

# Understanding and accelerating community-led development in Aotearoa New Zealand.

The difference that working in community-led development ways has been making on eight local community journeys.



Lotteries Community Sector Research Grant: Final Report.

June 2013.



## Contents

Acknowledgements.....	3
Executive Summary.....	4
Summary of Findings.....	5
Motivations.....	5
Solving complex problems and learning together. ....	5
What contributes to effectiveness?.....	5
How challenges and opportunities are addressed and responded to.....	6
Identified changes and outcomes and understanding how these have occurred.....	7
1. Introduction .....	11
2. Background and Context.....	12
2.1 Context of the application to Lotteries Community Sector Research Fund. ....	13
3. Methodology and Approach .....	14
3.1 Design of Methodology and approach. ....	14
3.2 Structure of methodology and approach. ....	14
3.3 Key stages.....	15
Stage 1. Establishment of a Learning and Leverage Group (Reference Group) .....	15
Stage 2. Confirm research plan and tools with Learning and Leverage Group and communities in Core Learning Cluster .....	15
Stage 3. Gather data .....	17
Stage 4. Data Collation and Analysis.....	26
Stage 5. Presentation of Findings .....	27
Stage 6. Development of Applied Tools.....	27
Stage 7. Incorporation of the findings into the ongoing development of Inspiring Communities.....	29
4. Key Results and Achievements .....	29
4.1 Why use CLD approaches?.....	30
4.1.1 Motivations .....	30
4.1.2 Maximising opportunities, solving complex problems and learning together. ....	32
4.1.3 What contributes to effectiveness?.....	33
4.1.4 How challenges and opportunities are addressed and responded to.....	38
4.1.5 Identified changes and outcomes and understanding how these have occurred.....	40
4.2 Exploring and understanding the wider implications and themes .....	50
4.3 Sharing what we discover and developing tools .....	52
4.4 The value-add of Inspiring Communities and informing Inspiring Communities' development.....	53

5. References .....	55
Appendix One.....	56
Appendix Two. ....	57
Appendix Three.....	61
Appendix Four.....	63
Appendix Five.....	64
Appendix Six.....	65
Appendix Seven.....	71
Appendix Eight.....	76
Appendix Nine.....	78

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## Executive Summary

<b>21350+</b>	<b>569+</b>	<b>480+</b>	<b>797+</b>	<b>Ranges from hundreds to thousands</b>	<b>Between \$20-30/hour</b>
<b>Number of local people involved in CLC initiatives</b>	<b>Number of other initiatives CLC initiatives have seeded</b>	<b>Number of initiatives CLC initiatives have contributed to</b>	<b>Number of alliances formed through CLC initiatives</b>	<b>Number of hours leveraged through CLC CLD from 2010-12</b>	<b>Minimum dollar value of these hours</b>

\* This table represents the aggregated totals of self reported numbers from each CLC<sup>1</sup>

This document is the final accountability report for a Lottery Community Sector Research Fund grant for Inspiring Communities to contribute to “understanding and accelerating community-led development in Aotearoa/New Zealand”. This grant was the primary funding<sup>2</sup> for research with eight community-led development (CLD) initiatives from across Aotearoa New Zealand over a period from January 2010 to October 2012 to find out more about community-led development in Aotearoa New Zealand with respect to:

- why community-led approaches were being used;
- what they were intended to contribute to and change;
- how they were used; and
- to notice the differences working in CLD ways has made over the 2010-2012 period.

The core focus of Inspiring Communities' learning programme has, therefore, *not* been tracking individual community progress in achieving locally determined goals. Instead it's been about noticing and learning more about the difference that working in community-led development (CLD) ways has been making on local community journeys to achieve their goals.

As expected, the research developed in a co-created and developmental manner with learnings emergent, iterative and based on an active partnership the Core Learning Cluster (CLC). This involved some significant learnings with regard to processes of collecting data, the need for investment in the co-creation of trusted relationships and to work at the pace of each initiative, as well as for information collection undertaken in ways that were strongly linked to uses valued by the local initiatives. Not surprisingly, this has meant that the methods used varied between initiatives, and over time.

What emerged from this work is that CLD makes an active and substantial contribution towards *the ways in which people work* as well as the *outputs and outcomes they achieve together*. These contributions to the ways in which people work vary over time and place, and are interconnected.

With respect to specific results, the focus has been on outcomes that can be linked to the initiatives rather than impacts that happen due to a much wider range of factors. CLD initiatives recognise their contribution to these outcomes alongside that of others and are not looking to attribute credit for these outcomes.

<sup>1</sup> The initiatives seeded are the ideas CLC initiatives are aware of that have been generated in association with their initiative and which their initiative may or may not have contributed to. Initiatives contributed to are those CLC initiatives have been actively involved in, while alliances are groups that came together that most likely would not have if the CLC initiatives were not there. The number of hours leveraged are those hours that have been directed towards CLD due to some direct engagement with the CLC initiative.

<sup>2</sup> Learning has also been supported by resourcing from The Tindall Foundation.

## Summary of Findings.

### Motivations

Motivation to work in ways where communities are leaders of the changes they want to see in their communities comes from a range of sources and is contextual. Most commonly, motivations focus on wanting to make a place “better” than it is and/or in response to a particular issue or concern. Within the CLC, these motivations have arisen from combinations of factors that include concerns about health, debt, land grievances, unemployment, low economic growth and crime as well as opportunities to use a building in different ways, develop industries, improve social and cultural wellbeing, increase quality of life and to better coordinate visions, energies and use of resources.

Alongside these specific motivations, the CLC initiatives share a commitment to creating some sort of social change in their place. In their own ways, each of the CLC initiatives included key individuals who recognised that local social change is more relevant and appropriate when it includes, and is guided by, local expertise that comes from local lived experience. Key to this is ensuring overarching goals and aspirations are derived from local people as a collective, and that local people contribute to the achievement of these. At the least, this means a redirecting of energies and resources towards developing and communicating these goals as well as towards the activities that will ultimately contribute to their realisation. It also often means energies are needed to attract further resources, and to coordinate these in ways that are complementary to local ways of working.

### Solving complex problems and learning together.

Being overtly intentional but also organic as well as project focused are key ways communities work effectively together to address complex issues. This is helped to develop where progress is demonstrated, and learnings are shared.

Many CLC initiatives have used a 'projects approach' to build on local strengths and assets, tap into existing resources, and develop stronger local connections by assisting and incentivising a variety of local actions. In many cases, this approach has been found to also help grow a CLD constituency as, after doing small projects, some people are naturally drawn into bigger picture community thinking and visioning. To be intentional about achieving change to complex issues, however, the CLC have found that without an agreed overarching vision then actions and outcomes tend to be more fragmented and isolated, without a sense of achieving any change beyond the immediate activity. This can lead to elements of re-invention, as learnings are less likely to be shared beyond the immediate activity, or at all. Nor are efforts likely to influence broader systems change.

Collective visions enable CLD practitioners to 'loiter with intent' which allows for, and legitimises, a level of organic growth and the 'nimbleness' to consciously adjust approaches and engage different stakeholders in different ways of doing things. As well, agreeing on shared goals to work towards is often enough to catalyse positive local change from the piecemeal towards the transformative - especially when progress towards shared goals is visibly demonstrated such as through visible change, documented change and reflective practice. This can help sustain momentum while also be useful in tracking the contribution of CLD to both deviations from these goals and achievements.

### What contributes to effectiveness?

CLC initiatives are unanimous in their assertion that working in CLD ways makes significant contributions to ensuring that local change is both relevant and appropriate. In terms of key ingredients, several aspects were identified as key to effective CLD success, including:

- I. **The development of both capacities and capabilities** of communities to contribute: In different places and times, certain competencies, as well as the capacity to contribute, need to be nurtured in order for communities to contribute to the realisation of the change they want to see. Sometimes this means first growing particular skillsets, or enabling access to the skills of others. At

other times it is about growing the respect and value in existing community skills across local people *and* professionals. Achieving these are all seen as both outcomes of working in CLD ways and as essential to the effectiveness of CLD;

- II. **The scale of focus** – CLD is most effective at the scale of lived experience: CLD makes the most tangible difference at the smaller town, suburb or neighbourhood level. These are the scales in which local people can see that their individual contribution to an achievement that could only have happened by working with others in that place. It is at these community scales that the strengths and assets of a community can best be mobilised and synergised by people from within that community. This often happens most effectively when a person or organisation stands up and says they want to lead a project and calls for others to work with them. Experiences and learnings at these scales can lead to changes at other scales too – be that at the personal level, the group or organisation or wider system.
- III. **The roles of both leaders and joiners:** Leaders are key to generating enthusiasm about the wider CLD initiative and movement, and make it less risky for others to join in by standing up and calling for others to join in, and then embracing joiners as equals. This recognises that it is those who join with leaders who create momentum by demonstrating what working together can create. To be effective CLD needs to offer opportunities for both of these groups, that is both short term and time limited commitments as well as prospects for further development;
- IV. **The roles of coordination and convening:** CLD makes a difference when different parties are brought together and assisted to coordinate and catalyse shared interests and activities. The role of 'making calls' and co-ordinating activities within a CLD frame can require some careful balancing, however, especially when “getting things done” is a focus, and/or when there is a dedicated paid worker to assist. While a dedicated role certainly aids local capacity, it can also mean that the ‘work’ can become less locally driven and collaborative as it can be increasingly only left to that paid person. This can be compounded when funders require a strategic plan ahead of any developmental resourcing and/or when contractual outputs must be specified ahead of time, often with limited flexibility for change.
- V. **Community readiness, local culture and flexible timelines:** Effective CLD requires a level of readiness in the communities involved as it means working on terms that local people determine and ‘with,’ and not ‘for’ or ‘to’ a broad base of the local community, therefore ensuring local people and organisations have some ‘skin in the game’. The ways in which this manifests reflects of local ways of doing things and can be a big change for some communities, sometimes requiring some outside ‘organising’ to get started. New ways of doing things emerge through practice and demonstrable change to become part of the local culture, often without being named as CLD.

To achieve this, it is critical for effective CLD not to be too tightly bound to external timeframes and pre-determined deliverables. Traditional funding of individually resourced single-purpose projects and services through standardised grants and contracts - often with specific narrow outcome and output targets - does not easily enable or support longer term comprehensive community development planning. Similarly, inflexible timelines do not often allow for the complexities in people's lives which can mean that community-led plans and timelines for action may need to change. This means that outcomes, outputs and timeframes cannot easily be specified or imposed by 'outside' organisations or funders when the drive, leadership and forward plan has to first come from within.

#### How challenges and opportunities are addressed and responded to.

The embedding of CLD as a strengths-based approach where what comes next builds on what has gone before, often in spite of a bumpy CLD road, means that challenges are recognized to also often bring opportunities. As a CLD culture took hold in many of the CLC initiatives, there was progressively a default to collaboration in challenging times. Both challenges and opportunities were increasingly responded to in ways that were joined up across the community, groups and sectors as well as being guided by any

formalised or commonly held vision, mission and plan. In addition, responses often developed in ways that deliberately set out to grow the local movement for CLD as much as to achieve a specific project or aim.

The CLC have also come to recognise working in CLD ways as an outcome in and of itself because working in CLD ways often represents a significant change from previous efforts to achieve local change. Working in CLD ways requires a change of behaviour, where bottom up visions and priorities meet those from the top down. CLD ways of working have, therefore come to be seen as outcomes of the process ('practice outcomes'). Practice outcomes are related to *how* CLD approaches operate and they often directly lead onto other tangible outcomes as well, largely because of why people come together, who is involved and what roles they are enabled to play. Because CLD puts residents at the centre and is place-based, it often demands the inclusion of communities and groups who may otherwise have had a limited involvement or been excluded altogether. This encourages behaviour changes amongst all parties and acknowledges the gifts and expertise of all involved, as well as the synergies that come from working together to achieve locally generated aspirations.

Challenges and opportunities are also increasingly addressed through different styles of leadership. Sometimes this leadership is from the front, but equally often it is from the side or from behind. Coordinators, advisors, brokers and community leaders working in CLD ways convene local people to come up with their own solutions and support them to manifest these by facilitating connections or access to resources and by working in ways where the individuals in the group gain something that can only be achieved by the group. In this way the collective sense of 'we' grows without being at the expense of the individual 'me'.

#### Identified changes and outcomes and understanding how these have occurred.

The CLC initiatives clearly identify that the changes and outcomes they are most proud of are a combination of 'what' they achieved, as well as 'how' they have worked towards the achievement and 'who' they have worked together with.

- I. **'What' has changed as a result of CLD approaches:** 'What' is undertaken frequently changes to reflect the capacities that CLD ways of working reveal in local people. That is, local initiatives tend to develop along the lines of the particular skills, inclinations and opportunities that are available locally, or within easy reach. In fact, one thing led to another in most of the CLC initiatives and this responsive and evolving approach is often how the initiatives are most effective. Over this period, the CLC initiatives report focusing their efforts on a wide range of activities, achieving an equally wide range of changes. These changes include:
  - increases in the school roll and an upgraded swimming pool on Rakiura;
  - a newsletter, community market, community garden, youth centre, festivals and more in Maitara;
  - the Good Cents course, community pantry, joining up of different churches in conversation about debt and wealth and personal successes in Porirua;
  - a tool library, toy library, children's gardening club, women's friendship group, time bank and more in Taita;
  - economic development, increased road safety, neighbourhood connections, the beginnings of a new multi-sport facility and reduced crime in Waitara;
  - murals, a cycleway, commercial mussel trials, improved participation in local planning and increased understandings of social, cultural and environmental sustainability in Opotiki;
  - the development of the Music and Arts Glen Innes Centre (MAGIC+), Tamaki Inclusive Engagement Strategy and book, Tamaki Community Action Research (CAR) project, Manaiaikalani and Healthy Relationships in Tamaki (HEART) amongst other things in Glen Innes and Tamaki;
  - An annual community/family fun event (Te Raa Mokopuna), community network, community hub development, newsletter, enterprising communities project, school based

community events, resident leadership workshop, clean-up days, Neighbourhood resources for schools and communities, a new pedestrian bridge, school holiday initiatives and Massey Matters Fund in Massey and Ranui.

- II. **‘How’ CLD approaches have worked:** CLD approaches involve working toward locally-defined aspirations in ways that enable local people to lead. This involves more than the local community and includes a range of sectors working together while also growing local leadership and ownership of change and addressing opportunities and issues in new ways. This means that working in CLD ways is inherently intentional, collaborative and strengths based, with the aim of building on what is already present, using existing resources differently and attracting new resources where necessary. It is also about securing new ways of resourcing and developing new kinds of partnerships as well as ensuring the necessary skills are available and that there is regular reflection and review. As well as co-creating local change, CLD is also about systems change and often makes deliberate efforts to advocate for support from various ‘systems’, such as those within local government for example .
- III. **Being intentional:** Having clear direction helps to focus CLD efforts: ‘how’ CLD approaches work is closely related to ‘why’ CLD approaches have been chosen in the first place and this is often related to the development of overarching visions and missions. Often CLD approaches are key to the motivation of the initiative from the get-go and form a significant part of the values that drive the initiative, such as the community response to a health report in Matura and to changing cycles of debt in Porirua. The intentional use of CLD ways of working – always together with others and working to locally defined aspirations - has been found to help to guide the ‘messiness’ of working with multiple partners in emerging and organic ways. Documentation is a key way of anchoring shared intent as well as to track the contribution of CLD, and a CLD initiative, to both deviations from goals, and to recognised achievements.
- IV. **Contribution:** The contribution of CLD (and CLD initiatives) is often part of the process or practice of what is achieved (‘how’) which can render it somewhat invisible. This invisibility can be compounded because the outcomes that result from CLD are multi-layered, interconnected and take time to manifest, yet it is exactly these qualities that make what comes from working in this way useful. Multiple effects are achieved by working in CLD ways because CLD enables a light touch, encourages flexibility and emergence and allows energies to flow in organic ways towards the interests of those involved. Noticing contribution is more useful than attempting to assign attribution, not only because attribution is almost impossible to discern but because, so often, the value-add of CLD is about synergies that enable results from total efforts to be greater than the sum of the parts.
- V. **Collaboration, variation and working to our strengths together:** Collaborating and working together means leading in ways that empower others to join in and to contribute as leaders too. Leaders can come from within the community of focus as well as from groups and organisations working or with an interest in that place. Often there are a combination of leaders and leadership styles. Growing multiple leaders helps to build local resilience and underlies the relevance, sustainability and longevity of initiatives because it encourages flexibility and working with multiple strengths within a core common purpose. Being lightly connected by an overall vision or goal that is jointly led and held by those participating allows for variation, which can mean that not only is there something for everyone, but if one particular activity falls over, others can continue to contribute to the overarching goals in their own way. This helps enable things to get done in a nimble, high impact manner by letting people get on and do what they do best. Enabling variation is thus a key aspect of CLD.



Often collaborative relationships grow and develop by doing things together. However, different groups can work towards the same goals without actually working together in the physical sense. For example, at Great Start, those involved in the Tool Library may never cross paths with those involved in the Toy Library, Time Bank or Project Sunshine, yet they all contribute to the overarching vision of Great Start enabling local assets to be of service to local people. At the same time, one thing can lead to another and it is not uncommon to see links being made between diverse groups, because they all use facilities at Great Start. Collaboration in CLD can be very lightly held but still be really useful to achieving an overarching vision, especially if contributions build on what is already there in a strengths-based manner.

- VI. **Securing flexible funding:** CLD benefits from funding policies which are outcome focussed *and* which give credit for community investment through assets, abilities or time. Such approaches reflect a partnering approach between the community initiative and funder and are less likely to perpetuate a culture of dependency as local contributions are seen and valued which helps to leverage more local resources from the outset.

Ironically, when resources are stretched there is more reason to collaborate. Scarcity encourages “help-seeking” and this can help cement shared leadership and practices of always working with others around a common vision. Funding for CLD therefore needs to be flexible enough to be applied either to process (enabling people to come together and plan, reflect or regroup) or to projects, as is most appropriate at the time. Funding for CLD should also encourage local communities to contribute skills and resources themselves and to incorporate regular reflection, review and assessment that can be used in developmental ways.

- VII. **Developing new kinds of partnerships:** CLD often involves 'rearranging' the way in which locally available resources and capacity are used. By re-thinking how communities work together, and the various roles different stakeholders can each play within a wider CLD context, new potential can often be created. It's not always about new money or new projects and services.

For some of the CLC, partnership is seen as different to collaboration. For the most part, partnership is understood as several parties coming together to co-develop a common vision and purpose and then to work collaboratively towards that. Collaboration principles can also be applied to various parties who are brought into a shared vision, but who may or may not have helped to develop that. One of the key challenges to CLD initiatives seems to be how to allow the overarching visions to evolve and to include collaborators as full partners in this process.

Equally challenging can be for those in positions of power within organisations to embed CLD experiences and understandings in policy and practices throughout and across sectors and organisations in meaningful ways that doesn't leave communities even worse off. Those involved in the CLC increasingly recognise that working in CLD ways can be mutually beneficial – often contributing to organisational goals as well as community-led visions, and leverage community resources along the way such that organisational investment goes further and is more relevant and resilient over time.

- VIII. **Necessary skills:** While there are no ‘right’ skillsets, the CLC identified a number of commonly used skills that have been pivotal to the success of CLD in their areas. Key amongst these are:
- \*understanding that CLD is about local people determining and working together with others to achieve local visions;
  - \*the convening and facilitation of diverse groups and perspectives around common or agreed areas of interest (and helping to develop these);

- \*understanding how power is operating in a community and what dynamics need to change to achieve CLD outcomes, including new forms of community governance; and
- \*recognising and enabling less noticed passions and skills that can contribute to the overarching vision.

Both leadership and coordinating roles can be critical to the movement and direction of an initiative. Key skills enable the initiative to be able to be responsive to community energy in real time, while also growing community capacity and capability to ensure both sustainability and ongoing evolution.

Relationship building and dialogue skills are seen as essential to work alongside others in a wide variety of contexts and in ways that respect the values and perspectives of those involved. CLD demands shifts in thinking and in power relationships among people, organisations and sectors. This can be a steep learning curve for some so active listening and ensuring that meaning is made collectively and communicated clearly are also essential. While specific skills are important, often it's the diversity of skills, leadership styles and momentum generated by motivated people working together towards a shared vision that ultimately helps create the critical mass for CLD to thrive, be effective and most relevant.

- IX. **Regular reflection and review:** Learning to see the difference CLD makes requires concerted efforts to notice and record practice, achievements and challenges and how these impact on the achievement of intended goals. Regular reflection is valued by most of those involved in the CLC, and seen as offering practical contribution to local CLD journeys. Even so, reflective learning is often difficult to prioritise because the CLC communities were often more interested in actually getting on and doing the work and creating a better quality of life.

While individuals in the CLC tended to informally weave their 'noticings' in as they went along, this didn't always flow through into shared community learning originally anticipated. Structuring reflection into an initiative helps to ascertain progress towards and deviations from intended pathways and, where regular reflection was possible, those involved found it helped grow relationships amongst those working together, as well as helping to refine details of activities and approaches. Similarly, being able to learn from others helped to 'fast-track' particular activities and also helped reduce any sense of isolation. Most often, where information gathering could be directly linked other practical purposes and done at the pace of the community involved, then communities would make time for it. At the same time, there also needs to be a level of 'learning readiness' in the initiative itself, and the availability of a range of ways of reflecting.

## 1. Introduction

Inspiring Communities was established in 2008 by a small group of New Zealanders passionate about community-led development and collective community learning. Community-led Development (CLD) is working together in place to create and achieve locally owned visions and goals.

