance in mobilizing your community.

Regional and Territorial Partners
Where necessary, you need to cultivate and develop your partnerships with regional organizations and the territorial government. You will need to communicate to them the priorities and goals your community is working towards.

Neighbouring Communities
Developing alliances with other communities can provide mutual benefits for all parties. It is important to develop and take advantage of networking opportunities with neighbouring municipalities.
RELATIONSHIPS WITHIN THE HAMLET AND OUTSIDE THIS LEVEL OF GOVERNMENT ARE THE KEY TO THE SUCCESSFUL DEVELOPMENT AND IMPLEMENTATION OF ALL COMMUNITY ECONOMIC DEVELOPMENT PLANS. THE LACK OF AN EFFECTIVE AND PRODUCTIVE RELATIONSHIP WILL LIMIT THE OVERALL SUCCESS IN BOTH DEVELOPMENT AND IMPLEMENTATION OF THE CED PLAN. TWO OF INUIT QAUJIMAJATUQANGIT’S (IQ) MAIN CONCEPTS, WHICH WE CAN ALL ACCEPT AS BASIC TRUTHS, ARE PILIRIQATIGIINGNIQ AND QANUQTUURUNGNARNIQ.

Piliriqatigiingniq is the concept of developing a collaborative relationship or working together for a common purpose. This stresses the importance of the group over the individual. Qanuqtuurungnarniq is the concept that Nunavummiut must be resourceful to solve problems and that all people have something to add to this process. Economic development in its purest form is to benefit the community as a whole, and thus both traditional knowledge and modern ideas can complement each other in developing a community economically, socially, environmentally and culturally.

Intra-community relationships have been examined earlier in the training and everyone has a good understanding of the relationships required in the community. To effectively develop and implement a CED plan, the Hamlet must be aware of economic activities or agendas within the region and at the territorial government level. This component of your economic development workshop will examine some of the other relationships that should not be overlooked. Most Nunavummiut will know this information, but as relationships are critical in life itself, we will outline some relationships and the reasons for their importance.
RELATIONSHIPS WITH GOVERNMENT AND INDUSTRY

Make a list of government departments, industries (i.e. mining companies), Inuit organizations, territorial organizations and funding agencies which will be required to ensure the CED plan is implemented in full.
List of Government Inuit organizations, territorial organizations and funding agencies:

<table>
<thead>
<tr>
<th>Who? Contact?</th>
<th>What can they contribute?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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List of businesses (these can include oil, gas and mining):

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<tr>
<th>Who? Contact?</th>
<th>What can they contribute?</th>
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This list may not fill the space listed above. It will depend on your community plan and goals and the overall activity in your area of Nunavut.

Compare this list with other persons at the workshop. Are they the same? Why or why not?
Review your current plan and pick one objective that you would like to work on. If you do not have a CED plan, the following are three possible objectives that your community may choose to work towards.

1. To add 3 new small businesses by year two of the CED plan.
2. Provide additional support to community members participating in the traditional economy.
3. Increase the number of skilled workers by 10% over the next two years.

On the following worksheet, write out one of your objectives in the middle box. Using a process called mapping, write out all of the possible activities or tasks your community could do to make this objective a reality. Let your imagination run wild. There are no limits at this point in the CED game.
Map your possible tasks to achieve your objective
After you have exhausted your tasks idea list, take a few minutes to review all of your ideas and pick the ones that you can realistically work on. Beside each task, answer the following questions:

- Who in the community could perform this task?
- When would it need to be completed?
- What would be the expected outcome of the task?

### MAPPING ACTION

<table>
<thead>
<tr>
<th>Task/Activity</th>
<th>Responsibile Person/Organization</th>
<th>Completion Date</th>
<th>Expected Outcome</th>
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IDENTIFYING YOUR CED IMPLEMENTATION TEAM

Of the many CED players in the community, who should take the lead role in ensuring the implementation and monitoring of your CED action plan? Should it be the:

- Mayor
- Councillors
- Economic Development Officer
- Independent business people
- Educational officials
- Community service officials
What should be their responsibilities in the CED monitoring and implementation process?