CLD enables communities to make the most of all they've got. It's about:

- all sectors working together
- growing local leadership and ownership of change
- addressing opportunities and issues in new ways

In November 2009 the Lottery Community Sector Research Fund accepted Inspiring Communities' full research proposal for "Understanding and accelerating community-led development in Aotearoa New Zealand". This grant of \$94,500 over a period from January 2010 to October 2012 has been the primary funding<sup>3</sup> for a research project of eight phases to further Inspiring Communities' initial learning goals.

The research was designed to utilise a multi-modal methodology, informed by an utilisation-focused approach (Patton, 1997); that is that the research should be undertaken in ways that are useful to those contributing and produces information that is equally useful to those involved in the first instance. The research is also designed to be useful specifically to those who want to better understand community-led development in Aotearoa New Zealand.

In particular, the utilisation approach has informed how the research team (comprised of Core Learning Cluster (CLC) initiatives supported by the Inspiring Communities' Learning and Outcomes Convenor and Development Team, and a Learning and Leverage Group) has operated in advancing this project. This team has taken a primary role in this research project that has been **active, reactive and adaptive**. **Active** in terms of focusing the research on use; **reactive** in terms of taking the interests of both contributors and intended users into account; and **adaptive** in terms of reconciling the interests of key stakeholders to ensure the utility and maximum impact of this work.

This approach means that the findings of this research have been iterative and applied in developmental ways and in response to the particular situations of each CLC initiative. As such, the effects of previous decisions and actions contribute to what comes next, and the application of research findings in ongoing ways has also seen a growing awareness by participants of the usefulness of the research. Not surprisingly, and reflecting their very different contexts, aims and approaches, this usefulness and application has been different in each initiative. This also means that the anticipated ways of undertaking the research have developed in different ways in different communities. Even so, the value in working in community-led ways reveals itself to be remarkably similar across all of the communities involved in the research.

This document is the final accountability report for this grant. It is written in three further sections:

- The Background and Context section summarises the intent of the proposal to provide a foundation for understanding the actions and outcomes that have followed.
- The Methodology and Approach section outlines the structure of the research and how it was actually undertaken. This is linked to international practice and evidence. Key learnings about process are highlighted.
- The Key Results and Achievements section records results and achievements and elaborates these in relation to the intent and objectives of the research. It also helps reveal our noticings about the difference that working in community-led ways makes.

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<sup>3</sup> Learning has also been supported by resourcing from The Tindall Foundation.

## 2. Background and Context

A key strategy for Inspiring Communities' learning about community-led development (CLD) has been by working alongside eight<sup>4</sup> Core Learning Cluster (CLC) initiatives. These initiatives each committed to working in community-led ways and being part of a small shared 'community of practice' with Inspiring Communities. At the time of application (see box for extract), seven communities had indicated their desire to be part of the CLC. Since then one more community has joined and one initiative has ended. This initiative has been replaced in the CLC by the initiative that administers the remaining affairs of the original initiative. The CLC now consists of place-based initiatives with communities in:

- Rakiura
- Maitaia
- Taita (Great Start)
- Porirua (Good Cents)
- Waitara (Waitara Alive)
- Opotiki
- Massey/Ranui (Massey Matters and Back2Back)
- Glen Innes (Ka Mau te Wero): replacing Tamaki (Tamaki Inclusive Engagement Strategy (TIES))



Figure 1. 2011 Learning Forum Participants, Taranaki.

As an emergent CLD initiative itself, the Inspiring Communities Development Team is also a member of the CLC. As it broadens its activities, the Development Team applies the collective learning and also undertakes its own reflective processes to inform a growing overall understanding of community led development and what this means for CLD as a movement and Inspiring Communities as an organisation.

<sup>4</sup> At the time of writing the research proposal, only seven initiatives were confirmed in the CLC. Since then one more initiative (Waitara) has been added and this funding has been used to work with that community as well.

EXTRACT FROM PROPOSAL, 2009.

The focus of community-led development is about fostering communities to thrive and be resilient. Seven community initiatives now form the heart of Inspiring Communities Core Learning Cluster (CLC). These communities are not seen to represent the "best" or most successful models but rather provide a cross-section vital for learning from. Learning and research developed jointly with the CLC is key to understanding how communities become more resilient.

Our own evaluative processes have identified the need for easily accessible, simple, grounded and 'quick turn around' research tools and frameworks that multiple participants within an initiative can pick up and use. These enable local people to notice and capture small yet important signals of change as they happen and respond accordingly.

We have made a conscious decision to explore, utilise and build upon developmental evaluation approaches to ensure that our evaluative processes are fit for purpose and effective in both enabling and enhancing community-led development.

## **2.1 Context of the application to Lotteries Community Sector Research Fund.**

In the mid-2009 research proposal to the Lottery Community Sector Research Fund, “learning and research developed jointly with the Core learning Cluster (CLC)” was seen as “key to understanding how communities become more resilient”. The proposal specifically asked for funding to assist with learning and research to help the CLC initiatives build and strengthen their own learning and research, and then to share that learning with others. This has remained the core intent of the research project.

The application was contextualised within the paradigm of complexity and developmental evaluation, with the imperatives for guiding the learning and research based on:

- working together to co-create multi-pronged and innovative solutions;
- shared vision;
- common purpose; and
- an agreed plan of action that is flexible, in order to respond and adapt in ongoing ways.

At the time of writing the proposal, key to this context, was the understanding that the CLC initiatives had the capacity to contribute to the research project. At this time, a draft framework of community-led development principles had been agreed by the CLC initiatives and “a firm commitment to cross-community learning” was informally established. Further, Learning Forums in 2008 and 2009 were noted to have “created a ‘thirst’ for new thinking and learning tools” amongst the CLC initiatives.

This Lotteries Research Grant was thus intended to help resource the Inspiring Communities Learning Pathway, which aimed to elaborate the “learning, adapting and demonstrating progress” principle in a co-created and developmental manner. This meant that the learning was expected to be emergent, iterative and based on an active partnership with the CLC initiatives. At the same time, clear objectives were established in this proposal in order for the learning (as both individual initiatives and as a learning collective) to be intentional, focussed and nuanced as well as practical and useful. These six inter-related objectives were to:

1. Find out more about community led development initiatives in the CLC, with an emphasis on: motivation(s) behind setting up the initiative; how communities solve complex problems and learn together; what contributes to effectiveness; how challenges and opportunities are addressed and responded to; and to identify changes and outcomes and understand how these have occurred.
2. Explore and understand the wider implications and themes from across the communities e.g. leadership in community led development.
3. Share what we discover as a result of the above.
4. Develop tools for communities out of the findings.
5. Identify the value add offered by Inspiring Communities.
6. Inform the future development of Inspiring Communities.

The Key Results and Findings section reports against each of these objectives.

### 3. Methodology and Approach

#### 3.1 Design of Methodology and approach.

The design of this research project was informed by a number of activities, including study tours, a commissioned literature review (Wilson, 2009)<sup>5</sup>, local case studies (completed in Massey and Tamaki at the time, and since completed in Opotiki, Taita, Waitara, and Massey/Ranui) and international good practice, particularly from North America.

Wilson highlighted the significance of geographical place for the wellbeing of communities and their residents and focused on “the importance of comprehensive and integrated responses if outcomes are to be effective and sustainable” (2009:2). She noted that providing rigorous evidence of the effectiveness of community development initiatives is not simple and requires understanding of the inter-relationships between outputs, outcomes and ways of doing things.

With this in mind, the project methodology for this research project was based around an approach that was developed by key contributing parties working closely together to ensure that expectations about the work are mutually clear and shared. This has meant that that, not only were the various stages of the research co-designed, co-developed and co-implemented, they were also adapted as necessary.

In particular, the research methodology was based around engagement with the CLC (see box for elaboration of key underpinning aspects of this method). This collaborative approach is designed to ensure that both the learning processes and their outputs are integrated into the activities within the CLC initiatives in ways they see fit, and which might most effectively influence positive outcomes in their localities.

#### 3.2 Structure of methodology and approach.

While endeavouring to retain a high degree of flexibility, this iterative process has been nonetheless guided by a structure in order to achieve clear outputs directly related to the identified objectives within a specified time period. This structure is based around eight key stages. These stages are:

1. Establishment of Learning and Leverage (Reference) Group.
2. Confirmation of research plan and associated research tools with the LLG as well as the CLC initiatives.
3. Data Gathering: monthly learning phone calls, quarterly conference calls, case studies, learning stories and surveys.
4. Data analysis: key trends and patterns identifying learning, tangible impacts and implications for local and national development.

RESEARCH  
METHODOLOGY. Extract  
from proposal.

Data gathering reflecting activities associated with each of these levels [local regional and national] are incorporated into the methodology in order to meet the desired objectives. This research will be an iterative process, whereby subsequent activities are informed by previous activities...

There are some core tenets that underlie the way in which we are operating:

- Co-development is the key approach between the CLC and [the Development Team].
- Open, respectful planning processes.
- Terms of Reference will be developed together with LLG and among the CLC.
- We always seek and gain agreement on what information can be made public. For example: in newsletter articles, case studies and around the timing for information being made public.

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<sup>5</sup> Available on request

5. Presentation of findings, iterative reflection processes and inclusion of these into analysis, development and documentation.
6. Development of applied tools: including operative, research and assessment as well as learning tools.
7. Documentation of the incorporation of findings into the ongoing development of Inspiring Communities.
8. Results publication and report development, including publication of lessons learned/observations in newsletters and/or online, presentations at regional network forums and national conferences such as third sector research conferences, social policy journal articles as appropriate as well as dissemination of progress and overall reports to the Learning and Leverage Group, as well as to the Lotteries Commission.

All CLC initiatives agreed in principle to being a part of this project in April 2010 at the Learning Forum on Rakiura. Inspiring Communities understood this as confirmation of both commitment and capacity to co-develop the various stages of the research project.

Following this, Inspiring Communities focused on establishing the structure of the project, developing effective processes for the collection and collation of information, feeding that back to those involved with the CLC initiatives in developmental ways and sharing it more widely as learning stories, newsletter articles, presentations and workshops.

For a number of reasons however (especially time and capacity for CLC initiatives) this process had to be revisited throughout the research period. Rather than support from 'afar' we found Inspiring Communities needed to take on a more direct information collection/compilation role. While structured learning agreements to work together helped to clarify expectations, it was only once the CLC communities saw how they could use the emerging understandings about CLD from both their own and other initiatives to progress towards their goals, that information gathering became more productive. These comments are elaborated further in each of the key stages described below.

### **3.3 Key stages**

#### Stage 1. Establishment of a Learning and Leverage Group (Reference Group)

This group was established to advise, critique and test the research for rigor, usefulness and contribution to community-led development. The group includes seven individuals from across New Zealand, Australia and Canada and has shared initial information and has met twice online (October 2010 and March 2012) to discuss the methodologies involved; confirm the group Terms of Reference, the research plan and tools; and to consider progress and results to date.

#### Stage 2. Confirm research plan and tools with Learning and Leverage Group and communities in Core Learning Cluster

Following the agreement in principle with the CLC initiatives, individual research plans and tools were co-created. To underpin these research plans, a series of short interviews was undertaken during April, May and June 2010 to assess the effectiveness of check in learning calls<sup>6</sup>. These interviews were complemented by a survey on experiences at the Rakiura Learning Forum and the perceived value and use of Inspiring Communities more generally (see box on page 7 for an extract of survey results).

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<sup>6</sup> Summary attached as Appendix One. Full report available on request.

A key finding of these explorations with the CLC was that a core valued role of Inspiring Communities to the CLC initiatives at that time was the facilitation of “support through learning from others about community-led development”. CLC initiatives also said that check in learning calls offered a valued “reflective space” that contributes to strategic thinking, provides professional support and sometimes directly contributes to actions taken. At the same time, all initiatives reported finding it difficult to create time for the calls and for learning more generally. As well, there was a wide variation across the CLC initiatives in their understandings and experiences of what being a part of Inspiring Communities meant in a practical sense.

This information was used to inform the initial development of the research plans, including tools and approaches. The intention was to have these completed by August 2010. However, efforts to quickly develop individual initiative research plans for learning were impacted by these differing understandings of Inspiring Communities. Difficulties at this time included variations in ability to prioritise learning, at least partly due to capacity within the individual initiatives for reflective learning. While, for some initiatives, the prioritising of reflective practice changed over time as its value became apparent, capacity to sustain regular reflective practices remained difficult.

For Opotiki, Mataura and Waitara, for example, participation in reflective learning was enhanced significantly with the appointment of a paid coordinator as part of the Department of Internal Affairs Community Development Scheme. This not only increased capacity but also refocused learning as a priority. Supported reflective practice that elicited local collective learnings was able to make a practical contribution to meeting reporting requirements as well as helping to develop ongoing ways of sustaining the initiatives once the funding finished.

The availability of a focused paid coordinator is not the situation for all of the eight CLC communities, however, and each initiative is quite differently resourced and structured. In some locations there is no clear formal entity for Inspiring Communities to engage with. Sometimes that is because the community building efforts are being progressed on a voluntary basis and the group is a loose coalition of local interests, in other cases it is because there are many groups involved but no one overarching body holding things together. Although in most cases a trusted relationship was already in place with Inspiring Communities, in some cases this was very new and formative, and in others it was very much linked to a particular person who was not necessarily the key research convener. This meant that co-creating the research (both the processes and the data) and the inclusion of findings into local practice required significant investment in relationship building and demonstration of usefulness and value-add. This took time and needed to work with local priorities and

INSPIRING  
COMMUNITIES SURVEY  
OF CLC MEMBERS  
EXTRACT (April 2010)

Core features of Inspiring Communities are highly valued, especially in relation to support, promotion and showcasing of CLD. National learning forums, communication and providing and sharing resources are also highly regarded, as are facilitating sharing and learning and building the connections across a wide spread of places and people with diverse experiences.

Further suggestions of ways in which Inspiring Communities can support CLC initiatives are diverse and highlight a range of need and expectation across the group, as well as an equally wide range of understanding about the role of Inspiring Communities. These suggestions include:

- Dissemination of and access to CLD information
- Sharing information, experience and methods of working with others in the Learning Cluster as well as the wider IC network
- Email, Learning Forums, the newsletter and key contact people are preferred modes of communication and connection.



timelines so could not be rushed.

As awareness grew about these aspects, Inspiring Communities developed a “Working Together” agreement with each initiative<sup>7</sup> to begin clarifying and documenting a common ground for working together. This document built on previous communications about the Inspiring Communities’ way of doing things, including details of the intention to reflect and learn together. This step was not anticipated in the research methodology and proved to be essential as it provided a ‘touchstone’ with regard to what would be worked on together, how that would happen, and as a reminder of why joint learning was mutually useful<sup>8</sup>. In each community, this document was used to underpin discussions that resulted in:

- strong commitments to the 2011 Learning Forum;
- renewed efforts to engage in regular check in learning calls;
- recognition of the value of learning stories as an effective way of both reporting activities and outcomes and unpacking learnings; and
- opportunities for reflective practice workshops as the research period came to a close.

While capacity issues and the opportunity costs of focusing on learning remained, the co-developed Working Together agreements<sup>9</sup> with each community helped to build a trusted relationship with the IC: Learning and Outcomes Convenor which, in the spirit of community-led development, required a significant investment of time. The individualised agreements were time-limited (one year) and each included a schedule of activities which communicated the agreed focus of learning between each initiative and Inspiring Communities to the end of June 2012. At a minimum these schedules included regular participation in check-in learning calls, participation in the 2011 Learning Forum by three key people from each community and a commitment to co-develop learning stories.

Indicating the depth of investment in building strong trusted foundations, the agreements were first proposed in July 2010 and but took until December 2011 to all be signed. This illustrates the need to work with the energies and timelines of communities and underscores the investment in time required (see p12, 15 and 19 for further examples and pages 30-31 for a discussion)

### Stage 3. Gather data

- Monthly learning check-in calls – Learning check-in calls were instigated with each of the CLC initiatives in 2010, with varying regularity. The objective of the calls was for an Inspiring Communities team member or nominee to conference call key individuals in the CLC communities to explore, highlights and challenges, leadership and learning<sup>10</sup>. The idea was to do this on a regular basis in order to cultivate a sense of collective local learning in relative proximity to events and activities happening on the ground. Working in this way can encourage a sharing of the daily life aspects of working together and can build an appreciation of the finer points of individual skills, and approaches as well as how these combine to become “more than a sum of the parts”.

The reflection process undertaken with the CLC in April-June 2010 confirmed the value of check in learning calls and provided a universal agreement that information from these calls could be used to contribute to the development of the Inspiring Communities Learning Pathway and this research. Following that, research and in conjunction with Learning and Outcome Agreements, check-in calls were [re]established with all initiatives in principle, although few of these happened on the monthly basis anticipated. As illustrated in Table One, the frequency of calls over the April 2010 to October 2012 period fluctuated between the initiatives as well as within each initiative,

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<sup>7</sup> Attached as Appendix Two.

<sup>8</sup> Interestingly, without modelling From Collective Impact, this process and agreement includes some of the same key aspects, especially those that are designed to get the various parties on the same page and committed to joint activities.

<sup>9</sup> See Appendix Three for the template.

<sup>10</sup> See Appendix Four for the guiding template used for check-in learning calls.

although some initiatives (Opotiki and Good Cents) developed other ways of reflection that worked more effectively for them.

	Apr-10	May-10	Jun-10	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Totals
Rakiura							1				1		2
Mataura										1	1		2
Great Start	1	1	1	1	1			1		1	1		8
Good Cents				1				1					2
Waitara					1	1	1	1			1	1	6
Opotiki*	1	1	1		1	1	1	1	1		1	1	10
Tamaki								1					1
Massey/Back2Back		1	1	1			2		1		1		7
<b>Total</b>													<b>38</b>
	Apr-11	May-11	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	
Rakiura		1		1			1	1					4
Mataura	1	1	1		1	1	1	1	1		1	1	10
Great Start					1		1						2
Good Cents													0
Waitara		1	1	1	1	1		1				1	6
Opotiki	1		1		1	1	1		1		1		7
Glen Innes						1			1			1	3
Massey/Back2Back		1	1	1	2		1	1	1				8
<b>Total</b>													<b>40</b>
	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12						
Rakiura													0
Mataura		1		1	1								3
Great Start													0
Good Cents		1											1
Waitara	1		1		1		1						4
Opotiki	1	1		1	1								4
Glen Innes	1	1	1		1		1						5
Massey/Back2Back					1	1							2
<b>Total</b>													<b>18</b>

Table 1. Check in learning call frequency April 2010 – December 2012.

A total of calls 96 were undertaken between April 2010 and October 2012. Several initiatives (Opotiki, Rakiura, Mataura, Great Start, Tamaki, Massey/Back2Back) also participated in check-in calls prior to this period. This is just short of Inspiring Communities' aim to have ten calls per initiative over a year, with only three initiatives, Mataura, Opotiki and Massey/Back2Back, achieving 10 calls over a 12 month period. Waitara and Great Start came close to this target, however, with nine and eight calls respectively over 12 months.

This result again reflects the particular circumstances and capacities of each initiative and has been a key area of adaptation for the research and learning processes. For example, instead of regular check in calls in Opotiki, Inspiring Communities has had a contractor actively supporting CLD in person on a part-time basis. This has seen the role of check-in calls supplanted by regular group reflections and individual meetings and conversations<sup>11</sup>. For other areas, available capacity has been a key limitation. This has been for a variety of reasons including changes in key staff, reliance on volunteers and under resourcing for learning.

<sup>11</sup> During 2010 and 2011 especially there were multiple other contacts and meetings, many of which touched on learning and outcomes.

In Rakiura, for instance, the initiative is entirely voluntary and reflective energies are tapped when they are most useful - generally preceding or following key community-led events. This tends to be in relation to group activities and ebbs and flows rather than on any predetermined time frame. In the case of Good Cents, the agreed check-in caller had limited availability and advised in March 2012 that she could no longer continue. Despite a number of efforts a suitable replacement was not found before October 2012. However, a key reflective space has been with the Good Cents' Core Group as the group has grappled with what progress and success might look like and developed a business plan and programme logic framework and ideas of evaluation. For Great Start, capacity became constrained when the long-term manager left in March 2012. While a replacement was employed in June 2012, learning energies were then consciously focused on undertaking a reflective group conversation in September, rather than on monthly check-in calls. In Glen Innes, Ka Mau Te Wero engaged in regular check in calls but capacity limits made achieving a monthly commitment impossible.

It is notable that even with signed agreements which included the participation in regular check-in calls, achieving a target of 10 calls a year proved to be impossible for most initiatives. This illustrates both a limit of structure, and the critical importance of working with the energies and priorities of the initiative and community. To be invested in, reflective practice needs to be useful, which means what constitutes as 'regular' differs significantly depending on capacity, availability of other supporting structures and competing activities/calls on time. Although the signed agreements and schedules were designed to clearly communicate agreed ways of working together and to formalise a shared commitment to learning together, in reality this still needed to be balanced with utility and local priorities/timing.

As well as the actual number of calls, the intended collective nature of calls where more than one person was included was also not always achieved. This happened, in varying ways, with Maitāwhiri, Good Cents, Rakiura and Opotiki but for others the check in calls were with a single person close to the initiative rather than with a wider group of key people associated with the initiative.

This highlights capacity issues again but also differences in governance structures and leadership. It also indicates that, unless a funding agreement requires evaluation, communities are often less interested in documenting their understanding of the contribution of CLD to their activities, than they are about actually making change and creating a better quality of life. This is not to say there was no interest in the effects of CLD. Rather, individuals involved in the CLC communities tended to weave their observations and thoughts in as they went along with little or no formal reflective practice. While this tended to result in individual learning, it less often led to shared learnings within the broader initiative. It also meant that, instead of functioning as a space for group reflection, the calls were often more of a personal 'critical friend', which was also valued and useful.

Again, this illustrates the need to be flexible and adaptive. Even where reflective space is seen as important and valued, it has to 'work' and add value in an immediate way as well as over time, and those involved in CLD initiatives tend to remain disinclined to talk or write about the role of CLD unless this leads directly to "better results".

Inspiring Communities' approach within these varying capacities and emerging learnings has been to be responsive to the needs and capacities of the initiatives wherever possible. In this way, we have managed to find ways in which check- in calls have been useful and, for some, a group call on a regular basis has worked well. For others a less frequent but still regular group call, or one to one call was more useful and achievable. At the same time, we have had to ensure that check-in learning calls have not become substitutes for personal supervision processes and recommended

that all those working in CLD have access to some sort of personal mentoring or professional supervision.

- Quarterly conference calls – In the early phases of Inspiring Communities, representatives from the Core Learning Cluster communities came together to get to know one another better, share stories, information and progress and provide peer support. As more initiatives became involved, this process became more time consuming and technically difficult to manage on a conference call platform.

In 2010, the process of reflection revealed that participants no longer found quarterly CLC conference calls an effective way for collective discussion and learning. In response, these calls were discontinued in favour of investing more energy into regular electronic updates to share information such as useful websites, resources and updates from each initiative. This process fostered connections across the group, and offered information to catalyse conversations between initiatives, as well as further engagement with Inspiring Communities. A total of 18 e-updates were sent out to approximately 40 key CLC contacts each time between October 2010 and 2012.

To complement the e-updates, a Learning Forum with participation of three members from each initiative in early June 2011<sup>12</sup> also provided an opportunity for developing connections, sharing information and peer support. Many CLC initiatives also attended the Inspiring Communities co-hosted Victory Village Forum in July 2011. To further deepen connections and extend knowledge and practice, Inspiring Communities also organised regional workshops with Mark Cabaj in June 2011 and Jim Diers in August and November-December 2012 to facilitate discussion of key issues and the development of effective approaches for community-led development.

- Development of case studies – Our original intent was for each of Core Learning Cluster communities to *be supported* to develop a case study in conjunction with the Inspiring Communities Development Team. The hope was for these to be significantly linked to the gathering and analysis of learning stories.

Reflecting the diversity of initiatives, case studies were expected to be approached in a range of ways with Inspiring Communities taking a supportive role where appropriate and as resources allowed. Case studies were always expected to be co-funded, and not solely resourced by Lotteries Community Research funding.

During this period, Inspiring Communities has contributed to the completion of the Great Start case study “Residents leading the way” (Blagdon, 2010), the Tamaki Inclusive Engagement Strategy case study “Creating TIES that strengthen” (Hancock et al., 2010), the Waitara Community Development Project (Willis, 2011) and Massey Ranui Back2Back (2012), and 38 Degrees – the Opotiki Harbour Transformation Project (Dec 2010). Case studies had previously been supported by Inspiring Communities in Massey (Massey Matters) and the Pasifika communities in Tamaki. A further case study is still planned with Opotiki, with timing dependent upon community readiness.

Reflecting community-led development principles, the case studies do not follow a 'one size fits all' formula. Great Start, for example, uses four intertwining stories to present their case study, while TIES also uses stories and distills key learnings into a framework, including tools for working together in the Tamaki community. Initial profiling of CLD in Opotiki focuses on communicating the case for community development through Iwi-led economic development, and the imperative for multi-sector collaboration alongside local leadership, to achieve change around complex community challenges.

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<sup>12</sup> A separate report on this is attached to the covering email for this report.

Stories are a key way of communicating what has happened, as well as how, why, when, where and with who. In this vein, all CLC initiatives have been building incremental case studies through the publishing of learning stories on the Inspiring Communities website<sup>13</sup>. These incremental case studies have been developed along the lines of the Success Case Method - a case study method designed to assist researchers tasked with “the very difficult job of evaluating the effectiveness of change programmes” (Miller, 2004). This method is underpinned by the notion that in every organisation or group, something works:

“[It] searches out and surfaces successes, bringing them to light in persuasive and compelling stories so that they can be weighed ...provided as motivating and concrete examples to others, and learned, and learned from so that we have a better understanding of why things worked and why they did not.”

(Brinkerhoff, 2002:3).

When combined with a learning story approach, the Success Case Method has helped to develop strengths based stories<sup>14</sup> that, in this case, have been presented as webpages that include key contextual information as well as intent, approaches, outcomes and key learnings.

- Learning stories – The intention was to gather 70 learning stories between 2010 and 2012. By June 30 2012, these had all been gathered<sup>15</sup>, albeit requiring additional resourcing and over a longer time period than first anticipated.

Learning stories are a form of narrative research. Narrative research is widely used to explore the ways people interpret and make sense of their experiences. In conjunction with the CLC communities, Inspiring Communities developed an adaptation of internationally recognised methodology developed by Professor Margaret Carr (2001) from Waikato University to generate stories that not only focused on learnings but also linked intention to both learnings and outcomes.

Such adaption is not unprecedented, as learning stories in a variety of formats and using a range of analytical techniques have also been used in settings other than education<sup>16</sup>. Like the Success Case Method, Learning and Outcome stories are written on a credit based model, where the focus is on what the initiative "can do" rather than what it "can't do". As learning and outcome stories are written, the strengths and interests of the initiative become more evident as do the linkages to key outcomes and the opportunities and possibilities for next steps. In this way there are three parts to a learning and outcomes story.

1. The actual story about the learning.
2. An analysis that highlights the learning.
3. Clear linkages to outcomes and what might usefully come next.

The learning story template<sup>17</sup> guided the collection of learning and outcome stories amongst the CLC and stories were developed in range of ways, most commonly:

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<sup>13</sup> These are all published on the Inspiring Communities website (<http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/core-learning-cluster>).

<sup>14</sup> Success story case studies are also used by the [Food Security Network](#).

<sup>15</sup> These are all published on the Inspiring Communities website as above

<sup>16</sup> For example, with the aim of helping people [understand, reflect on and explain](#) their identities, as a tool for reporting [project impacts](#) of international aid organisations, as professional [development, organisational change and leadership](#), and as [branding, fundraising, and promotional](#) tools

<sup>17</sup> A template for Learning and Outcome stories is attached as Appendix Five.

- From notes and ‘noticings’ as people went about their work;
- Developed from articles or reports; or
- Through interviews and discussions.

Collecting and developing the stories required a prioritisation on the part of the CLC initiatives. This meant that those involved in the CLC initiatives needed to have both capacity and capability to focus on stories on a regular basis. To support this, Inspiring Communities provided one to one encouragement and support in the form of training, mentoring, drafting and editing as well as including a learning story workshop in the June 2011 Learning Forum. However, a lack of targeted resourcing and skill sets within the CLC initiatives to focus on writing stories often meant that Inspiring Communities needed to undertake more of a lead role than planned for. This included significant initial writing and/or editing by the Inspiring Communities team in conjunction with detailed conversations and written input from those closely involved with the CLC initiatives.

Nonetheless, stories were always written collaboratively and always signed off by members of the initiative prior to publication. As well, when under pressure to complete stories, the CLC initiatives rose to the challenge with a huge burst of focused energy dedicated to stories and story writing during the first half of 2012. While not all stories gathered resulted in a completed Learning and Outcome story, the experience of working together with Inspiring Communities allowed individuals to work to their strengths and also raised awareness of the value of story gathering and how stories can contribute to next steps and future developments. The process also revealed how the time and skillsets of the Inspiring Communities team were valued and appreciated locally. Our writing efforts added value to local initiatives by making it easier for local people to weave in changes and add their own flavours to the stories. As well, the reading of learning and outcome stories from elsewhere was inspirational and, in some cases, helped reaffirm the value of local work.

Mutual trust and respect, built up over several years of working together, ensured that story writing processes were not extractive, but instead assisted communities in documenting *their* stories - which have since been used in multiple ways<sup>18</sup> for local benefit. We also learned that not everyone likes writing!

The learning story process highlighted the need to be adaptable and leaderful while also respecting local capacity and capability. By building on what was available within local communities and working to the strengths of *both* the local initiative and Inspiring Communities, the stories that emerged were able to retain distinctive local voices while also being more or less consistent in their structure and focus. In addition to contributing to the learnings about CLD, this way of working helped develop local skills, where this was desired.

Stories clearly illustrate the themes emerging from community-led development practice in Aotearoa New Zealand and identify intent, learnings and outcomes as well as key contact details. Where applicable, they contain links to international experience and understanding and they are also linked to one another where relevant.

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<sup>18</sup> For example in newsletters, funding applications, reports to funders, communicating what a CLD approach means for their community etc.

- Surveys - Three separate surveys were undertaken during the research period, two of these of participants at Learning Forums<sup>19</sup> on Rakiura and in Taranaki, and one of IC: network database members.

Value of Learning Forums: The first post-Learning Forum survey was completed in May 2010 following the April Learning Forum on Rakiura. The second was completed in July 2011 following the June learning Forum in Taranaki. Both surveys achieved high response rates (61% and 72% respectively) and highlight the value of Learning Forums and working Inspiring Communities more generally from the CLC initiatives who took part. There would have considerable overlap in respondent continuity and this offers a means by which to see changes in experiences and perceptions over the 14 month period.

The 2010 Rakiura Learning Forum survey<sup>20</sup> highlighted the usefulness of practical sessions and meeting and building relationships with others involved in similar work. For most people, key learnings from Rakiura were multiple. These were variously focused on particular Forum events, the content of activities, experiences, and shared stories as well as on ways of doing things, and on impacts and outcomes.

Overall, for many participants, the Learning Forum created a space to reflect that may otherwise not have existed. Further, these reflections were expected to have a variety of tangible and practical impacts on how participants undertook their CLD work over the next six months.

Survey results also provided useful feedback for Inspiring Communities, with the CLC asking for:

- a clearer structure, purpose and focus of the Learning Forum;
- communication of the theoretical and structural underpinnings of community-led development and Inspiring Communities;
- more time to develop useful and practical learning from the various local stories;
- more time to build relationships, both formally and informally; and
- the inclusion of a wider cross section from each of the community initiatives.

These recommendations were all incorporated in the development of the Taranaki Learning Forum.

The 2011 post-Taranaki Learning Forum survey<sup>21</sup> was also very well received. Participants ranked working with Mark Cabaj and within place-based teams as the most useful elements of the Forum. Being introduced to local initiatives in detail, participating in wider group discussions, networking with others working in similar ways, and practical sessions focused on improving particular skills were also much appreciated. Again, having a place in which to focus on their work in a reflective and learning way was very much appreciated and may not have happened for many participants otherwise.

The Taranaki Learning Forum was praised for its structure and also for how planned formats were adapted in response to what came up on the day. Most participants felt well prepared for the Forum and knew what the focus and purpose was going to be in advance. For most, their expectations were met to a high standard. As well, for most participants, the mix of theory and practice worked well. While recognising time limitations of an intensive 2-3 day session, participants expressed a desire for more opportunities to learn from others by working in mixed groups and more informal social time.

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<sup>19</sup> Inspiring Communities has run two learning Forums during the period of this research. These are gatherings of 30-40 individuals from all of the CLC communities (3-4 individuals from each location) as well as the broader Inspiring Communities team. The focus was on intensive and collaborative sharing and learning.

<sup>20</sup> Summary attached as Appendix One. Full report available on request.

<sup>21</sup> Collation attached as Appendix Six.

Overall the benefits from the Taranaki Learning Forum were wide ranging. For many the opportunity to learn and apply models and frameworks to their practice, including developing a stronger learning culture in their organisations, was the primary benefit of participation. Others found new ways of understanding the 'special' aspects of the places they live and work in valuable, and this was often linked to new understandings of the potential of their role too. One of these understandings was the role of the scale in which the community initiatives were working.

For example, working at a neighbourhood level not only helps to access and grow local assets, resources and confidence at the street level, it also offers a scale where participants can see their individual contribution to an achievement that could *only* have come about by working with others in that place. Furthermore, at this scale, local people can often also see that greater achievements are always more than the sum of the parts as synergies are achieved. In addition, for contributing organisations, the neighbourhood scale offers a mechanism to not only reach a greater range of individuals, but to also influence systems change both within their own organisation and with others they are working with. In this way local practice can become 'practice-based evidence' that has a wider reaching influence than the immediate place from which it emerged.

As well, through being able to take the time to openly discuss, reflect and plan in their place-based groups at the Taranaki Learning Forum, participants said they gained an increased recognition that process is as important as outcomes, and that conversation can, in and of itself, be understood as an outcome, as Paul Born writes:

"Conversation is not just what is said; it is also what happens between people. Conversation is not always about an event or a time; it is part of a much larger process of change...when we are talking with others, *there is a flow of meaning between us.*"

(Born, 2008: p20 and 25)

For many participants, their experiences in Taranaki were said to have led to tangible and immediate action back home. Such actions tended to focused on developing frameworks for planning, assessment and realignment of organisational cultures, as well as actioning some new things, and letting other things die.

Value of Inspiring Communities Role: The Rakiura survey also asked about Inspiring Communities more generally. This highlighted the high value of Inspiring Communities to CLC initiatives especially in relation to support for CLD and the promotion and showcasing of local initiatives and successes. National learning forums, communication approaches and providing and sharing resources were also highly regarded, as was convening sharing and learning across the CLC initiatives. Building connections beyond the CLC across a wide spread of places and people with diverse experiences was also valued. Email, Learning Forums, the newsletter and key contact people were important avenues for information provision and connection.

The survey also highlighted the range of need and expectation across the group, as well as an equally wide range of understanding about the role of Inspiring Communities. For example, almost 73% of respondents said there were still further ways beyond what Inspiring Communities was already doing that Inspiring Communities could support them. These responses ranged from a desire for Inspiring Communities to take a facilitatory and enabling role in relation to information and resource access, more effective engagement in the Inspiring Communities Network, and with the theoretical principles and ideas of community-led development. Inspiring Communities was



also seen as being in a position to supportively “challenge members into new spaces and ways of working”.

Limitations of capacity were also expressed. While a majority of respondents would have liked to be more involved with Inspiring Communities many indicated that their local commitments precluded this.

A survey of the wider Inspiring Communities national database about the value-add of Inspiring Communities was also undertaken during November 2011. This survey assessed the effectiveness of activities undertaken by Inspiring Communities as well as gathering thoughts and ideas on how best Inspiring Communities might grow the recognition, understanding and practice of CLD in Aotearoa New Zealand.<sup>22</sup>

134 responses were received from across the country, with most respondents coming from areas in which Inspiring Communities had been most active and had dedicated paid time (Auckland, Bay of Plenty and in CLC communities). Most respondents worked in a community organisation or in local or central government. Almost one fifth were interested in CLD, rather than belonging to specific CLD organisations. Less than 6% worked for a CLD initiative.

For this group, CLD was seen as an important part of Aotearoa New Zealand’s future but understandings of CLD and its benefits were seen to need strengthening, particularly within central and local government. Even so, Inspiring Communities was seen to have clearly contributed to the growing profile and awareness of CLD across the country by 70.7% of respondents. Inspiring Communities learning tools, stories, tips, newsletters, advocacy and promotion of CLD were valued. Website and regional networks were also appreciated and seen as useful.

For those who had experienced working directly with Inspiring Communities, comments were overwhelmingly positive with regional sharing and networking identified as a real strength for those involved. There was a desire for closer connections with Inspiring Communities and more regional networking opportunities for those who did not have access to these, especially in the South Island.

Many respondents recognised the “capacity, breadth of knowledge and the exemplary work” and “big impact” the “IC team” had made with relatively small resource. For several Inspiring Communities was “vital” to the support of their organisation and work network, largely because Inspiring Communities provided “a focus and a drive to inspire us to work together and play our part in community development”. At the same time, Inspiring Communities needed to be careful not to “speak on behalf” of communities and to be aware of the capacity limits of communities and community initiatives to participate in and contribute to CLD learning.

In terms of future developments, key roles for inspiring Communities were seen to be in developing and supporting skills based workshops, regional networks, workshops with international speakers, more sharing and telling of local CLD stories and provision of local and international research and case studies. There was a real desire to learn from people with practical experience, and preferably in face-to-face situations. As well, respondents wanted to hear about “successes, failures and learnings” and to have access to mentoring, guidance, training and practical techniques about CLD as well as how these might be applied strategically in particular areas such as socio-environmental change, older people’s communities and inter-sectoral relationships. Networks of practitioners by region and skill (such as appreciative inquiry and conversation cafes) were suggested and several respondents also asked for a more “analytic”

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<sup>22</sup> A copy of topline results is attached as Appendix Seven

approach to CLD. Collating and developing an “evidence base” for CLD was also considered valuable, particularly “outcome evaluation and research, and high quality position papers”.

With these comments in mind, 51.1% could see firm opportunities for Inspiring Communities to work more closely with them, their communities and/or their organisation in the future, while 46.6% were less sure of practical opportunities. Building a sense of active involvement in Inspiring Communities through the facilitation of opportunities to “work jointly on events and/or projects” was suggested as an effective way of expanding CLD and growing the CLD movement. Inspiring Communities was also seen as being able to assist the development and strengthening of political and bureaucratic understandings of CLD in local and central government.

#### Stage 4. Data Collation and Analysis

As previous sections of this report describe, data collation and analysis to explore key learning trends and patterns, as well as learnings, impacts, outcomes and implications for local and national development has been undertaken in an iterative manner throughout the research project. Information has been analysed thematically as it emerges in order to inform the continuous development of local initiatives as well as the practice of Inspiring Communities. These themes have primarily focused on the common areas identified in the 2010 ‘What we are learning about CLD’ publication<sup>23</sup>, as well as the emerging common areas of effective scales of work and understandings of the lifecycle of initiatives<sup>24</sup>

Reflecting Patton’s (1997) perspective that evaluations should be utilisation focused, this iterative analysis has mainly been in response to practical needs from within the initiatives. In the process it has informed the 2012 Inspiring Communities Think piece, submissions, presentations and the 2013 edition of ‘What we are Learning about CLD’ through deepening understandings of common themes, and of how working in CLD ways makes a difference.

Taking an iterative data collection approach has also allowed the emerging information to be used in developmental ways and, once the CLC communities saw how they could use the growing understandings about CLD from both their own and other initiatives to progress towards their goals, information gathering became less arduous. For these very grassroots initiatives, information gathering needed to serve at least one other purpose, such as informing ways of working with one another as well as with new partners, contributing to assessment and development of next stages and/or reporting to funders and communities. It needs to be done at the pace of the community involved and there also needs to be a level of readiness in the initiative to contribute, time to understand emerging learnings and then to apply the resulting information to next steps.

These steps are very much tied to the community’s perception of how useful the information will be to them and, most commonly, are focused on developing more effective ways to achieve agreed goals. Increasingly, communities also recognise that locally generated information is also useful in assisting those in positions of power to understand the value CLD adds too. This helps communities to sustain and grow changes that are relevant and appropriate to them as well as to bring new supporters and expertise on board.

As the research has completed, this iterative data has also been included in a meta-analysis which has focused on understanding the difference CLD makes. This includes:

- Why CLD methods were seen as useful and effective;
- What they were intended to achieve;
- How that was undertaken; and

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<sup>23</sup> Available from [http://inspiringcommunities.org.nz/sites/inspiringcommunities.org.nz/files/wwwal\\_web\\_231210.pdf](http://inspiringcommunities.org.nz/sites/inspiringcommunities.org.nz/files/wwwal_web_231210.pdf)

<sup>24</sup> See summary of the ecocycle framework in Appendix Eight.

- What outcomes they contributed to.

The meta-analysis also considers key contributing strengths and contextual conditions as well as apparent challenges and opportunities. As well as the iterative data and information from check-in calls, learning and outcome stories, case studies and surveys, the overall analysis also draws on a series of concluding reflective workshops or discussions undertaken with all of the CLC initiatives<sup>25</sup>.

#### Stage 5. Presentation of Findings

Findings have been presented in a range of formats and forums throughout the research process. Primarily this has been through Learning Forums but also conference and discussion forums such as those hosted by Philanthropy New Zealand (2011), Victory Forum (2011), the Human Rights Commission (2012) as well as through regional CLD Networks in Auckland and the Bay of Plenty, and Inspiring Communities newsletters and thinkpieces. Initial findings contributed to the first edition of *'What we are learning about community-led development'* and are also currently being included in the second edition, which is currently in development. They have also informed the development of CLD funding guidelines for JR McKenzie Trust as well as contributed to workshops with Jim Diers in eleven different centres across the country. They have been included in the upgrading of the Inspiring Communities website which is currently underway.

Findings have been presented in ways that allow participants to contribute to the research process by commenting on, and expanding results, with their own expertise and experience. This has been through workshops and discussions that have promoted opportunities to reflect on progress, harvest important lessons and examine what is working, and what is not.

Findings have also informed the design of evaluation processes for local communities including for example the Department of Internal Affairs supported community-led development initiatives in Mangakino and Mt Roskill.

#### Stage 6. Development of Applied Tools

“How to” tools as well as tools for research and assessment and learning.

Informed by the experiences of community-led development in Aotearoa New Zealand, a range of tools and approaches have been developed, adapted and included on the Inspiring Communities website<sup>26</sup>. These are free to anyone to use.

Templates developed directly from this research include:

- Working Together Agreement template
- Event or workshop planning template
- Check-in learning call template
- Learning and Outcome story template

Tools developed by CLC initiatives include:

- Creating Great Neighbourhoods Toolkit
- Me Mahi Tahi Tatou Leaderful Communities Workbook
- Massey Matters Street Bar-be-que guide
- Schools neighbourhood tools

Tools this research has contributed to include:

- At The Heart resources (co-developed with Victory Community Health Centre and the Families Commission in 2012)

<sup>25</sup> Reports from each of these are available on request.

<sup>26</sup> Tools developed directly from this research are online at <http://inspiringcommunities.org.nz/learning-tools>. Other tools are in the process of being uploaded.