Once you have determined who will take the lead role in the monitoring and implementation of your CED plan, who are the other members of the community that can play a role in providing assistance to this person or community-based organization?

What role should each of these community members play in providing assistance to this person or community-based organization?
KEEPING EVERYONE UPDATED

You have completed all your community consultations, finalized your plan and had it approved by council. Through your use of task forces and their lines of reporting, you have developed a system of monitoring and evaluating your plan. Everything seems to be moving according to schedule. Now what do you do?

An important part of CED deals with keeping everyone informed of not only the successes but the setbacks. In keeping community members aware of your CED progress, you can gain more community acceptance and support for your initiatives. In addition, the more community support you have the more energy you add to your plan. The more energy you have, the more successful you are in your growth and development.

There are many ways you can keep your community members aware of the CED process. You can:

- Hold annual planning meetings where community members are invited to assist in directing positive changes to community
- Issue press releases to newspapers, magazines, etc. about your community successes
- Hold quarterly feedback sessions where you let the community know how things are progressing
- Community newsletters

It is equally important to keep your regional and territorial government partners and other neighbouring communities aware of your successes and in some cases, setbacks. You can do this through an email community newsletter to external partners who you are currently working with or future partners that you would like to work with. You could also ask to be on their mailing lists and request regular meetings with your territorial and regional partners.

To expand your networking capabilities with other communities, you could attend conferences. In addition, you could try community familiarization visits where you go and spend time in a neighbouring community to see how they are implementing their CED plan. Your community could also initiate an employee exchange program with another neighbouring community.
DEALING WITH CHANGE

Things are going along very well and your CED process is making positive changes in the community. Suddenly it happens. You are hit with something you did not expect to happen and you shift from a happy community to one that is going through some form of crisis. Change happens. You cannot control all things. External factors to your community such as changes in the:

- Global economic markets
- Climate
- Territorial and regional government decisions and policies
- Federal government decisions and policies
- Global government decision and policies
- Mining
- Fishing
- Transportation

Within your community however, there are many factors you can control. You can develop strategies for dealing with possible changes in areas such as:

- Leadership
- Electoral
- Demographics
- Community setbacks

CED recognizes that change happens, and whether it is an external or internal threat, as a community you have be prepared to adapt, adjust and grow. That is why it is important for you to continue to conduct research and do intelligence gathering. If you are not up-to-date in your information gathering than how do you know if your plan is still applicable to your community? You may be wasting your CED efforts by operating on outmoded information. By continuing to gather information you will be better able to arm your community for unforeseen events.

To ensure that your community is prepared for unexpected changes you need to consider contingency plans. Contingency planning is a process by which you use ‘what-if’ statements and identify possible solutions which could be utilized to deal with unforeseen changes. You can also use the lesson to better prepare yourself for future dealings.
WHAT IF?
WHAT THEN?

For each of the three exercises, identify how you would deal with the situation and what you could learn from the situation to assist you in your future contingency planning.
1. LOSS OF AN ECONOMIC OPPORTUNITY

The Government of Nunavut had announced it would be funding three fish processing plants and requested proposals from all interested parties. Your community had identified a new manufacturing plant as one of its objectives and had submitted a proposal. Today they announced where the three fish processing plants would be located and your community was not named. Your community was hoping they would get the plant and now are very disappointed.

What are your solutions to deal with the setback?

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What could you have done to better prepare yourself?

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2. A COMMUNITY LEADER IS LEAVING

An individual who has been instrumental in the CED process has just announced that they are moving to a new community in two months. No one had ever thought this individual would leave and there is now concern that the CED process will be in jeopardy.

What are your solutions to deal with the setback?

What could you have done to better prepare yourself?
3. A FIRE DESTROYS THE COMMUNITY CENTRE

The community centre is an instrumental facility in the community. Last weekend a fire broke out and severly damaged the centre.

What are your solutions to deal with the setback?

What could you have done to better prepare yourself?
If you are going to take the time and energy to develop and implement a CED plan then you need to make sure there is a process in place to monitor what is happening with regards to your plan. One method is to establish a committee to oversee and report on the implementation of your CED plan.
Outline how you would let community members, regional and territorial governments, and neighbouring communities know about your CED plan.