- What we are Learning about Community-led Development (published by Inspiring Communities in 2010)
- Learning by Doing: Community-led Change in Aotearoa NZ (Published by Inspiring Communities in 2013)

Tools and approaches, adapted and/or used and recommended by the CLC include:

#### Understanding

- Appreciative Inquiry<sup>27</sup>
- The Leaderful Questionnaire and other leaderful activities by Joseph Raelin<sup>28</sup>
- Stacey Matrix as described in Westley et al (2007)
- Quadrants of change<sup>29</sup>
- Ecocycle (see Appendix 8 for more)

#### Action

- Putting Pen to Paper<sup>30</sup>
- Asset Based Community Development (ABCD) framework<sup>31</sup>
- 'Our Amazing Place' Community Treasure Hunt guidelines<sup>32</sup>
- Frameworks of change<sup>33</sup>
- Programme logic models<sup>34</sup>
- Action-Reflection model<sup>35</sup>
- Open Space Conversations<sup>36</sup>
- World Café Discussions<sup>37</sup>

#### Assessment and evaluation

- Emerging Principles for capturing and making sense of outcomes<sup>38</sup>
- Developmental Evaluation<sup>39</sup>
- Most Significant Change<sup>40</sup>

Tools currently being explored by CLC initiatives include:

- Collective Impact<sup>41</sup>
- Outcomes mapping<sup>42</sup>

<sup>27</sup> See <http://appreciativeinquiry.case.edu/> for more details

<sup>28</sup> See <http://www.leaderful.org/>

<sup>29</sup> See <http://kroc.nd.edu/research/books/strategic-peacebuilding/275>

<sup>30</sup> See <http://inspiringcommunities.org.nz/tools-resources/action>

<sup>31</sup> See <http://www.abcdinstitute.org/toolkit/>

<sup>32</sup> See <http://site.ouramazingplace.org.nz/>

<sup>33</sup> See <http://www.theoryofchange.org/what-is-theory-of-change/>

<sup>34</sup> See, for example, <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

<sup>35</sup> See <http://inspiringcommunities.org.nz/learning-tools/what-we-are-learning-2010>

<sup>36</sup> See, for example, <http://www.openspaceworld.org/tmnfiles/2pageos.htm>

<sup>37</sup> See <http://www.theworldcafe.com/>

<sup>38</sup> See

[http://inspiringcommunities.org.nz/sites/inspiringcommunities.org.nz/files/capturing\\_and\\_making\\_sense\\_of\\_outcomes\\_1.pdf](http://inspiringcommunities.org.nz/sites/inspiringcommunities.org.nz/files/capturing_and_making_sense_of_outcomes_1.pdf)

<sup>39</sup> See, for example [http://tamarackcommunity.ca/g3s61\\_VC\\_2010g.html](http://tamarackcommunity.ca/g3s61_VC_2010g.html)

<sup>40</sup> See <http://www.mande.co.uk/docs/MSCGuide.pdf>

<sup>41</sup> See <http://www.fsg.org/tabid/191/ArticleId/211/Default.aspx?srpush=true>

<sup>42</sup> See <http://www.outcomemapping.ca/>

- Outcomes harvesting<sup>43</sup>
- Splash and ripple outcomes measurement<sup>44</sup>
- Voice and Echo<sup>45</sup>

As well, Inspiring Communities has already co-funded the development of a framework and tools developed by TIES. These tools include practical tips and guidelines for:

- Transforming leadership
- Planning to engage with communities
- Organising and convening meetings
- When there is a problem
- When circumstances require you to take a stand
- Growing relationships
- Naming and owning work

The TIES tools are currently only available in hard copy. A process is underway to adapt these, where necessary (and in consultation with the TIES team), in order to make them available on the Inspiring Communities website.

Training to support the effective implementation of these tools has already occurred in some workshops and a series of you-tube clips are linked to the Inspiring Communities website through newsletters to further illustrate key points in the tools, where possible. Specific training packages will be developed in the second half of 2013.

#### Stage 7. Incorporation of the findings into the ongoing development of Inspiring Communities.

Incorporation of the findings into the ongoing development of the Inspiring Communities as a movement and as an organisation has occurred through this research project through regular team meetings, strategic planning, and an internal reflection process facilitated by Margy-Jean Malcolm in 2011. Much of this incorporation has focused on the Inspiring Communities relationships with CLC initiatives as well as how Inspiring Communities might add most value in our work with communities.

The information from this research project has also been used to inform the future development of Inspiring Communities in terms of website development, learning needs and approaches, regional networks, skills based workshops and contracting opportunities. This incorporation will continue to be undertaken in an ongoing and iterative manner.

## **4. Key Results and Achievements**

The focus of community-led development is about fostering communities to thrive and be resilient. This research has aimed to find out more about community-led development in Aotearoa New Zealand with respect to:

- why community-led approaches were being used;
- what they were intended to contribute to and change;
- how they were used; and
- to notice the differences working in CLD ways has made over the 2010-2012 period.

The core focus of Inspiring Communities' learning programme has not been tracking individual community progress in achieving locally determined goals. Instead it's been about noticing and learning more about

<sup>43</sup> See <http://www.outcomemapping.ca/resource/resource.php?id=374>

<sup>44</sup> See <http://www.hc-sc.gc.ca/ahc-asc/pubs/ contribution/ripple-ricochet/index-eng.php>

<sup>45</sup> See <http://changesuk.net/resources/>

the difference that working in CLD ways has been making on local community journeys to achieve their goals.

Because working in CLD ways necessarily involves working with what is already there in each community and building on local strengths, assets and resources, extracting CLD's contribution to achievement of local outcomes can be tricky. In our work with the CLC, what emerged was that CLD makes an active and substantial contribution towards *the ways in which people work* as well as the *outputs and outcomes they achieve together*.

These contributions to the ways in which people work vary over time and place, and are interconnected. With respect to results, we have been focused on outcomes that can be linked to the initiatives rather than impacts that happen due to a much wider range of factors. Even so, CLD initiatives are not looking to attribute credit for these outcomes. More, we aim to show how they contribute to them.

#### **4.1 Why use CLD approaches?**

**Objective 1: Find out more about community led development initiatives in the CLC, with an emphasis on: motivation(s) behind setting up the initiative; how communities solve complex problems and learn together; what contributes to effectiveness; how challenges and opportunities are addressed and responded to; and to identify changes and outcomes and understand how these have occurred.**

##### 4.1.1 Motivations

Motivation to work in ways where communities are leaders of the changes they want to see in their communities comes from a range of sources and is contextual. However, while each of these initiatives has different aims and aspirations and they operate within different contexts and conditions, they each share a commitment to creating some sort of social change in their place.

Motivations for setting up each initiative<sup>46</sup> are:

- Stewart Island/Rakiura: After noticing that there are 68 separate groups working in different ways to make the island a better place to live in 2009, a small group of local leaders has been investigating the potential of an overarching vision to guide, inform and coordinate ongoing CLD activities on Stewart Island. While mindful of not wanting to create 'yet another project' there was a desire to develop new collaboration infrastructure to ensure all efforts were aligned and working towards collective local goals in many diverse ways.
- Maitaia: Following a concerning report on the health of the community back in 2007, local people felt "angry that the town was being taken for fools" when agencies didn't respond proactively and "decided to come up with our own solutions". Over time, the energy of anger and defensiveness has been channelled into developing local strengths and assets in order to "make Maitaia a better place to live".
- Good Cents, Porirua: This initiative arose out of a community-led learning inquiry that aimed to find out why, even in 'good times', some people still needed to access food banks to survive. Debt, it turned out, was the common denominator and, in 2007, Good Cents set out to tackle high interest indebtedness from a community-led development perspective, driven by the stories of indebted people themselves and working to engage the wider community and business interests.
- Great Start, Taita: In 2008, Barnardos used a community-led process to find out what residents wanted to happen with an old house they owned in Taita. Knocking on 1200 doors revealed that people in Taita *didn't want any more services*; they wanted to make better connections with each

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<sup>46</sup> See Appendix Nine for a fuller summary of each CLC initiative.

other, to be helped to connect with the services that already existed and to contribute to the development of their place. A similar message came from conversations with other organisations that worked in the area; they wanted to work together, to support each other and to find different ways of working *with the people* of the Taita community, not just delivering services to ‘clients’ who live there. As a result, Great Start is about *being of service and working with* local Taita people to help them realise their aspirations, individually and collectively.

- Waitara Alive, Waitara: In 2008, local Waitara people were tired of responding to serious local issues of land grievance, long term unemployment, low economic growth and increasing crime from a deficit perspective. It was time to do things differently. This time the community decided to set goals and develop strategies themselves, inviting government agencies and other organisations to be a part of a locally led strengths-based initiative to work towards the “betterment of Waitara”.
- Opotiki: Since early this century, Whakatohea Maori Trust Board has invested in exploring the potential for a viable marine farming industry which creates wealth and prosperity for their community. They are majority shareholder in a commercial company which, since that time has gained consents to farm a 3800 hectare marine farm 8km off the Opotiki Coast. Early on, Opotiki District Council recognised this vision was dependent upon the Opotiki Harbour being made viable again, to enable marine farm products to be processed locally, creating jobs and income to the District, and set about learning what was required and sharing this information locally, to invite community input and support.

In 2007, the then Opotiki District Council Chief Executive came into contact with Inspiring Communities and could see the value of frameworks and tools we were using and developing. Inspiring Communities was invited to “walk alongside”, with a vision of Opotiki’s comprehensive community development. During the five subsequent years, part of which fall within this research period, there has also been growing attention to comprehensive development including education, health, social, environmental, and cultural development, and further strands of economic development.

- Ka Mau te Wero, Glen Innes: Ka Mau Te Wero began in Glen Innes in 2001 as a community development project, with initial funding from the Stronger Communities Action Fund (SCAF). The original motivation was based on agency recognition of the urgent need to improve the life quality of the people living in the GI communities of place. CLD approaches were used from the start by focusing on the strengths, assets and aspirations of local communities, being respectful and inclusive of the diverse local communities and always working in Treaty-based ways that honour the special place of Maori in the wider community. Although the project has changed over the years towards being more research- than action-focused, these principles of working remain the same and the research projects are “done through a community lens”, by community volunteers and “for community use” to influence “what happens around here, *and* how it happens”.
- Massey Matters and Back 2 Back, Massey/Ranui: Massey Matters began with a Community Forum in 2006 when fifty community leaders were interviewed to identify Massey’s strengths and assets and local aspirations for the future. The result was Waitakere City Council (later Auckland Council) agreeing to fund the establishment of a ten year project to improve quality of life in Massey. This project was motivated to work to catalyse and convene a diverse range of innovative and collaborative actions that local people were passionate about and had strong support for in order to “make Massey an even better place to live”.

Back2Back grew out of Massey Matters in 2008 to further grow street-level engagement and neighbourhood-led development in Ranui and Massey. By encouraging and supporting residents

and key agencies to work together, the project has used CLD approaches to co-create safer and more connected neighbourhoods and residents, with strengthened community governance and learnings that can be shared beyond the local area.

In their own ways, each of the CLC initiatives included key individuals who recognised that local social change is more relevant and appropriate when it includes, and is guided by, local expertise that comes from local lived experience. Key to this is ensuring overarching goals and aspirations are derived from local people as a collective, and that local people contribute to the achievement of these. At the least, this means a redirecting of energies and resources towards developing and communicating these goals as well as towards the activities that will ultimately contribute to their realisation. It also often means energies are needed to attract further resources, and to coordinate these in ways that are complementary to local ways of working.

#### 4.1.2 Maximising opportunities, solving complex problems and learning together.

Most commonly, motivations focus on wanting to make a place “better” than it is and/or in response to a particular issue or concern. Where local aspirations are agreed into a collective vision and mission, this is often used as a ‘touchstone’ for working together, which often includes maximising opportunities, solving complex problems *and* learning together.

There is no one ‘right way’ of solving complex problems in communities. In some communities, offering opportunities to contribute to a specific small task often feels more achievable than bringing a large group of people together to plan around a lofty vision. Many CLC initiatives have used a ‘projects approach’ to build on local strengths and assets, tap into existing resources, and develop stronger local connections by assisting and incentivising<sup>47</sup> a variety of local actions. This approach effectively reduces the complexity to significant component parts of a pathway to change where, for example, growing local stronger local connections happens naturally as people work together for a practical purpose, such as constructing a community garden or cleaning up a walkway or stream. In many cases, this approach has been found to also help grow a CLD constituency as after doing small projects, some people are naturally drawn into bigger picture community thinking and visioning.

In Mataura, for example, local energies have been focused on doing things, and most people became involved through particular skills and activities. Some have gone on to be involved in other things as well, while others prefer to “stick to their bit” only.

“We haven’t needed a pithy statement. We have been focused on “can do” and getting things done.”

“We can do it and we are willing to do it – it’s a go forward attitude.”

While working in CLD ways and being action-focused has been essential to the achievement of many local projects it has also, perhaps more importantly, has grown deeper and wider community connections that has allowed local resources to be used in different ways, while also attracting resources from beyond Mataura into the town.

To illustrate, changes made in provision of pre-school activities and early childhood education have come about by community members working together with a range of organisations including the Play Centre Association, Plunket and REAP so that now there are pre-school focused opportunities on offer every day. Children are “more ready for school” and the activities are providing “great bumping places for mums of young children – a chance to share experiences, keep things in perspective and find out what’s normal.” In this way “the positives are long term” for parents as well as for children as social isolation is reduced, learning and teaching skills improve and expectations for pre-school experiences change and develop”.

Those involved in these initiatives are increasingly involved in other community initiatives and activities as well and have come to expect to be able to contribute both ideas and resources to make the things they want to happen.

“People now look to Mataura for inspiration. It’s been small steps – change has been incremental, by doing things together.”  
*From Mataura Reflective Workshop, November 2012*

<sup>47</sup> For example, the Massey Matters Fund has generated over 100 new local projects, with many of these becoming stepping stones into other activities. For more see <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/massey-matters-fund-small-change-enabling-significant>.



To be intentional about achieving change to complex issues, the CLC have found that without an agreed, if not formalised, overarching vision then actions and outcomes tend to be more fragmented and isolated, without a sense of achieving any change beyond the immediate activity. This can lead to elements of re-invention, as learnings are less likely to be shared beyond the immediate activity, or at all. Nor are efforts likely to influence broader systems change.

Overarching visions can both focus intentions and encourage variation and adaptation in order to achieve the stated shared aspirations and to collectively address complex issues. Many communities have found that a vision needs to be wide enough to allow a variety of action pathways to emerge, as these in turn provide a range of ways to involve local people, their interests and skills. Further, collective visions enable CLD practitioners to 'loiter with intent' which allows for, and legitimises, a level of organic growth and the 'nimblity' to consciously adjust approaches and engage different stakeholders in different ways of doing things.

In Opotiki, where the vision for economic development enabling community development was already strong, the opportunity for developing tourism through cycling was rapidly embraced when Nga Haerenga, the national cycleway project was announced. The processes also enabled significant developments which may not have unfolded otherwise. The first was in enabling deeper relationships and embedding practical practices and processes for multi-stakeholder projects, particularly between the Council and Whakatohea Maori Trust Board and also in this instance with a national government Ministry, and Gisborne District Council. The second delightful outcome was the realisation of a long-held community vision for a walking and cycling link from Opotiki Township, directly to the sea.

*Summary from Learning Story by Danny Paruru, 2012<sup>48</sup>*

Agreeing on shared goals to work towards is often enough to catalyse positive local change from the piecemeal towards the transformative - especially when progress towards shared goals is visibly demonstrated such as through visible change, documented change and reflective practice. As well as sustaining momentum, a demonstration of progress can also be useful in tracking the contribution of CLD to both deviations from these goals and achievements. Being overtly intentional but also organic as well as project focused are thus key ways communities work effectively together to address complex issues and this is helped significantly where progress is demonstrated, and learnings are shared.

All CLC initiatives have been in a constant process of learning about CLD. Mostly, this learning has been done informally and in association with key events and activities – by doing thing together and talking about them as they go. When formal reflective sessions have been convened (primarily check-in learning calls or discussions, reflective workshops and the 2011 Learning Forum) the CLC initiatives often found that learning about the effectiveness of CLD is a combination of 'what' they did bound up with 'how' they did it and 'who' was involved. As mentioned earlier the value of these more formal sessions has been increasingly realised as initiatives recognise the usefulness of the information that results. Initiatives are increasingly interested in developing outcomes and evaluation frameworks to guide assessments of progress, and to use appreciative inquiry techniques, frameworks for change, logic models and reflective practice workshops alongside collaborative action models such as Collective Impact and Collaborative Governance. This is primarily so they can better understand how they can work together more effectively, track both progress and deviation from stated goals and ensure new learnings are woven into next steps.

#### 4.1.3 What contributes to effectiveness?

CLC initiatives are unanimous in their assertion that working in CLD ways makes significant contributions to ensuring that local change is both relevant and appropriate. In terms of key ingredients, several aspects were identified as key to effective CLD success, including:

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<sup>48</sup> <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/motu-trails-cycle-project>

- the development of both capacities and capabilities of communities to contribute;
- the scale of focus – CLD is most effective at the scale of lived experience;
- the importance of both leaders and joiners ;
- the role of coordination and convening; and
- community readiness, local culture and flexible timelines.

### **I. The development of both capacities and capabilities of communities to contribute**

“Communities have to work it out for themselves and they need support for that.”

*Opotiki reflective discussion, 2012*

The CLC exploration of CLD practice found that in different places and times, certain competencies, as well as the capacity to contribute, need to be nurtured in order for communities to contribute to the realisation of the change they want to see. Sometimes this means first growing particular skillsets, or enabling access to the skills of others. At other times it is about growing the respect and value in existing community skills across local people *and* professionals. Achieving these are all seen as both outcomes of working in CLD ways and as essential to the effectiveness of CLD.

In Taita, for example, local people were attracted to Great Start because of how things were being done - even when they initially felt it was “not for them” because of Great Start's focus on younger children and supporting parents. Many had experienced agencies who worked with very firm boundaries and fixed ways of working that did not include hearing local resident's thoughts and ideas. Several local people had to be strongly encouraged (or even coerced!) at first to join in with Great Start's activities. While some did so somewhat reluctantly, all have felt welcomed, useful and enabled to make their contribution to Great Start and to the Taita community in their own way. For example, by developing the community garden, time bank or welcome baby packs. In many cases this approach has led local people to grow in new directions too.

“Great Start works in ways that enable a ‘re-member-ing’: a return of power to the local area, and to individuals and groups within that area, including staff and volunteers.”

“Our way of working is to awhi<sup>49</sup> the strengths of those who come through the door” while also assisting in “the building of both personal and collective bridges” and encouraging and enabling people to “give something back.”<sup>50</sup>  
*Great Start Taita Reflective Workshop, September 2012.*

### **II. The scale of focus – CLD is most effective at the scale of lived experience**

What is also clear is that CLD makes the most tangible difference at a particular scale – notably at the smaller town, suburb or neighbourhood level. These are the scales in which local people have a regular ‘daily life’ connection and where participants can see that their individual contribution to an achievement that could only have happened by working with others in that place.

It is at these community scales that the strengths and assets of a community can best be mobilised and synergised by people from within that community. This often happens most effectively when a person or organisation stands up and says they want to lead a project and calls for others to work with them.

For example, for some years in Massey-Ranui, Matt and the local residents had felt annoyed at the amount of vandalism that was happening on a regular basis in their neighbourhood playground. Step by step they have worked to change their local environment, beginning with helping out on Mucking-in Days in the Manutewhau (which involved picking up rubbish and planting flax), getting to know their neighbours through Neighbourhood Support, working with others to petition council for an alcohol ban, Adopting a Spot for painting out graffiti and planting fruit trees for the community which then led to the development of a community garden. None of these could be achieved by one person alone, all required a key leader and contact person and all invited others to come and *do* something, rather than just talk about it.

One of their fantastic initiatives was a Children’s Paint Day inviting local children to come and design their picture for the park. Matt thought the best way to fight graffiti was to have the children create their own art pictures and place them on a frequently

<sup>49</sup> Maori word meaning in this context ‘to embrace, cherish, nurture, assist, support’.

tagged wall. Gathering the interest and support from local residents, he and his wife, Jane, launched their plan. It resulted in a fun afternoon for both children and parents, enjoying the park (playground, basketball hoop, grassy field and shady trees) and producing a wall of individual art pieces created by the local children.

Both Matt and Jane put in a major effort on the day, with Jane preparing the delicious fruit kebabs for the children (another idea of Matt's having watched Jamie Oliver's campaigns on healthy kai). While this leadership was key, also vital to the success were the people who joined in: parents came with their children and encouraged them to make their own designs and extra help came from Neighbourhood Support, Community Safety-West, Tag Out Trust, Resene and Back2Back.

*Adapted from 'A Starter Kit for creating great Neighbourhoods', Back2Back, 2012*

### **III. The role of both leaders and joiners**

Across the CLC, being involved in tangible local change efforts that build on existing individual skills and areas of interest is often a key motivating factor to becoming connected to wider change efforts. Both leaders and those who join in are crucial to the success of a particular project and to the ongoing successes of a CLD initiative. Leading at a neighbourhood scale can be scary and brave – it means publicly owning your intentions, which may or may not come to fruition.

In CLD terms, leaders are key to generating enthusiasm about the wider CLD initiative and movement, and make it less risky for others to join in by standing up and calling for others to join in, and then embracing joiners as equals. This recognises that it is those who join with leaders who create momentum by demonstrating what working together can create. This may be limited to the one-off event because many people are happy to help with a particular task and to collaborate to create a particular output but don't always wish to make ongoing commitments beyond that. It is also, however, often from participation in one-off events that people become interested in the wider goals of an initiative. To be effective CLD needs to offer opportunities for both of these groups, that is both short term and time limited commitments as well as prospects for further development.

### **IV. The role of coordination and convening**

A key part of the way CLD makes a difference is through co-ordination and convening; bringing different parties together to catalyse shared interests and activities. The role of 'making calls' and co-ordinating activities within a CLD frame can require some careful balancing, especially when "getting things done" is a focus, and/or when there is a dedicated paid worker to assist.

For instance, in early days of Waitara Alive (2010), AmeriCARna<sup>51</sup> was booked to come to town. The newly appointed community development co-ordinator capitalised on this opportunity by lobbying for the parade to be re-routed through the main street. This created possibilities for local businesses, schools and entertainment groups to host the festival and together generate income for the town and create positive media attention about Waitara.

Very short time frames meant both co-ordination and collaboration were essential to successful event organisation, which was great because it forced the need to work with others. Using CLD approaches, Waitara built on its strengths and established a Business and Promotions Association with the community development co-ordinator as the key point of contact. This group linked local schools with local businesses to fundraise, as well as provide kapa haka groups who welcomed and farewelled guests with a powhiri and poroporoake. Local businesses donated sound systems, trucks for stages and set up stalls on the footpaths, while local service clubs provided entertainment, marshalling, food and clean-up crews afterwards. All of this was showcased on US television, and the success repeated again in 2012.

*Adapted from Learning Story by Melissa Willis, 2012<sup>52</sup>*

As well as the obvious event output, the CLD organising process and experience generated a shared sense of achievement that could only have come from local people working together. The experience of AmeriCARna, put people in touch with others they would not normally work with. This fostered

<sup>51</sup> AmeriCARna is a touring classic American car show.

<sup>52</sup> <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/american-how-400-classic-cars-kick-started-cld>

connections across age and interest groups as well as generating awareness and support for the Co-ordinator's role and the community development project that became 'Waitara Alive'.<sup>53</sup>

Securing a paid worker is an oft-dreamed-of resource that is regularly seen as an achievement in and of itself and, from our observations, a paid co-ordination resource generally makes a significant difference to the pace of progress. A dedicated role certainly aids local capacity but it can also mean that it is more difficult to remain responsive to emerging local ideas and energy, and also allow local people to lead in their own ways and timeframes. This can be compounded when funders require a strategic plan ahead of any developmental resourcing and/or when contractual outputs must be specified ahead of time, often with limited flexibility for change. As well, when there is space to develop more organically, it can be tempting "to leave all the work to the paid worker" because "that's what they are there for"<sup>54</sup>.

"It's a real challenge because I have the dedicated time. I hope I haven't 'disabled' [the local community] by doing too much."

"What we do changes on a daily basis – it needs to be adaptable within our strategic direction but we can't do everything."

"I don't see strategic goals being played out in my work. We need to use these as a check and balance to guide where and how we best use our time."

*Local Core Learning Cluster Initiative Co-ordinators, 2012.*

Across the CLC, we have noticed that creating organisational structures with transparent governance to 'hold' external resourcing can lead to a focus that is prioritised on achieving predetermined outputs and outcomes. Some of the paid co-ordinators of CLC initiatives, for example, have found it difficult to communicate to their governance groups and wider public that, working in CLD ways means their role needs to be about ensuring actions are driven by communities and that communities are supported to achieve their own goals.

On the other hand, other co-ordinators found that "leading from the front" was the quickest way to work because they could actively network and draw resources in, as well as demonstrate the value their role and their entity was adding. This was seen as particularly useful in the establishment periods of projects but, over time, many co-ordinators found themselves either overwhelmed with requests and expectations, or only working with select groups in their community.

"...the more we helped happen, the more we were expected to help happen".  
*Massey Matters worker, October 2012*

#### **IV. Community readiness, local culture and flexible timelines.**

Yet, working in CLD ways means working together, even when there *is* a paid worker. Across the CLC initiatives, once *both* local people and contributing organisations understood more about what working in CLD ways mean, paid co-ordination tended to take a 'lighter touch'<sup>55</sup>. In these situations, coordinators became more focused on actively looking for where community energies were directed (both bright spots

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<sup>53</sup> Read the AmeriCARna learning story here: <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/ameriCARna-how-400-classic-cars-kick-started-cld>

<sup>54</sup> From various reflective workshops, 2012

<sup>55</sup> See [http://natureinstitute.org/pub/ic/ic27/holding\\_gently.pdf](http://natureinstitute.org/pub/ic/ic27/holding_gently.pdf), <http://practicalaction.org/docs/ia1/empowering-community-organizations.pdf> <http://www.jrf.org.uk/publications/changing-neighbourhoods-impact-light-touch-support-20-communities>

and concerns) and helped develop strengths-based pathways to enable resident-led efforts to achieve their own goals.

This also reflects a level of readiness in the communities involved as it means working on terms that local people determine and 'with,' and not 'for' or 'to' a broad base of the local community, therefore ensuring local people and organisations have some 'skin in the game'. The ways in which this manifests reflects of local ways of doing things and can be a big change for some communities, sometimes requiring some outside 'organising' to get started. New ways of doing things emerge through practice and demonstrable change to become part of the local culture, often without being named as CLD.

Responding in this way is seen as an outcome of successful CLD and over time, this way of working often become part of the local culture, without it necessarily being named as such. On Rakiura, for example, CLD is a part of Island life. Since building a community pool on Ministry of Education land in the 1970s, the Halfmoon Bay community on Rakiura has come together to renovate it several times. In 2005, with a dwindling population, far fewer children at the local school, high running costs, a need for maintenance and ever stricter pool operation regulations, it was up to the community to step up again or the pool would be closed.

With two local mums taking the lead, local people secured funding from the Community Trust of Southland to upgrade the pool heating system and cladding, as well as changing to a new salt chlorination system. A working bee of locals installed the new system and a local volunteer tests the water each day.

The pool is now used by school children and the wider community (who purchase a key) from October to April, and is warm enough (29-32 degrees being optimal) for the under-five's to have several swimming classes each season. Local people now have another way of socialising and keeping fit, while Halfmoon Bay school children are increasingly competitive with mainland schools in swimming competitions.

Very recently, over another bottle of wine, a bright and enthusiastic community member mooted the idea of an entirely new pool! This would be deeper, longer, wider and more appealing to a wider range of the community. With such a history of dedication to a project, it is probably only a matter of time before this happens too!"

*Excerpt from Learning Story by Di Morris and Kari Beaven, 2012<sup>56</sup>*

Even where there is a CLD culture, however, it still takes time to work in CLD ways. The most recent visioning day on Rakiura, for example, did not yield a collective vision even though enthusiasm and hopes were high and the community seemed 'ready'. On reflection, a number of the processes did not work effectively with the energy in the room on the day. However, small groups are continuing to meet and 'word smith' visions in a theme based way and, overall, the visioning day is seen as another step towards collective community planning and action. The day provided a wealth of information and learnings that will support the continued evolution of collaborative CLD on Rakiura. Hosting collective conversations takes practice and each community discussion informs the next in a very organic way.

Finally, it is critical for effective CLD not to be too tightly bound to external timeframes and pre-determined deliverables. By definition, CLD goals and activities must be generated by communities together with other contributing parties and traditional funding of individually resourced single-purpose projects and services through standardised grants and contracts - often with specific narrow outcome and output targets - does not enable or support longer term comprehensive community development planning. Similarly, inflexible timelines do not often allow for the complexities in people's lives which can mean that community-led plans and timelines for action may need to change. This means that outcomes, outputs and timeframes cannot easily be specified or imposed by 'outside' organisations or funders when the drive, leadership and forward plan has to first come from within.

Having local residents or a community groups to work with or hand things over to is not always possible straight up. In the case of Manutewhau stream, reserve and walk way restoration, there was three years of ongoing small activities that intentionally brought local people together before some residents put their hands up to form an 'ongoing group' to drive things forward. What helped get to this point was:

<sup>56</sup> <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/pool-be-proud-of%E2%80%A6>

- ongoing regularity of clean up events which built momentum and regular opportunities for resident participation
- linking in existing community groups based close to the Manutewhau who in turn incorporated the restoration of the Manutewhau into their vision and which enabled additional resources and connections to be made
- bringing in others with technical expertise to help eg. Weed Free Trust, Gecko Trust, Auckland Council staff; and
- hope, faith, persistence that this was the right work to be doing, and that when locals were ready, that ownership, stepping up, and taking over naturally would occur."

*Learning reflections from Massey Ranui Back2Back Project 2012*

Clearly, sometimes a significant investment of time is required to enable communities to step into this space, especially if the motivation for working in a CLD way is not coming out of some sort of a crisis. It can take significant effort and time to ascertain and coordinate community energies that to ensure drive and leadership for an articulated change. This is at least partly because a CLD initiative needs to fit into existing life patterns and commitments and also to grow respect and trust as well as build a sense of common interest. Working in CLD ways also often represents a completely new way of doing things which means there can be a significant need for support to grow local capabilities and capacities, which also takes time.

"Things appear slow when you are trying to get cohesion around complex issues and bring different parts/parties and contributions on board – *but* in the longer term, by paying attention to both and taking time, it *saves* time."

*Opotiki Reflective discussion, 2012*

#### 4.1.4 How challenges and opportunities are addressed and responded to.

As the preceding example from Rakiura shows, even where there is enthusiasm and commitment, unforeseen challenges still emerge. These challenges also often bring opportunities. In Rakiura's case, support from unexpected quarters was revealed at their last visioning day. While sometimes difficult to see at the time, on reflection, most of the CLC initiatives understand that every challenge also offers opportunity. This seems to reflect the embedding of CLD as a strengths-based approach where what comes next builds on what has gone before, often in spite of a bumpy CLD road.

As CLD approaches took hold, in many of the CLC initiatives, there was a default to collaboration in challenging times.

In Matura, for example, most people involved felt that from the get-go both decisions and actions needed to be taken by the community. How this has played out has seen some tensions emerge between "being community-led and the hierarchy of organisations involved" but, by working in CLD ways, these tensions have been addressed collectively.

Being firm about community people as leaders of what happens in Matura has meant "some steep learning at times" and has also challenged expected ways of working and revealed embedded assumptions creating situations "that have had to be worked through" collectively. As experience and knowledge about community-led development has deepened, however, attitudes and expectations have also changed and it is now expected that community members will take strong leadership roles alongside agencies and organisations. The notion that "we are in it together" working with a "sense of laughter, fun and good times while doing tough stuff" resonates with those involved and has "attracted other resilient and fun people".

*Matura Reflective Workshop, 2012*

All of the key people involved in each of the CLC initiatives have a detailed understanding that fundamental to successful CLD is that the aspirations and drive must come from the local community. Both challenges and opportunities are, therefore, developed in ways that are guided by any formalised or commonly held vision, mission and plan and developed in ways that can grow the local movement for CLD as much as to achieve a specific aim. This can be challenging in itself because sticking to agreed strategic areas of focus can sometimes compromise the abilities of CLD initiatives to be nimble and responsive to emerging situations and ideas. .

Much as tangible local change is often a primary goal, the CLC have also come to recognise working in CLD ways as an outcome in and of itself. This is because working in CLD ways often represents a significant change from previous efforts. These have often been more 'top-down' or agency-led and tending to

consult and enrol local people into predetermined aims and visions rather than working in ways where visions, aims and ways of working are actively led by communities, in conjunction and collaboration with other individuals, organisations and groups. Working in CLD ways requires a change of behaviour, where bottom up visions and priorities meet those from the top down, and has thus come to be seen as an outcome of the process or a 'practice outcome.'<sup>57</sup>

When Good Cents initially partnered with WINZ to run the Good Cents course (a participant-led approach to budgeting), referrals from WINZ were few, with attendance by WINZ referred participants very sporadic. Rather than sending Good Cents staff to talk with WINZ, Good Cents took a CLD approach and some of the course graduates, who were all well known to WINZ as long term WINZ 'clients', spoke with them instead. Never before had these women been asked to speak with WINZ staff in the 'inner sanctum' of the WINZ offices, and never had they been seen as the 'experts'.

*Excerpt from Good Cents Learning Story, 2012*

Taking a CLD approach meant that, in a few minutes, a shift was created in relationship dynamics between Good Cents graduates and WINZ staff. With a new-found confidence that came from being a Good Cents graduate and being invited to speak, the women stepped into a space of influence in a system they had formerly felt powerless within. The ability to step into this space is a practice outcome. Because the case officers knew these women, they also knew that what was said represented significant personal changes. This has meant that the women are now treated with more respect *and* WINZ staff also tell other people about the successes of the Good Cents Course as they refer them. These behaviour changes are also practice outcomes. There has also not only been a huge jump in the number of WINZ referrals but also in participant attendance rates of those referred - all of which contribute to the overall outcomes from each course.

Similarly, in Glen Innes, Ka Mau Te Wero use CLD ways of working to train local people in research techniques. This training is a practice outcome as it results in positive changes for both the individual involved and in local community capacity to undertake their own research.

In Glen Innes, what Ka Mau Te Wero does has changed significantly over time. It's currently more focused on community-led research rather than community-led action. While the vision and mission remain the same, the ways of contributing to the achievement of these have changed in relation to various opportunities, needs and funding available. CLD approaches have remained integral throughout this change, however, with research projects "done through a community lens", by community volunteers and "for community use". This is seen to yield a number of outputs and outcomes that are directly related to how the research is conducted and why.

"Evidence helps those in power to take notice."

"We want a lot of people to know (different ethnic groups and age groups etc) but we also want them to hear what WE mean by our research and what WE need and have to offer. That is the hardest part."

"Because of the ways in which the research has been undertaken, the local community knows what they don't know now."

*Ka Mau Te Wero Reflective Workshop, 2012.*

Practice outcomes are related to *how* CLD approaches operate and they often lead onto other outcomes as well. Because CLD puts residents at the centre and is place-based, it often demands the inclusion of communities and groups who may otherwise have had a limited involvement or been excluded altogether. This encourages behaviour changes amongst all parties and acknowledges the gifts and expertise of all involved, as well as the synergies that come from working together to achieve locally generated aspirations.

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<sup>57</sup> This is a term coined in 2012 reflective workshops with CLC initiatives to distinguish outcomes that happen in direct relationship to *how* things are being done. These are outcomes that are directly related to the process being used such as upskilling of particular groups.

With CLD principles as a guiding framework, communities are supported to lead themselves. Sometimes this leadership is from the front, but equally often it is from the side or from behind. Coordinators, advisors, brokers and community leaders working in CLD ways convene local people to come up with their own solutions and support them to manifest these by facilitating connections or access to resources and by working in ways where the individuals in the group gain something that can only be achieved by the group. In this way the collective sense of ‘we’ grows without being at the expense of the individual ‘me’.

#### 4.1.5 Identified changes and outcomes and understanding how these have occurred.

The CLC initiatives clearly identify that the changes and outcomes they are most proud of are a combination of ‘what’ they achieved, as well as ‘how’ they have worked towards the achievement and ‘who’ they have worked together with.

In Massey, most people were initially attracted to Massey Matters because of the enthusiasm those already involved had about the possibilities of change led by Massey itself. **How** people worked together was as attractive as **what** was being worked on together largely because local people had not had this opportunity before. Working in ground up collaborative ways meant local people were enabled to develop things for their community that they felt strongly about, so **who** was involved and enabled was important too.

“I was drawn in by the energy! It was the first time I had been asked ‘what are your ideas to make this a better place’. It was empowering working together – everyone brings something to the table.”

“I felt I was getting into exciting opportunities for Massey that were strengths-based and built on what was already going on here.”  
*Massey Matters Community Reflective Workshop, 2012*

#### **I. ‘What’ has changed as a result of CLD approaches.**

‘What’ is undertaken frequently changes to reflect the capacities that CLD ways of working reveal in local people. That is, local initiatives tend to develop along the lines of the particular skills, inclinations and opportunities that are available locally, or within easy reach. In fact, one thing led to another in most of the CLC initiatives and this is how they are most effective.

At Great Start, for example, connections between projects and outcomes are unpredictable– indirect routes range from participation in the toy library leading to joining the friendship group or time bank (all started and developed by local people) to a periodic detention worker completing community service at the Great Start site and receiving a baby pack which is also made up by local people. Each pathway is unique but also helps fulfil the intentional goals of Great Start being *of service to Taita* rather than *delivering services to Taita*, and for those who benefit also to give back to others in Taita.

*Great Start Taita Reflective Workshop, 2012*

As mentioned earlier, projects form a significant part of ‘what’ CLC initiatives focus on. Being visible in the local community and helping communities generate tangible change that they desire is a key step in gaining trust and appreciation from local people. Over this period, the CLC initiatives report focusing their efforts on a wide range of activities. A selection follows:

#### Rakiura

- School Growth initiative: multiple creative strategies have seen pupil numbers increase from 10-32 in last 3 ½ years.
- Snack and Yak: new connecting approach to bring together all 68 of the Island’s community groups on a regular basis, to share ideas and work together on projects.
- Community Expo: held at the start of the summer season to link seasonal workers with the community groups and projects on the Island. Aimed at welcoming transient workers to be a part



of the local community, build greater social cohesion, maximise potential volunteer labour force, share skills for community projects and explore whether or not these things contribute to more people choosing to stay on the Island long-term.

- Retaining and upgrading the community swimming pool, based at the local primary school, to boost higher water temperatures for a longer swimming season and cater for a wider section of the population.
- Peter Kenyon: taking a number of community leaders to attend workshops 'off the island' to help generate and catalyst new thinking and energy for CLD efforts on Rakiura.
- Visioning: a community visioning session facilitated externally resulting in a number of ideas to follow up, including support from unexpected quarters.

### Mataura

- Mataura Messenger: Local newsletter delivered to every household providing local news and community group profiles (from sports through to Al-anon). Collected and written locally, printed and supported by local community board.
- Mataura Community Market: Provide shopping and business opportunities for local vendors. Run by local people on a monthly basis.
- Mataura Community Garden: While initially started to provide budgeting options for families, this has become social connector for many local people. Offshoot projects include fruit tree workshops, an educational calendar, direct support for high needs families via family workers, support to school garden club and providing produce for the local 'meals on wheels' service. Over 60 families use this garden during peak season.
- Mataura Meals on Wheels: While originally providing frozen meals, locals felt it could be done better with fresh community garden produce. Now, meals are prepared and delivered in Mataura with fresh ingredients provided by the garden. This has created a contract for the local bistro operator who has opened to the service to everyone (includes any person of any age).
- Mataura Bunker: Created to provide a safe, fun place for children and young people. Supported by a volunteer base and mainly funded by volunteers. Opens on a regular basis with Friday family nights including an internet café (5 stations), gym, pool tables, table tennis, Wii, Xbox and massive music system.
- Mataura Swedefest: Created to provide community entertainment options. A family orientated day with games, demonstrations, etc. Night time format provides entertainment for adults – 2011 included a Master Chef competition with local town leaders competing.
- Mataura Family Fun Day: Provides a low cost fun day for families, with a secondary objective to provide local groups with a platform to fundraise & market their activities. Approximately 1500 attended 2012 event.
- Mataura SPCA Shop: Eastern Southland SPCA has little or no funding so created a second hand shop to help generate their own sustainable funding. Mataura property owner Jack Phillips provided a shop space at a minimal rent. The SPCA shop is supported by Mataura volunteers but provides a large array of sale goods not normally accessible locally.
- Mataura Café: Started by local Community Board Chairman & his wife to demonstrate their belief in the town and making things happen. Highly visible property, well patronised locally and by passing traffic. Provides employment for more than 3 locals.
- Mataura Directory: Local listing of business, organisations, and other important numbers within Mataura. About to have its annual renewal (2nd year) will eventually become a fundraising resource for a local group.
- Four community-led efforts (renovation of the former Mataura Library for use as a heritage centre; establishment of a pre-school playground; upgrading of the stage area of the old town hall; and assistance with completion of carving in the Wharenui) were awarded funding from the Coster Fund totaling \$115,720. The Plunket Preschool Playground has already opened.

### Good Cents Porirua

- Pacific Ministers are working with Good Cents to facilitate conversations and actions around the role of Church in supporting and growing financial stability in the community. These are new and different conversations and are leading to an ideas workshop for generating ideas and initiatives for church involvement and leadership with regard to financial security in Porirua.
- Good Cents courses are creating new links and partnerships. WINZ Porirua has become a strong supporter and the primary referrer of participants. Good Cents is now receiving very positive feedback from a range of sources including WINZ about the “different conversation” that is being generated for people who participate on the Good Cents course.
- Many of the Good Cents course participants are going on to get involved in voluntary work, including some supporting ongoing Good Cents courses. Conversations with participants who did the course between 12 and 18 months ago show that they are reaching the point of having paid off their loans (despite having had very limited support from Good Cents since completing the course) and are very determined not to borrow more going forward.
- In response to community interest, Good Cents has created a facilitator training course. This has enabled the scaling up of the Good Cents course with a range of different facilitators, delivered more frequently and in different locations.
- Good Cents contributed to a Parliamentary Learning Forum on Community-led Development held in the National caucus room which profiled Good Cents as a case study. This created a hum of interest among MPs about community-led development.
- The pilot of a Community Pantry including gardens, learning and community reciprocity as core elements builds on from the work of Good Cents. Both have their origins in the Wesley Porirua Food Bank and the recent evaluation shows that the pantry is a catalyst for people to take more control of their lives and have pride in themselves.

### Great Start Taita

- Tool library – many locals and organisations have donated tools to this initiative, plus a local resident maintains and runs the sessions.
- Ideas volunteers – the Great Start garden has supported a locally based ‘differently abled’ group to regularly spend time at the Great Start house helping in general and creating their own garden space.
- Individual gardeners adopting a plot – offers chances for local families to grow a garden for their family and to learn about gardening and sustainability.
- Project Sunshine – originated from the Great Start Children’s Gardening Club. This initiative connects children to residents through neighbourhood planting and also connects Taita children to children from all over New Zealand.
- Children’s Gardening Club – children from each of the three local primary schools interacted together as well as with the wider community.
- Women’s Friendship Group – with the garden as a source of shared learning and opportunity for swapping skills, knowledge and growing food for cooking sessions.
- Cooking sessions – grew from people interested in growing their own food then wanting to explore ways of using their produce.
- Koha catering – some of the women who took part in the garden and cooking session then went on to start their own small catering initiative – it has attracted lots of interest from corporates such as Hutt City Council, Barnardos etc.
- PD – the Great Start garden has made the experience of PD work groups more meaningful as a mutually respectful relationship and way of working has seen workers feeling a sense of co-creating and belonging, they take initiative and enjoy working here.