**Community:**

**Regional Organizations and Territorial Government:**

**Neighbouring Communities:**
Community economic development is more than just writing out a plan and using it to bring business into the community. It is about using your plan to guide and direct growth and development in the whole community. Good CED monitoring and implementation can improve the way a community raises and educates its members, creates and grows businesses, and cares for those in need.

Points to Help You Take Responsibility for Your CED Plan

Without the implementation and continued monitoring of your CED plan, you can expect that community growth and development will be minimal. One of the initial things you need to do is identify who is responsible in the community for the on-going CED process. Who is in charge? How will community partners support the community-based organization in ensuring the CED process is followed? Who will mobilize and sustain the community members’ efforts?

Specifically, you need to address who will take the lead position on the following subject areas:

- Co-facilitation and/or mentoring of CED processes and projects
- Organizational development
- Information on planning tools and other CED resources
- Community engagement and public participation approaches
- Skill development

The use of task forces on specific projects is also a good way of ensuring the success of your CED plan.
FINISHING UP WITH A SMILE

Prepare two five minute skits relating to any of the following subjects:

• Handling a negative community member
• Handling a new opportunity
• Dealing with an unexpected setback
• Initiating the CED process
• Achieving your CED objectives
• Finding new information which changes the direction of your CED plan

You can also create your own CED subjects. Your skit can be in the form of a song, skit or full length drama. However, it must show the challenges, successes, setback, pitfalls and hazards of implementing a CED plan in your community. You can also combine subjects to create one ten minute skit. The important thing is to let your imagination run wild.
ADDITIONAL RESOURCES

NEDA Community Profiles
http://www.nunavuteda.com/community-profiles

Socio-Economic Assessment and Monitoring Guide for Communities
http://nunavuteda.com/sites/default/files/SocioEconomicMonitoring_FINAL_0.pdf

The CED Plan template, provided by the Government of Nunavut, Department of Economic Development and Transportation in March of 2014, will help communities to deliver their CED plan in a format that helps to ensure that all the required areas have been addressed.
http://www.nunavuteda.com/publications

Infrastructure Planning for Nunavut Communities - Interim Report
(Conference Board of Canada, January 2004)

Centre for Sustainable Community Development (CSCD) is a teaching and research unit of Simon Fraser University that uses the resources and talents of the University to teach and encourage sustainable community development (SCD). A wide variety of documents relating to community economic development can be accessed through their online documents.
http://www.sfu.ca/cscd.html

One document, for example, that may be of use is, “What is Sustainable Community Development?”

The Canadian Community Economic Development Network (CCEDNet) is a national member-led organization committed to strengthening Canadian communities by creating economic opportunities that enhance social and environmental conditions. Through their site, you can access a wide range of CED related materials, some of which may need to be purchased. Their website is; http://ccednet-rcdec.ca/en
Two examples of free publications that can be downloaded are;

Tools and Techniques for Community Recovery and Renewal, a companion to the Community Resilience Manual that includes specific tried and true methods for improving economic well-being as well as further contacts, tools and resources.
http://ccednet-rcdec.ca/en/node/4330

Community Resilience Manual, a manual based on proven strategies and experience of community economic development that describes 23 characteristics of resilience, the capacity of communities to shape their way of life. The manual is intended to assist small communities with assessment and economic and social planning.
http://ccednet-rcdec.ca/en/node/4329

All EDOS should have a library of information in their office that was provided by NEDA over the years. Included in this information are additional tools that will help in your CED Plan development. Included are the following resources;

Successful Local Economic Development Initiatives by Dennis Young and Janine Charland. Published by ICURR Press, Toronto, 1992. [Available from ICURR, Suite 301 - 150 Eglinton Ave. East, Toronto, M4P 1E8, (416) 973-5629]

Cando Guidebooks, Parts 1 and 2

Community Development Toolkit from the World Bank and the International Council on Mining & Metals

An update list of resources, with new materials as they become available, can be found on the NEDA website at http://nunavuteda.com/edo-resources