- Corporate volunteer groups – the garden’s magic is infectious – groups want to come back and do more, even offer their own personal time.
- Hutt City Council workshops – large groups including people from surrounding communities have attended sustainability workshops around the garden.
- Horticultural Society – became interested and frequently support with donations. Great Start has supported in turn by entering our garden produce in Horticultural Society shows.
- Bunnings Warehouse – Supported with materials to build the garden and have stayed connected with on-going support in terms of plants, tools, discounts etc. Great Start support in turn by promoting their community events etc.
- Creating a Neighbourhood Park - this was a community-led initiative that became a partnership between Hutt City Council and primarily, Taita children. It has engaged the whole community, including people who are temporarily away from the community, such as Rimutaka Prison inmates who contributed to carvings in the park.
  - The park development has inspired other initiatives, for example the planting of a community shared orchard and development of a youth sporting area
  - Increased community celebrations – in reaching milestones, the park has created the opportunity for numerous celebrations to be held that connect hundreds of people together, eg park opening, instalment of new entrance carvings, plantings, harvestings etc. Also Christmas gatherings, a place for mobile community sports days to be, picnics and much more!
- Time Banking - has connected neighbours to neighbours through sharing their skills and time; increased community wellbeing – made people feel valued and worthwhile. Isolated people have gained confidence and reason to connect with others; and has created jobs – employed locals as co-ordinators.
- My Story - Children’s’ leadership programme aimed at building relationships across generations and different sectors. Brings together the different schools in the Taita/Pomare area as well as connecting them to others – teaching staff, parents, community members and groups, children. Joint initiatives together include lobbying the Hutt City Council for funds and partnership to build our new playground .
- Midwife Clinic - DHB working from Great Start.
  - Has enabled Great Start to meet expectant mums and families in our area and establish relationships and connections to support and others, for example parenting for new parents; through the SPACE programme, breastfeeding support, weekly teen parents support group, access to Well-Child providers
  - Has facilitated connections between health professionals via the families they work with and attending various workshops and networking meetings
  - Provided an alternative facility that met cultural, socio economic needs by being easy to get to, non-judgemental, homely and friendly
  - Made it possible for some Taita community members who are ‘harder to reach’ and/or have more complex issues to receive the support they need – a ‘one-stop’ shop so to speak.
- Spark the Dream fund - Great Start has ‘lightly held’ this initiative and been the connectors to enable people to manifest their dreams. For example, the Community Café, a dream of a local grandmother, was started with the help of this fund and the result is a place where people come weekly to be together and get to know each other – there are regular patrons as well as newcomers.
- Tumeke Taita - Great Start has been actively involved in the planning and support for this annual community celebration that is visited by thousands of people every year
  - Brings together all of the community young and old, in preparation and on the actual day

- Gives the opportunity for people to be involved and participate in various ways, not just as visitors on the day but as stallholders, entertainment and activity providers, volunteers who help with security, site management, health & safety and so forth.

#### Waitara

- AmeriCARna – using town promotions to bring communities and businesses together. From no town-wide promotions to over 2000 people in the street, all schools involved and 90% business participation.
- Youth Driver Licensing Roadshow – Using a road show to get from 48.8% breach of license, 46.5% students driving unlicensed and 87% of fully licensed students drinking and operating a vehicle to 400 kids at roadshow, 23 free licenses achieved and no reoffending!
- Street BBQ's – opening channels of communication with residents and police resulted in a record number of registrations to neighbourhood support, faster and easier resolution of street based crimes and on-going project development for safer streets.
- Sport Central Waitara – Eight sports codes working together for first time with strong governance structure and a development plan in place. Involves an inaugural stakeholder/funder partnership to create multi-million dollar sport park redevelopment now in progress.

#### Opotiki

- Persistent Iwi and community effort to strengthen the local economy with tourism and aquaculture as key thrusts, and cultural and environmental sustainability at the core.
- Iwi and local communities working together with local and central government to develop and open the Motu Trails cycleway which is already attracting higher visitor numbers and a new locally -led business venture.
- Cycleway project includes a much wished for walking connection from the township to the sea - realising a long-held local dream.
- Whakatohea - led commercial mussel trials at offshore marine farm confirm scientific conclusion that site is located in New Zealand's prime aquaculture space. A further year of trials will confirm stop/go decision. A number of other shellfish species also being trialled. Next steps include detailed site investigation for port and processing facility development.
- Strong local and regional support and participation for Council Ten Year Plans (local and regional) which include investment in detailed planning for Harbour Development in readiness for stop/go decision on Mussel Farm.
- A cross sector Advisory Group to Council supports the Twin Projects and continues to evolve (This is the result of the initial Theory of Change jointly developed between Inspiring Communities, Opotiki District Council and Whakatohea Maori Trust Board in early 2010)
- Growing understanding regionally and locally of the significance of Whakatohea and Opotiki's vision and plans to regional and national economic growth targets.
- A five year Memorandum of Understanding between ODC and BayTrust, collectively focussed on community development, and nurturing a growing BayTrust-Whakatohea relationship. As a result of the Whakatohea Wellbeing Survey, Whakatohea -led nurturing of new networks and a number of joint projects have actively enabled significant relationship development among local Iwi, community, youth and social sector organisations and leadership - results being seen in collaborative service and facility development especially around young people and whanau/families.
- Engaging more people in education and training a key thrust, with initiatives including Computers in Homes and the establishment of waka ama activities.
- Opotiki Murals, led by the Opotiki Children's Art House Trust, have continued to engage local children and young people in visioning and creating murals around the District which reflect their history, their culture, their environment and activities. This has enormous impacts on both self-

perception and the look and feel of the area. The Trust works with multiple organisations and networks locally.

- A strong local culture of generosity and volunteerism which underpins a wealth of community activities, venues, events and services, now supported by an active I-Site which is co-housed with DoC.

#### Ka Mau Te Wero Tamaki

- Music and Arts Glen Innes Centre (MAGIC+) project: working group set up to promote and advocate for music and arts in the community and especially for a purpose-built facility for the diverse peoples that live and work in Tamaki.
- Tamaki Inclusive Engagement Strategy: a published book documenting local stories about ways of working that are respectful, reciprocal and inclusive; has been communicated via workshops, books, presentations and modelling by local groups/programmes.
- Tamaki Community Action Research (CAR) project: action research conducted by trained volunteers to work with residents of Tamaki to identify local assets, priorities, aspirations so that innovative strategies and solutions can be found to build upon these.
- Tamaki CAR-Tunes: local singing group helping to connect community via songs.
- Cooking4Cuzzies: planning, creating and sharing food cooked using seasonal produce that are nutritious, affordable and utilising diverse cooking styles and methods.
- Food Group: learning about food and educating about eating for good health, also gathering natural food resources.
- GI Kuki Airani Aronga Pakiri Group: elderly Cook Island group set up to socialise, learn new things, keep the arts and culture from the Cook Islands alive; offer courses and workshops in Cook Island languages, crafts and drumming; give performances at events.
- GI Chinese Friendship group: elderly Chinese group set up to meet twice weekly to do physical activities (e.g. table tennis, badminton, cultural and ballroom dancing, low impact aerobics, mahjong, volleyball), socialising, choral singing, playing traditional Chinese musical instruments, English and Cantonese language classes.
- GI Friendship Events group: working group set up to organise quarterly community events to celebrate cultural diversity.
- Manaiaikalani: initiative led by local primary school (Pt England Primary) to help families purchase notebooks for their primary-aged children to use and promote e-learning - fabulous learning outcomes achieved and maintained.
- Healthy Relationships in Tamaki (HEART): project to promote positive and loving family relationships in Tamaki families.

#### Massey Matters/Back2Back

- Te Raa Mokopuna - annual community/family fun event in Massey (while this didn't run in 2012 due to staff changes it is planned for 2013). Wide representation from community groups and agencies. In 2011 there were 56 stall holders.
- Community network - supports youth and family violence sub groups. Community and local government stakeholders involved.
- Community Hub Development - development of hub at West Harbour School.
- Newsletter - bi monthly newsletter - delivered to 8500 residents and agencies across Massey.
- Enterprising Communities project - DIA funded community economic development project - working in Massey and currently developing 3 community employment gateways at existing community organisations to support local people into training and employment.
- School based community events - 3/4 events at school sites throughout the year. On average - around 300 residents attend these events.

- Massey Matters Fund - \$25000 allocated to individuals and organisations in Massey. 100 new projects generated.
- Resident leadership workshops – co-hosted a process involving 22 local leaders, with workbook resources made available for other communities to use and adapt
- Clean-up days – 9 clean-up days held involving 200 volunteers to enhance the Manutewhau stream and walkway. Around 3000 native plants planted and a new residents group formed to champion and continue local restoration efforts.
- Neighbourhood resources for schools and communities - collaborated with 4 local schools and Neighbourhood Support to produce a new national curriculum based resource for schools on neighbourhood-led development.
- Creating Great Neighbourhoods kit - worked with 25 local stakeholders to develop a starter kit for creating great neighbourhoods.
- Worked alongside other partners to enable 5 new school holiday initiatives, 10 backyard/community gardens, a major new pedestrian bridge, a new community hub
- Convened 23 network meetings in Massey and Ranui involving 55 agencies to strengthen relationships and focus discussion on neighbourhood development.
- 73 fortnightly e-newsletters with snippets of neighbourhood focused news and action sent to key 300+ stakeholders to promote and celebrate all the great work happening.

## **II. How CLD approaches have worked.**

CLD approaches involve working toward locally-defined aspirations in ways that enable local people to lead. This involves more than the local community and includes all sectors working together while also growing local leadership and ownership of change and addressing opportunities and issues in new ways. As well as co-creating local change, CLD is also about systems change. This means that working in CLD ways is inherently intentional, collaborative and strengths based, with the aim of building on what is already present, using existing resources differently and attracting new resources where necessary. It is also about securing new ways of resourcing and developing new kinds of partnerships as well as ensuring the necessary skills are available and that there is regular reflection and review.

## **III. Being intentional**

“I came to a job called “community development” from work experiences in many social and health services. Looking back now, I didn’t have a clue about what community development or community-led development is really all about – and its potential. Without the support of Inspiring Communities and the CLC Learning Forums, my three years of community development funded work would have focussed really differently, and reinforced traditional service and agency-led models.”

*Opotiki Reflective Interview, 2011*

As already stated, having clear direction helps to focus CLD efforts. ‘How’ CLD approaches work is closely related to ‘why’ CLD approaches have been chosen in the first place and this is often related to the development of overarching visions and missions. Often CLD approaches are key to the motivation of the initiative from the get-go and form a significant part of the values that drive the initiative. In the cases of Rakiura, Maitara, Good Cents, Waitara and Opotiki, the initial drive came directly from the communities of place, while in Great Start, Ka Mau te Wero and Massey Matters/Back2Back local motivation was generated by the interest of organisations either based or investing in the local area. In both cases, intentionally working in CLD ways developed as part of the focus of the initiative.

In most cases this early recognition of CLD informed overarching visions, and vice versa. Whether these are formalised or not, agreement on overarching visions and the intentional use of CLD ways of working has been found to help to guide the ‘messiness’ of working with multiple partners in emerging and organic ways.

"Things change all the time. They don't always go to plan, or to what I thought was the plan. It's messy and that's just part of being in it together."

*Mataura Reflective Discussion participant, 2012*

Active communication, information sharing and writing things down can be really helpful. This way, even if people disagree with what is initially written down, or agreements need to be reworked as time and conditions change, having something concrete to refer back or respond to, helps focus collaboration efforts. This is the role the 'Working Together Agreement' between Inspiring Communities and each local initiative played, for example. Documenting visions, values and plans helped provide an anchor around shared intent and helped to:

- find shared understandings of why, what and how
- bring structure to group thinking
- transition new people; and
- clarify agreements and next steps together.

Documentation also helps track the contribution of CLD, and a CLD initiative, to both deviations from goals, and to recognised achievements.

#### **IV. Contribution**

As they work to enable local communities to achieve their own goals, the CLC initiatives have also been involved in a number of less overt or tangible activities. This often means the *contribution* of CLD (and CLD initiatives) is part of the process or practice of what is achieved ('how') which can render it somewhat invisible – for example: generating new connections, facilitating, coordinating and convening as well as accessing information are often crucial to success but also less obvious.

This invisibility can be compounded because the outcomes that result from CLD are multi-layered, interconnected and take time to manifest, yet it is exactly these qualities that make what comes from working in this way useful. Multiple effects are achieved by working in CLD ways because CLD enables a light touch, encourages flexibility and emergence and allows energies to flow in organic ways towards the interests of those involved.

Noticing contribution is, however, more useful than attempting to assign attribution, not only because attribution is almost impossible to discern but because, so often, the value-add of CLD is about synergies that enable results from total efforts to be greater than the sum of the parts.

<b>Attribution</b>	<b>Contribution</b>
The initiative <i>caused</i> the observed outcomes; the outcomes are a direct result of this initiative, intended or not.	The initiative <i>helped to achieve</i> the outcomes; the outcomes happened as a result of many factors working together.

For example, a Wellbeing Survey<sup>58</sup> undertaken by Whakatohea Māori Trust Board has not *caused* a change in the wellbeing of Whakatohea communities but is being used to *contribute* to that change by providing information on both challenges and strengths to local stakeholders in a way that can be heard and used to make a positive difference.

#### **V. Collaboration, variation and working to our strengths together**

Collaborating and working together in this context means leading in ways that empower others to join in *and* to contribute as leaders too. Growing multiple leaders helps to build local resilience and underlies the

<sup>58</sup> For more on the Whakatohea Wellbeing survey process and results see <http://www.giving.org.nz/sites/all/files/Dickie%20Farrar%20Transformational%20Leadership.pdf>

relevance, sustainability and longevity of initiatives because it encourages flexibility and working with multiple strengths within a core common purpose. Being lightly connected by an overall vision or goal that is jointly led and held by those participating allows for variation, which can mean that not only is there something for everyone, but if one particular activity falls over, others can continue to contribute to the overarching goals in their own way. This helps enable things to get done in a nimble, high impact manner by letting people get on and do what they do best. Enabling variation is thus a key aspect of CLD.

Often collaborative relationships grow and develop by doing things together. However, different groups can work towards the same goals without actually working together in the physical sense. For example, at Great Start, those involved in the Tool Library may never cross paths with those involved in the Toy Library, Time Bank or Project Sunshine, yet they all contribute to the overarching vision of Great Start enabling local assets to be of service to local people. At the same time, one thing can lead to another and it is not uncommon to see links being made between diverse groups, because they all use facilities at Great Start. Collaboration in CLD can be very lightly held but still be really useful to achieving an overarching vision, especially if contributions build on what is already there in a strengths-based manner.

Collaboration and working to strengths also means looking beyond the local area for support and advantage. Piggybacking on other initiatives, such as Neighbours Day Aotearoa, and adapting successful activities from other areas are two common strategies. In Waitara, for example, the success of street bar-be-ques in Massey was re-interpreted as part of their own programme of street action.

#### **VI. Securing flexible funding**

CLD benefits from funding policies which are outcome focussed *and* which give credit for community investment through assets, abilities or time. Such approaches reflect a partnering approach between the community initiative and funder and are less likely to perpetuate a culture of dependency as local contributions are seen and valued from the outset.

Ironically, when resources are stretched there is more reason to collaborate. Scarcity encourages help seeking, and a call on the spirit of generosity and voluntary effort that can cement shared leadership around a common vision. Funding for CLD therefore needs to be flexible enough to be applied either to process (enabling people to come together and plan) or to projects. Funding for CLD should also encourage local communities to contribute skills and resources themselves and to incorporate regular reflection, review and assessment that can be used in developmental ways.

#### **VII. Developing new kinds of partnerships**

CLD often involves 'rearranging' the way in which locally available resources and capacity are used. In this context resources can refer to organisations, people, positions, skills/strengths, knowledge, connections and funding. By re-thinking how communities work together, and the various roles different stakeholders can each play within a wider CLD context, new potential can often be created. It's not always about new money or new projects and services.

For some of the CLC, partnership is seen as different to collaboration. For the most part, partnership is understood as several parties coming together to co-develop a common vision and purpose and then to work collaboratively towards that. Collaboration principles can also be applied to various parties who are brought into a shared vision, but who may or may not have helped to develop that. One of the key challenges to CLD initiatives seems to be how to allow the overarching visions to evolve and to include collaborators as full partners in this process.

Equally challenging can be for those in positions of power within organisations to embed CLD experiences and understandings in policy and practices throughout and across sectors and organisations in meaningful ways that doesn't leave communities even worse off. Those involved in the CLC increasingly recognise that



working in CLD ways can be mutually beneficial – often contributing to organisational goals as well as community-led visions, and leverage community resources along the way such that organisational investment goes further and is more relevant and resilient over time.

### **VIII. Necessary skills**

While there are no 'right' skillsets, the CLC identified a number of commonly used skills that have been pivotal to the success of CLD in their areas. Key amongst these are:

- X. understanding that CLD is about local people determining and working together with others to achieve local visions;
- XI. the convening and facilitation of diverse groups and perspectives around common or agreed areas of interest (and helping to develop these);
- XII. understanding how power is operating in a community and what dynamics need to change to achieve CLD outcomes, including new forms of community governance; and
- XIII. recognising and enabling less noticed passions and skills that can contribute to the overarching vision;

For several of the CLC initiatives, the skillsets of their paid coordinators or main community leaders was one of the key reasons they felt they were both successful and able to bounce back from disappointments and challenges. Both leadership and coordinating roles can be critical to the movement and direction of an initiative. Key skills enable the initiative to be able to be responsive to community energy in real time, while also growing community capacity and capability to ensure both sustainability and ongoing evolution.

Relationship building and dialogue skills are seen as essential to work alongside others in a wide variety of contexts and in ways that respect the values and perspectives of those involved. It is also important to recognise that CLD demands shifts in thinking, and in power relationships among people, organisations and sectors and that this can be a steep learning curve for some. Active listening and ensuring that meaning is made collectively and communicated clearly can be key to working through such shifts and changes in dynamic.

Often it's the diversity of skills, leadership styles and momentum generated by motivated people working together that ultimately helps create the critical mass for CLD to thrive, be effective and most relevant.

### **IX. Regular reflection and review**

Learning to see the difference CLD makes requires concerted efforts to notice and record practice, achievements and challenges and how these impact on the achievement of intended goals. Regular reflection is valued by most of those involved in the CLC, and seen as offering practical contribution to local CLD journeys. Even so, reflective learning is often difficult to prioritise.

We found that unless a funding agreement requires evaluation and/or reflective learning is resourced and built into programmes, communities are often less interested in documenting, in the case of this particular research project, the understanding that CLD is contributing to results. Communities were more interested in actually getting on and doing the work and creating a better quality of life. This is not to say there was no interest in the effects of CLD, more that individuals in the CLC tended to informally weave their 'noticings' in as they went along. However, while this may have informed individual learning, it didn't always flow through into shared community learning originally anticipated.<sup>59</sup>

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<sup>59</sup> As noted earlier, this situation was generally compounded by limited resourcing for reflection and learning and this initially made it tricky to gather and share information about how CLD was working in communities. Gathering information was further complicated by the diversity of the groups – with different reporting and funding formats and timeframes, varying capacity, capability and interest as well as changing people and roles over the three year period.

Formalised reflection helps to ascertain progress towards and deviations from intended pathways and, where regular reflection was possible, those involved found it helped grow relationships amongst those working together, as well as helping to refine details of activities and approaches. Similarly, being able to learn from others helped to 'fast-track' particular activities and also helped reduce any sense of isolation.

Most often, where information gathering could be directly linked other practical purposes *and* done at the pace of the community involved, then communities would make time for it. At the same time, there also needs to be a level of 'learning readiness' in the initiative itself, and the availability of a range of ways of reflecting. For some in the CLC, for example, check-in learnings calls were useful, while for others discussions were more effective. Almost all of the initiatives found face-to-face workshops and tailored processes the most valuable.

#### X. Who has been involved in CLD ways of working

<b>21350+</b>	<b>569+</b>	<b>480+</b>	<b>797+</b>	<b>Ranges from hundreds to thousands</b>	<b>Between \$20-30/hour</b>
<b>Number of local people involved in CLC initiatives</b>	<b>Number of other initiatives CLC initiatives have seeded</b>	<b>Number of initiatives CLC initiatives have contributed to</b>	<b>Number of alliances formed through CLC initiatives</b>	<b>Number of hours leveraged through CLC CLD from 2010-12</b>	<b>Minimum dollar value of these hours</b>

\* This table represents the aggregated totals of self reported numbers from each CLC<sup>60</sup>.

Estimates from the CLC show that the numbers of people involved or associated with local initiatives varying from hundreds to thousands of people in each place<sup>61</sup>. Participants include local residents, community groups, those working in organisations providing services within the local area, elected members, business owners and operators, Maori/iwi and a wide range of other ethnic groups and academics.

As well, the CLC initiatives note how they have helped seed other initiatives and alliances as well as contributing to the work that others may be leading. This illustrates just how interwoven community change is.

#### 4.2 Exploring and understanding the wider implications and themes

**Objective 2. Explore and understand the wider implications and themes from across the communities e.g. leadership in community led development.**

This research has confirmed the emerging four themes of:

1. Working together in place;
2. Community building;
3. Leading in and leaderful communities; and

<sup>60</sup> The initiatives seeded are the ideas CLC initiatives are aware of that have been generated in association with their initiative and which their initiative may or may not have contributed to. Initiatives contributed to are those CLC initiatives have been actively involved in, while alliances are groups that came together that most likely would not have if the CLC initiatives were not there. The number of hours leveraged are those hours that have been directed towards CLD due to some direct engagement with the CLC initiative.

<sup>61</sup> This information is attached for each of the CLCs in Appendix Nine.

#### 4. Creating and sustaining momentum<sup>62</sup>

##### **I. Working together in place**

- The importance of having a strong, unifying community vision that frames local action plans. This enables development of effective processes for measuring, reflecting on, and learning about how change happens. It is also a touchstone in difficult times.
- Resisting the urge to jump straight into projects or solutions without first having spent time clarifying the bigger questions confronting communities and getting a feel for the real drivers behind key local issues and concerns.
- Being intentional – knowing where you want to get to and utilising flexible pathways and action plans to get there. Respond to opportunities, and purposefully learn from what works and what doesn't as you progress.
- For many, 'seeing is believing' and visible projects build interest in the community change journey ahead. Assist momentum towards a community vision by starting with a few projects that are practical, high impact, participatory and visibly demonstrate change and success.
- Working in community-led development ways is challenging for all and requires everyone to accept the challenge of adopting new ways of working. Encouraging creative and enabling roles by all – funders, local and central government, business, iwi, community groups, residents – sets the scene for diverse partners to 'work together,' and co-invest effort and resources to achieve locally determined goals and visions.
- Persevering when the going gets tough – because it will. Learning, both internationally and here in Aotearoa suggests an establishment phase of two to three years and 10+ years for really transformative change.

##### **II. Community building**

- Supporting communities to identify, celebrate and leverage off their existing strengths and assets. This can help un-leash new resources and inspire confidence, participation and hope that a different future is possible.
- Local community events are a great way to bring people together and keep them connected. Neighbourhoods and communities that meet, talk and work together have a stronger sense of identity, pride, optimism and place. Events can also be a key capacity building tool if local people are intentionally part of event planning, decision making and 'doing' on the day.

##### **III. Leading in and leaderful communities**

Actively growing and strengthening community leadership is increasingly being recognised as important for local community futures. There is a conscious call to:

- Encourage a more 'leaderful' community approach by looking for leaders and leadership in a whole range of new places in communities.
- Proactively involve more local residents in leadership and decision making roles about their community and strengthen connections between and across leaders in communities. People nurture what they care about, and through civic engagement will strengthen their communities.
- Foster integrity and authenticity in leaders, valuing 'character' as much as achievements. Leaders who are highly valued actively build bridges within and across communities, empower and inspire participation, make room for multiple voices at decision making tables, and honour others.

##### **IV. Creating and sustaining momentum**

- Effective transition planning for changes in local leadership is essential. Helpful strategies include buddying and shadowing, documenting personal insights on the 'hows and whys' of the

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<sup>62</sup> These are elaborated in the 'What we are learning about CLD (2010)

[http://inspiringcommunities.org.nz/sites/inspiringcommunities.org.nz/files/wwwal\\_web\\_231210.pdf](http://inspiringcommunities.org.nz/sites/inspiringcommunities.org.nz/files/wwwal_web_231210.pdf)

community's change journey to date, personally handing over key relationships and leaving a forward plan of key 'next' steps to take.

- Making time and having processes for noticing and reflection valued and proactively built into work programmes and planning so that a local culture of 'community learning' can be empowered and supported. Useful tools to assist learning and help demonstrate change and success are target setting, community stories and discussion groups, indicators, and pictures.

This research also elaborates a number of common themes including the scale CLD seems to be most effective at; the need for capacity and capability support in some communities; the complexities involved in the role of coordination, convening, reflection and review; and community readiness, culture and the need for flexible timelines and resourcing that ensure communities continue to have 'skin in the game'.

It is critical, for example, that CLD enables communities to see their own contribution while also seeing that the achieved change was only made possible by working together with others. This highlights and makes real the contribution of synergies, coordination and alignment. Similarly, offering a variety of ways in which people can contribute and lead, is key to sustaining momentum, ensuring evolution and encouraging sustainability. Nurturing and growing local competencies is a key aspect and this includes regular reflection, review and the documentation of shifts and changes.

Finding out more about how CLD works and what difference it can make is important not only for improving outcomes but also for enabling the usefulness of CLD to be seen. CLD initiatives tend to operate in complex environments, with change seldom generated by a single factor or group of factors. As well, because CLD operates in the sphere of 'how' and 'with who' change is made, this means that the contribution or CLD approaches can be difficult to discern. For this reason, the CLC adopted definitions of outcome and impact as used in Outcome Mapping<sup>63</sup>, where **outcomes** are distinguished as changes in behaviour while **impacts** are changes in state. This work has focused on revealing outcomes as experienced by those involved in the local initiatives, because these can be directly linked to those initiatives and this have helped us to better understand CLD's *contribution* to change, and to the ongoing development of initiatives.

CLD clearly makes a difference by altering 'how' things are done and with 'who'. It fosters a genuine sharing of power in partnership, and offers multiple opportunities for collaboration towards the achievement of community-defined goals and aspirations that enable communities to have active roles at both the decision making and action taking levels. In these ways it opens up new ways of using existing resources and attracts new investment. There is, however, more work to be done on deliberately linking CLD activities to particular outcomes.

### **4.3 Sharing what we discover and developing tools**

**Objective 3. Share what we discover as a result of the above.**

**Objective 4. Develop tools for communities out of the findings.**

Sharing what we have found out and developing tools are described on pages 20-21. In addition, learnings from this research have also contributed to multiple workshops and conference presentations including to the Human Rights Commission, IPANZ Young Professionals, Philanthropy New Zealand Conference, IACD Conference in Brisbane, New Zealand Recreation Conference and a recent presentation to Department of Internal Affairs.

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<sup>63</sup> See how Terry Smutlyo makes this distinction for example, <http://www.youtube.com/watch?v=VzerM1vY4eM>.

Over last few years, Inspiring Communities has also used these emerging learnings to provide CLD advice, learning and support for a number of community initiatives and networks interested in CLD. These communities and organisations include:

- Mangakino
- Kawerau
- Mt Roskill
- Tauhara
- Helensville
- Te Puke Community Board
- Bay Trust
- TSB Community Trust
- Auckland Communities Foundation
- Victory Village in Nelson
- Dunedin Council of Social Services

As well, Inspiring Communities has contributed CLD focused stories that draw on this research to number of publications including:

- NZ Futures Trust
- Philanthropy Matters
- COMET Auckland Annual Report
- IACD bulletin

Inspiring Communities is currently in the process of compiling and promoting more CLD practice tools. From our work we have learned that, in some cases, we don't need to reinvent the wheel by creating new tools and a key role we can play instead is to share and promote those developed by communities themselves beyond the CLC. Such resources include the McLaren Park Henderson South Street Leadership book (launched in March 2013) and the Know your Neighbours Survey tool.

These learnings will inform the development of workshops and training courses during 2013 and 2014 and will continue to inform Inspiring Communities work into the future.

#### **4.4 The value-add of Inspiring Communities and informing Inspiring Communities' development**

**Objective 5. Identify the value add offered by Inspiring Communities.**

**Objective 6. Inform the future development of Inspiring Communities.**

Identifying the value-add of Inspiring Communities has been derived most directly from surveys, check-in learning calls and reflective discussions and workshops.

"People are understanding more about CLD. IC and others are helping give CLD direction and shape, which is leading to a stronger conversation and more understanding."

*Opotiki reflective discussion, 2012*

"I would hate to imagine my first year in my current community development role without IC. They have provided more support, advice and contacts than can be imagined. Thank you Inspiring Communities."

*CLC Survey respondent, 2011*

"Great to have a national body such as IC to bring together the more local and regional thinking and practice together. No other organisation is doing this effectively and it needs to happen for strategic understanding, development and investment in this sector"

*Survey respondent, 2011*

“It was a wonderful forum and really well planned. Big congratulations to the Waitara Community Development project and Inspiring Communities. I really valued being able to get a snapshot of what other communities around New Zealand are doing and relate that to my own community. It was also useful in that it gave me the opportunity to focus, critique, reflect, and evaluate my own community led development projects in a meaningful way.”

“A 'conference' like no other! It was fantastic, a wonderful balance between learning from each other and learning from frameworks and experts.”

“Great organisation; heaps of helpful learnings; memorable and enjoyable.”  
*Taranaki Learning Forum participants, 2011*

Inspiring Communities is most valued for our advocacy and promotion of CLD. Sharing practical frameworks, theoretical understandings and stories as well as direct advice, support, connections, tips and specific contributions such as writing stories, facilitating workshops, offering peer support and providing “a critical learning and outcome voice”, are the most commonly nominated ways in which Inspiring Communities adds value locally. The Inspiring Communities newsletter is rated as “extremely useful” for its promotion and advocacy of CLD as well as the Learning Links and “news you can use”, while the upgraded website is “a significant improvement”.

Interviews undertaken with 22 thought leaders for Inspiring Communities' 2012 CLD Think piece also reiterated the importance of national peak bodies like Inspiring Communities. Given the long-term nature of CLD and the work required to change systems and connect communities, practice and learning about CLD, contributors noted the importance of an organisation who is active and vocal at a national level.

While waving the CLD flag was seen as important, so too is collecting diverse examples and more robust evidence/cost benefit analyses that demonstrate CLD impact, change and success. Contributors felt more needed to be done to strategically feed insights and key messages to CLD champions, activists and supporters located in a range of sectors and places. This will enable them to comment, interpret and promote latest thinking in relevant media, organisational and public policy settings.

“We need ongoing promotion of CLD so that people hear it and see it in many different forms and places – it’s going to take a decade of osmosis for things to really stick.”

“ We need more rigorous evaluation within communities where things are happening so we can build a critical mass of evidence to redefine CLD principles – there’s still too much service oriented evaluation happening.”  
*CLD Think Piece Contributors 2012*

As well, local communities have welcomed the opportunities generated by Inspiring Community to host international speakers (most recently Jim Diers) as well as the opportunities to hear from local people who are practicing CLD in some way.

Incorporation of the findings into the ongoing development of the Inspiring Communities is described on page 22.

## 5. References

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## **Appendix One.**

### **Inspiring Communities Online Survey. April 2010. Summary**

#### Inspiring Communities

Core features of the Inspiring Communities Exchange and Network are highly valued, especially in relation to support for community led development, promotion and showcasing. National learning forums, communication approaches and providing and sharing resources are also highly regarded, as is facilitating sharing and learning and building the connections across a wide spread of places and people with diverse experiences.

As well, a majority of respondents said there are other ways in which Inspiring Communities can support them. These suggestions are diverse and include Inspiring Communities taking both challenging and enabling roles. This highlights a range of need and expectation across the group, as well as an equally wide range of understanding about the role of Inspiring Communities.

Having Inspiring Communities work as a conduit for disseminating information and enabling access to additional information were also common suggestions. Over half of all respondents would like to share information, experience and methods of working with both Inspiring Communities and/or others in the Learning Cluster. Email, Learning Forums, the newsletter and key contact people are important avenues for information provision and connection.

While a majority of respondents would like to be more involved with Inspiring Communities many indicated that their local commitments precluded this at this stage.

#### Rakiura Learning Forum

The most popular and useful aspects of the learning forum on Rakiura were meeting others working on community-led development; the practical sessions; and the building of relationships. The content of the Rakiura Learning Forum was reported as relevant, useful and effective by most respondents.

Opportunities to contribute to this Learning Forum were considered sufficient by a clear majority of respondents, with the offering of a range of activities and learning styles much appreciated. As well, several respondents acknowledged that, while this Learning Forum had encountered some difficulties, these were seen as positive learning experiences.

Amongst suggestions for future Learning Forums is a desire for a clearer structure, purpose and focus; communication of the theoretical and structural underpinnings of community-led development and Inspiring Communities; and more time to develop useful and practical learning from the various stories. Independent facilitation, more time to build relationships, both formally and informally, and to socialise as well as the inclusion of a wider cross section from each of the community initiatives were also suggested.

For most people, key learnings from Rakiura were multiple. These were variously focused on particular events, the content of activities, experiences, and shared stories as well as on ways of doing things, and on impacts and outcomes. Overall, the Learning Forum created for many participants a space to reflect that may otherwise not exist. These reflections are expected to have a variety of tangible and practical impacts on how participants undertake their community led development work over the next six months.



## **Appendix Two.**

# **Framework for Working Together: Inspiring Communities and the Core Learning Cluster, 2010-2012.**

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### **Introduction**

Inspiring Communities was established in 2008 to foster community led development and with a core purpose of collective community learning. Inspiring Communities is in essence a learning community. A key part of how Inspiring Communities learns is by working with eight Core Learning Cluster (CLC) initiatives which have each committed to working in community-led ways and being part of a small shared 'community of practice.' These place-based initiatives are with communities in:

- Rakiura
- Maitauro
- Taita (Great Start)
- Porirua (Good Cents)
- Waitara (Waitara Community Development Project)
- Opotiki
- Massey (Massey Matters and Back2Back)
- Tamaki (Tamaki Inclusive Engagement Strategy (TIES))

The Inspiring Communities Development Team (formerly the Exchange (ICE)) is also a member of the CLC. The structure of Inspiring Communities includes the CLC initiatives as the key way of learning about applied community led development in Aotearoa New Zealand. The Development Team applies the collective learning to inform a growing overall understanding of community led development, how it works best and what this means for Inspiring Communities as an organisation and a movement.

### **Purpose**

This document outlines the framework for Inspiring Communities, the Development Team and these eight CLC initiatives to work together, going forward from 2010-2012. It formalises our learning to date. It outlines the intent of working together, mechanisms for working together, roles, responsibilities and values. It is based around a community led development framework and a process of intentional inquiry and learning.

### **Intent**

This framework informs and supports five intended outcomes. These are that:

1. Communities are authors of their own destiny;
2. Neighbourhoods are strong and resilient;
3. There are tangible developments in each community;
4. Actively linked communities are learning together; and
5. Inventive cross-sector relationships and solutions are supported to flourish – redefining communities to involve all sectors

In particular, this framework for working together focuses on mechanisms, roles, responsibilities and values that can create spaces for reflection and learning at a range of levels:

- A Spotlight on the learning that occurs in each community of place;
- A Floodlight on the understanding that is developing as we connect learning across these communities; and
- A Searchlight on the knowledge this provides as we learn about what works and what has the greatest impact.

The aim in learning is to discover what "changing for the better" looks like in our communities, how we know when this is happening and how to promote this throughout the country. The questions that guide our learning are:

- what are the conditions for change we are attempting to create?
- what are we doing to support or erode these conditions? and
- how do we know things are changing for the better?
  - How much our original vision and goals are being achieved (what we are learning if they are not?)
  - How we can illustrate and measure developments?

This document also underpins an agreement between each of the CLC initiatives and Inspiring Communities that will be reviewed annually.<sup>64</sup>

### Values

Fostering a learning culture in everything we do and consider means being open to challenging our own ways of working; being willing to take risks, innovate and be experimental, knowing that other perspectives can help; being flexible and adaptable when success is delayed or new approaches are needed, and learning how to notice, illustrate, demonstrate and measure developments. Being part of the Inspiring Communities CLC means actively and visibly valuing:

- Generosity and reciprocity;
- Public, over private benefit when it comes to stories, good ideas, tools and practices that make communities of place stronger
- Commitment to concurrent achievement of local goals and visions and broader systems, policy, funding changes;
- Emergent learning, being proactively prepared to experiment and work within context of the 'unknown' space; and
- Practices that enable local communities to collaboratively lead their own change.

### Current mechanisms for working together and supporting community led development<sup>65</sup>

- **Check-in and learning calls with each initiative** – supporting two key individuals in CLC communities with a monthly check-in phone call that provides a reflection space to help identify what progress is being made, what's changing, what seems to be working and what they are learning. The calls offer an opportunity to identify and discuss ideas and options within a community-led framework and are focused on reflection and learning. Calls will be documented, collated and analysed over time both within the initiative and collectively across the CLC initiatives. Overall usefulness of the learning call process will be reviewed annually.
- **Critical friends** – some initiatives have been trialling working with an experienced mentor who can probe and provoke while also offering support and encouragement. A reflection process to assess the usefulness of critical friends will be undertaken annually from 2011.
- **Annual learning forums** – bringing key individuals from the eight initiatives and ICE together to:
  - build on the learning that is occurring within their communities;
  - share, probe, develop and deepen local theories of change<sup>66</sup>; and

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<sup>64</sup> These agreements will be developed individually with each community

<sup>65</sup> Note that these mechanisms are more fully explained in separate documents.

<sup>66</sup> Inspiring Communities will work with each initiative to develop this over 2010-11

- start noticing, testing and building evidence for effective community-led development practice and process

The usefulness and effectiveness of Learning Forums will also be assessed each year

- **Learning stories** – providing support and resources to help capture and share each community's stories so as to notice, reflect, understand, amplify and disseminate learning. Learning stories will contribute to building case studies within of each of the CLC initiatives, with key themes contributing to the collective learning across the CLC.
- **Regional forums** – offering an opportunity to connect with wider regional conversations, connections, thinking and practice around community-led development.
- **Learning conference calls, webinars and email exchanges** – offering opportunities for people from each of the communities, and those working in the Inspiring Communities team, to talk together and share stories and learnings, support one another, ask questions of each other, acknowledge frustrations, admit mistakes, and celebrate what's working.
- **Leadership Development** – sharing and brokering ideas and activities that support and strengthen local leadership
- **Learning and Outcome Plans** – documented pathways of intentional reflection and learning about what "changing for the better" looks like in our communities

### **Roles and Responsibilities**

For all parties:

- Co-creating the design and undertaking of reflection and learning plans, learning calls, regular learning forums and learning conference calls and webinars as well as actively participating in these mechanisms

For Inspiring Communities:

- Facilitate monthly check-in call process, with written reflections returned to each community in a timely manner and compilation of key highlights/challenges/themes across communities circulated on a six monthly basis.
- Financial support to enable each CLC initiative to participate in the Annual IC Learning forum
- Produce a national e-newsletter every two months
- Include Learning Links section in the email newsletter alerting people to the latest updates on the learning section of the website.
- Assist access to networks, knowledge, people and potential funders who might possibly be able to 'help' if required - and creative approaches to funding
- Provide profile and identification for each CLC initiative as a community within the IC Exchange network

For each CLC initiative:

- Sharing of news, ideas, stories, learnings and local tools with other communities
- Documentation of processes and experiences of community-led development
- Dedicated time for active reflection and broader systems thinking<sup>67</sup> - monthly check in calls and participation at annual learning forums
- Creation of time to support others in the CLC in mutually appropriate ways

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<sup>67</sup> Systems thinking is the process of understanding how things influence one another within a whole. It is an approach to problem solving that, for example, views "problems" as parts of an overall system. Systems thinking is a set of habits or practices within a framework that is based on the belief that the component parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Systems thinking focuses on cyclical rather than linear cause and effect.

- Talking about and promoting community-led development in a way that works best for each initiative
- Feeding back observations that impact on community led development regionally and nationally including both risks and opportunities for strengthening and growing a community-led development movement nationally.
- Contributing ideas, articles and links that may be relevant for the Inspiring Communities newsletter
- Sharing skillsets and talents that others within the CLC could utilise eg. know how in engaging with local government, community participation practices, IT etc.
- Where appropriate, acknowledgement to Inspiring Communities for the support being received

**Success claimed where it lies**

Judgments and ownership of success need to first and foremost be owned within each of the eight local initiatives. Intellectual property is not claimed for or by Inspiring Communities. Success for Inspiring Communities is about capturing, communicating, and promoting knowledge of what's working and why and helping embed a sustainable national movement for community-led change. Permission will be gained before printing and presenting about each community.

## Appendix Three.



### Agreement with Core Learning Cluster Initiatives

Inspiring Communities was established in 2008 to foster community led development and with a core purpose of collective community learning. A key part of how Inspiring Communities learns is by working with eight Core Learning Cluster initiatives which have each committed to working in community-led ways and being part of a small shared 'community of practice.'

This agreement details the commitment between [name] and **Inspiring Communities** to work together for one year from **1 June 2011 to 31 May 2012**.

#### Working Together

We agree that working together is based around a community-led development framework and a process of intentional inquiry and learning.

We agree that the aim in learning together is to discover what "changing for the better" looks like in our communities, how we know when this is happening and how to promote this throughout the country. The questions that guide our learning are:

- what are the conditions for change we are attempting to create?
- what are we doing to support or erode these conditions? and
- how do we know things are changing for the better?
  - How much our original vision and goals are being achieved (what we are learning if they are not?)
  - How we can illustrate and measure developments?

We agree that how we will work together is detailed in the attached Learning and Outcomes Plan (Schedule 1).

Signed (for Inspiring Communities).....

Name.....Position.....

Signed (for [Name]).....

Name.....Position.....

Signed (for [anchor organization]).....

Name.....Position.....

## Schedule 1. Learning and Outcomes Plan, [name of initiative]

### DRAFT LEARNING GOAL

**For example:** To advance the joined up and developmental learning at an organisational and cross organisational level.

### SUGGESTED ACTION PLAN ITEMS

- a) Jointly schedule, plan and hold monthly check in calls with [names] and between [names]
- b) Plan, prepare for and actively participate in the Inspiring Communities Learning Forum
- c) Jointly resource the development of learning stories from previous reports and undertake one learning story workshop
- d) Other as discussed

Commitment	Parties	Time Commitment	Inspiring Communities Contribution
Monthly Learning Calls with [Name]	Calls with [names]	Monthly 10 minutes prep 30-45 minutes on call (caller prepares draft notes) 10 minutes to check notes	CLC Learning Framework and disciplines
IC Learning Forum for Core Learning Cluster, 19-21 June 2011	3 subsidised places	Preparation Travel plus -72 hours, 19-21 June 2010 \$250 per participant	Learning Forum Programme Costs – including involvement of Mark Cabaj of Tamarack. Travel and accommodation costs
Contribution to the development of Learning Stories	Denise Bijoux, local key contacts	Confirmation and contribution to stories as necessary (estimated 1 hour/story)	Development of story from learning perspective from existing published stories eg from reports
Contribution to the development of a Learning Story Workshop	Denise Bijoux, [names]	Facilitated group discussion to explore learnings from a particular story and how they can be incorporated developmentally into where to next	Major costs of researching, facilitation and publication

## Appendix Four.

# Inspiring Communities- Core Learning Cluster

## Learning for Community Led Development

### Monthly Check in Conversation Record

Date:

Between:

**A reflective conversation** on key issues, opportunities, changes, reflections and learnings through working in a CLD way in YOUR community. Links to intent, significant change and development.

- ✂ Agenda setting/clarity – remember to say that this will be shared unless specifically asked not to
- ✂ What has been going on? [even when it seems ‘not much’, consolidation, and ‘holding’ are important, and interesting to explore]
  
- ✂ **2/3 highlights** from the last four weeks [each]. [describe key details]
  - Why are these your particular highlights do you think?
  - When you reflect on these highlights, what lies behind them? What needed to be in place first? What were the pivotal things that supported these highlights to come about? [link to intent, significant change, learning, development]
  - For each of you personally [ask one at a time], what stood out for you in relation to these highlights? [link to learning, initiative development]
  - How are these highlights linked to the intent of what you are doing your community? What role has a CLD approach played or could play in these highlights and what happens next? [discuss opportunities/needs and make overt link to what is trying to be changed and/or development/improvement of initiative]
  
- ✂ **2/3 key challenges from the last four weeks.** [describe key details]
  - Where have these challenges come from? Are they related to the highlights we have talked about? How?
  - What do these challenges mean to you? What lies behind them and what are some ways of addressing them that you’ve been thinking about? [link to intent, significant change, learning, development]
  - For each of you personally [ask one at a time], what stood out for you with these challenges? [link to learning, initiative development]
  - How are these challenges linked to the intent of what you are doing your community? What role has a CLD approach played/could play in these challenges and what happens next? [discuss opportunities/needs and make overt link to what is trying to be changed and/or development/improvement of initiative]
  
- ✂ [Summarise what is working well, and what is not working well to clarify understanding.] With all of these things in mind what do you think might be the most significant changes for each of you during this period and why?
- ✂ Is there anything you would particularly like to share with the wider CLC group? [comment, experience, question etc]

## Appendix Five.

### Framework for Learning and Outcome Stories:

**(Note: not all aspects will apply to every story.)**

These are stories of change and learning. We link them to internationally recognised theory and frameworks to show HOW theories and frameworks are actioned in place and how such theories and frameworks are adapted too. We also make clear links to what outcomes these actions contribute to. The stories will include a key contact person (where possible) so readers can follow up directly if they wish.

#### TEMPLATE

1. Draft outline of story: What happened? How, where, when? Why and with who? Keep the focus tight – stick to the things a reader **MUST HAVE** in order to understand your points about change and learning. Include:
  - Initiative/place
  - Theme
    - Working together in place
    - Community building
    - Leading and leaderful communities
    - Creating and sustaining momentum
    - Other (new themes may emerge)
  - Build on story to highlight change
    - What change are we aiming for?
    - How are we trying to enable change?
    - How do we know things are changing for the better?
      - How much of our original vision and goals are being achieved (what we are learning if they are not?)
      - What has been unexpected? How have we adapted to the unexpected?
      - How we can illustrate and measure developments? Include numbers where possible – what is tangible? What is intangible eg how we do things around here? (outcomes and processes)
    - What next?
2. Link to ‘theory’: frameworks that are useful to apply and to help make clear our experiences and understandings. IC can help with this part.
3. Extract ‘Key Learnings’ and list to follow the story. These are handy hints re noticing developments and including them developmentally in the initiative: what you might do differently next time, or keep the same.
4. Extract ‘Key Outcomes’ and list to follow the story too. These are the things that your story contributed to, such as involvement of a wider group of people, increased attendance at an event, beautification of a street etc
5. Peer review: Check story, learnings and outcomes with wider initiative (governance, communities etc). Note any gaps or question and address these in your own way. Iterate as necessary.
6. Add key contact details for initiative
7. **Publish!**



## Appendix Six.

### Learning Forum Feedback Report, 2011.

In June 2011, over 40 people came together from across Aotearoa New Zealand to work, share and learn together in Taranaki as part of the Inspiring Communities 4<sup>th</sup> Learning Forum. 36 of these people spent much of two and half days together. 23 of these people contributed to this feedback survey (71.8% response rate when excluding Inspiring Communities contractors). Thank you!

#### **Question 1: Overall, (where 1 is very un-satisfied and 5 very satisfied) how satisfied were you with the Learning Forum?**

95.6 % of respondents rated the overall Learning Forum either 4 or 5 in terms of satisfaction. One person was neutral (rated it a 3).

People commented that the Forum was “positive and energising” with a good mix of “local initiative focus and wider input”. The energy and passion amongst the group was also appreciated as were the opportunities to “take time out and reflect” and to make and renew connections with others across the country. Having Mark bring a learned external perspective was “a real asset”. The days together were seen as well organised and useful, offering a “wonderful balance between learning from each other and learning from frameworks and experts”.

“I felt the welcome and the pecha kucha presentations especially were a great way for each community to share their story and for the group to knit and understand where each other is coming from. I also felt like they were "grounded". We were able to focus on sharing and hearing the real stories, rather than giving too much focus on how to do that in a particular, creative manner.”

Note one person who has been to all LFs said the biggest thing they got out of it was introducing a newer person to CLD ideas and frameworks. For them, the last day was most useful.

#### **Question 2. Please tell us about how you found key aspects of the Learning Forum**

Overall 64.7% of responses rated the Learning Forum as “awesome”, with 33% rating it as “OK” and the remaining 2.3% feeling “disappointed”.

Sessions that were most appreciated included:

- Those with Mark Cabaj (87%)
- Working together in our place-based teams (78.3%)
- The Better Homes and community gardens tour (76.2%)
- Participation in wider group discussions (73.9%)
- Networking/meeting up with others from other communities and the Pecha Kucha session (69.6%)
- Community Presentations at Kairau marae, the Theatre Group at Kairau marae and Learning Stories session (65.2%)

The organisation of the sessions was praised, although some found the programme “a little rushed” and several would have liked more time to interact with other groups.

“I was disappointed that there were not more opportunities to interact with people from other groups. Perhaps it was because there were quite a few new people that they tended to stick together. There were a few planned exchanges but at the end of the event there were some people whom I didn't ever get to meet. Perhaps an ice breaker at the beginning would be helpful to get the group dispersed.”

At the same time, the intensity of working together in place was very effective in progressing how people work together as well as what they might work on. For example: "...we never get time like that together so we got more done than we ever could over a typical 3-6month period".

"In a nutshell I think what you guys put on for us was valuable timely for the future of CLD in NZ"

As well, the adaptability of the organisation in response to feedback during the Learning Forum was appreciated and the pecha kucha format was well received. Key suggestions for next time are:

1. Ensuring there is always enough time for the guest speakers to present;
2. Having a session particularly on "problem solving issues; and
3. Ensuring mana whenua share the telling of local history.

**Question 3. How satisfied were you with the information sent out before the forum? (where 1 is very unsatisfied and 5 very satisfied)**

82.6% of respondents rated the information sent out before Learning Forum either 4 or 5 in terms of satisfaction. 2 people were neutral and 2 people were less than satisfied (8.7% each) – although one of these people acknowledges that it was the communication from the local initiative that "didn't happen well", and 2 others who work part-time said that was a factor in the relative timeliness in communication for them. One person felt that downloading the WWAL was too much to expect and that anything over ten pages should be sent as a hard copy.

Most people appreciated the friendly efficiency of pre-forum planning, communication and information and felt well prepared and informed of what they could expect to contribute, experience and to take home.

**Question 4. Please tell us how you found the venues and organisation**

Overall 76.5% of responses rated the venues and organisation as "awesome", while 23.4% said the venues and organisation were "OK". The venues and organisation that were most appreciated were on Kairau marae, with the kapahaka (100% awesome), the marae kai (95.7% awesome) and the powhiri (91.3% awesome) as well as the marae as a venue (81.8% awesome) all extremely well received. The kapahaka group was perceived as "impromptu" by some and was:

"an absolute highlight. Especially moving after the sobering history shared in the morning. The kapahaka gave hope and celebration".

Respondents also appreciated the organisation of the shuttle (86.7% awesome) and the quality and personal space of their hotel room (85% awesome).

Venues and organisation that were less well received were the daily timetable (52.2% awesome, 47.8% OK) the length and frequency of breaks (54.5% awesome, 36.4% OK) and the hotel venue room (54.5% awesome, 45.5% OK). The daily timetable was felt to need more free reflective time included in it as well as "mixer activities" during breaks to encourage shy participants to mingle, while the hotel session room was felt to be quite large for our group and purpose as well as being noisy due to the many hard surfaces. The room could also have been used more effectively by moving tables around more and using some of the space for stretches and energisers.

**Question 5. How did you feel about your participation in the Learning Forum?**

Overall, 86.9% of respondents were satisfied with their level of participation most or all of the time.

In terms of having sufficient opportunities to contribute 82.6% of respondents said this was their experience most or all of the time. 17.4% said this happened some of the time. Most respondents (95.6%) felt that the Learning Forum environment supported them to participate most or all of the time, while 4.3% said the environment was supportive some of the time. For 82.6% of respondents the environment and programme included a useful balance between theory and practice most or all of the time, although 13% said this was the case only some of the time, and 4.3% felt that this balance was struck only occasionally.

Respondents appreciated how the Learning Forum helped them to engage with others from different places, in useful and interesting ways. Some enjoyed the “fast paced intensity”, while others would have liked more theory and/or more time to develop ways of reflecting and applying the theoretical frameworks to their own places.

**Question 6. On reflection, what was the big thing you took home from the Learning Forum?**

- Useful models and frameworks to use, including developing a learning culture in our organisations – culture and context, language, failing forward (14 responses)
- Heightened awareness of the special character of the place I live/work in and the ideas that come from people there – sometimes you need to leave your area to deeply reflect on it, “I can see things differently [after the Forum] and things I might have missed otherwise”(6)
- Clearer understanding of my role in helping others to step up as leaders and in where and how I focus my energies (5)
- All communities have issues and many have passion and energy too: “Sometimes it is valuable to know that your challenges are in fact the same challenges in every community and being able to discuss openly with your peers helps you to tackle the situations”. (3)
- Time to reflect, converse and plan in our place-based group. This will lead to tangible and immediate action back home (3)
- “Community change is not a single event.... it's a long term process of self and community evolution”. We’re all in this together. Each community has a plan and it’s a living plan, not necessarily a community plan that’s written down and gathering dust. That our communities are alive and adaptive and we are the people who help to steer the ship (3)
- Better able to verbalise CLD and Inspiring Communities (2)
- Great ideas regarding inclusion of children (1)
- Preparation work was useful to getting the most out of the Forum (1)

**Question 7. What are you planning to do with this new knowledge now you are home?**

- Already spoken to numerous people to discuss learnings, theories and frameworks to see how useful these are here and to put plans into action
  - Framework/theory/planning (8)
  - Assessment/evaluation (6)
  - Action new things (5)
  - Realign team focus/organisational and cultural change (3)
  - Share more (2)
  - Reflect more (2)
  - Let some things die (1)
- Be mindful of how I am working and what the perspectives of others might be. How we can integrate/cater for these in our stories and work. (3)

“Heaps ... realign our core team, complete our plan, basically change up a gear”

“I'd really like to see sustainable change occur at the 'structural and cultural' levels within our organisation and wider community and that we adopt a learning culture that enables action/reflection to occur consistently and constantly so that we can continually improve what we do. Also, I'd really like to see us implement a 12mth action plan that will enable us to look back and be proud of what we have achieved for our iwi and our communities.”

#### **8. What did you really like about this year's forum that we should take into our planning for the next forum?**

Key things that people really liked included the variety of locations, experience of local initiatives, kapahaka and having their own space to come back to at night. The whakawhanaunatanga on the first day with the pecha kucha format helped set the scene for a warm working environment where most people had some idea about where others were coming from while good quality food helped discussions along. Inclusion of mana whenua was strongly endorsed.

“When I'm away from home I like staying in a comfortable environment and it was a lovely place to stay. I think adding a cultural component that reflects the community you are being hosted by is important. Taranaki is a strongly Maori community, so a Marae experience was appropriate, an urban location might be more metropolitan with a mix of cultures, and adding that to the agenda is important I think. Inspiring Communities is very respectful of this and its reflected in the Learning Forums”

Having to present was appreciated by most people as well as it forced individuals to prepare and to articulate ideas and experiences which not only helped with communicating them but encouraged reflection which also enhanced their experience of the Learning Forum. Many commented on their enjoyment of the pecha kucha format.

Most people felt that they got to work with others as well as people from their own initiatives which helped inform their own work. That said, “coming back to place” each day and linking to the WWAL was important in making the discussions useful into the future

“I liked the focus on "What are we learning". I think that's important and should be carried over. I think it's helpful to revisit some of the models most of us have seen, as there are so many new people to each forum. I think the Panarchy model, especially when discussed with the potential traps, is one that most people find helps them take another look at their situations, without seeing the end of something as being "failure", or at least as being bad. I think it's quick to revisit and is great for new attendees, as well as to help those who have been to earlier forums to reassess where they currently are. I liked living and working in one place, especially being able to go somewhere after dinner for a talk, but also getting out to some special places to better understand the host community. I especially liked understanding more about the history of community in that area.”

Having someone from “outside” to explain models and give examples from elsewhere was also seen as valuable, and this is encouraged for next time. Similarly, the “focused timetable” meant most people “knew why we were doing what we were doing (most of the time) and that helped with the long days”. Several people also commented on their appreciation of the responsive and adaptive organisation and friendly help from Inspiring Communities workers. Inclusion of “participant planners” in the next forum (alongside IC and local people) was encouraged.

“I think the format was excellent - had variety - good mix of listening, talking, sharing - liked the workbook as a tool to stay focused. Enjoyed the opportunity to digest more of WWAL and maybe version 2 will be available next year.”

“This was my first forum so it was all a new experience for me...I loved the whole day spent in Waitara and Kairau Marae...it was really awesome getting to meet people who live in the community and were passionate about their respective 'group' (the train society for example)....I believe keeping that connection as part of the planning for the next forum is an awesome way to put the theory into practice.”

“The spirit of trust and companionship amongst attendees was outstanding and generally very rare amongst any organisation. The professional yet open approach from the IC team is something you should never change. I also appreciated the adaptable and flexible attitude shown by IC to modify agenda as appropriate, it demonstrates fantastic lead by example.”

### **9. What could be improved upon for next time?**

- More time for discussions, interactive and mixed group work (4)
- More energisers/music etc (4)
- not so jam packed; more breaks (4)
- More time with expert speaker: “I felt that the time we had with Mark was too brief and I would have loved to listen to him for longer”. (3)
- a constructive session about the hard stuff. Use wicked questions/world café (2)
- have it in summer (2)
- Nametags
- “This one was well tailored to the community in which it was held, keep doing that and include feedback and responses of people who are present during the forum itself”.
- Include people who will help to keep a critical friend's eye on how it's progressing, being willing to make adjustments as you go, then that is what will make the next forums continue to be successful.
- share the outcomes being sought, what are being identified as most significant changes, why and for whom
- Less jargon
- not having the open session
- get history of place from tangata whenua or even several perspectives (esp if in a city), not just pakeha.
- add a day
- Each learning community to present on one key success story as it relates to an aspect of WWAL.
- Outdoor space
- Link community presentations to models speaker is talking about

### **Other comments**

“I was a little anxious about what it was I was going to... (the Learning Forum) but I am stoked to have been able to take part.”

“Be good to go to an urban centre next time. Definitely keep the local initiative involved in planning.”

“In next year’s forum could we have someone from Christchurch come and share their learnings about community development post disaster.”

“Good work to the organisers, thanks to TSB Trust - truly valuable time for our community. The two new people we brought were blown away so we felt proud to have encouraged them to come and encouraged by how worthwhile they found the time.”

“Just a big thanks for the huge amount of work that went into organising this forum and providing me with the opportunity to attend, learn and grow. Awesome.”

“It was a wonderful forum and really well planned. Big congratulations to the Waitara Community Development project and Inspiring Communities. I really valued being able to get a snapshot of what other communities around New Zealand are doing and relate that to my own community. It was also useful in that it gave me the opportunity to focus, critique, reflect, and evaluate my own community led development projects in a meaningful way.”

“A 'conference' like no other! It was fantastic, a wonderful balance between learning from each other and learning from frameworks and experts.”

“Great organisation; heaps of helpful learnings; memorable and enjoyable.”

“It was a privilege to be there. Some of the korero was too bright eyed and bushy-tailed for me, it may have all been true but didn't come across as balanced to me and my experience of community-led development”

## Appendix Seven.

### IC Survey results. December 2011

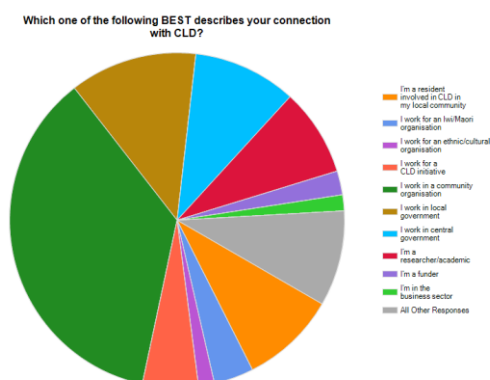
#### Introduction

This survey was designed to assess the effectiveness of activities undertaken by Inspiring Communities (IC) as well as to gather thoughts and ideas on how best IC might grow the recognition, understanding and practice of community-led development (CLD) in Aotearoa New Zealand. The survey also asked for specific feedback on the 2010 WWAL publication.

The survey was sent to the Inspiring Communities newsletter database as well as via ComVoices, CommNet, the IC website and tags on IC emails. 134 responses were received, of which 127 came from the IC newsletter link (95%). This link was further promoted to the Core Learning Cluster and the Auckland and Bay of Plenty databases as well.

Survey respondents came from across the country, with 43.2% actively working in CLD in Auckland, 15.9% working across the nation, 9.8% in Wellington, 7.6% in the Bay of Plenty, 5.3% in Canterbury and 3.8% in Taranaki. For the most part, these areas are also areas in which IC has been most active and has had dedicated time to work with.

Perhaps not surprisingly, most respondents work in a community organisation (36.2%) or in government (local government 12.3% and central government 10%). A significant proportion were also simply interested in CLD either as a resident (9.2%) or more generally (9.2%). Respondents working as academics or researchers made up 8.5% of the sample, while 5.4% worked for a CLD initiative and 3.8% for an iwi or Maori organisation.



#### Community-led development and Inspiring Communities

CLD is clearly seen as an important part of Aotearoa New Zealand's future with 89% of respondents ranking the statement a 1 or 2 (where 1= "strongly agree"). Almost as important, however, is the need to strengthen CLD in Aotearoa New Zealand (88%), with CLD being assessed as poorly understood within both central and local government (46.6% and 39.9% respectively). Adding to this, only 21.8% of respondents thought local communities understand their role in supporting local businesses and only 12.8% thought local businesses understand their role in supporting local communities.

Even so, IC is seen to have clearly contributed to the growing profile and awareness of CLD in Aotearoa New Zealand by 70.7% of respondents, with 65.4% reporting that the profile and awareness of CLD has increased over the past few years. IC learning tools, stories and tips have clearly helped 63.2% of respondents and 46.6% of respondents regularly share newsletters and other information from IC. In fact the newsletter is one of the two most useful aspects of Inspiring Communities' work with 71.3% ranking it as either a 1 or 2 (where 1 is "extremely useful"). The most useful aspect of ICs' work is, however, our

advocacy and promotion of CLD (71.6%). Perhaps reflecting the limited availability of the Mark Cabaj workshops, hosting workshops with international speakers was ranked 1 or 2 by 53.8% of respondents. The IC website, networks in Auckland and the Bay of Plenty, and advice and support were ranked 1 or 2 by 46.4%, 43.2% and 41.6% respectively.

Comments related to this question reveal that respondents who were new to IC scored the options lower because they had not [yet] experienced some or all of these aspects of ICs' work. For those who had experienced working with IC, comments were overwhelmingly positive with regional sharing and networking identified as a real strength for those involved and a desirable addition to the activities of IC for those who do not, especially in the South Island.

Many respondents recognised the "capacity, breadth of knowledge and the exemplary work" and "big impact" the "IC team" do with relatively small resource. For several IC is "vital" to the support of their organisation and work network, largely because IC provides "a focus and a drive to inspire us to work together and play our part in community development".

*"I would hate to imagine my first year in my current community development role without IC. They have provided more support, advice and contacts than can be imagined. Thank you Inspiring Communities."*

*"Great to have a national body such as IC to bring together the more local and regional thinking and practice together. No other organisation is doing this effectively and it needs to happen for strategic understanding, development and investment in this sector"*

At the same time, being "the strongest voice" is not always appreciated. For some IC "speaks on behalf of community too much", can be idealistic and "sometimes leads to a different agenda coming through eg getting at central government" as well as "adding administrative burden to the organisations it is trying to help".

In terms of future developments, 87.2% considered skills based workshops as either "very useful" or "quite useful", with regional networks a very close second. In fact regional networks scored highest in the "very useful" category with 59.1%. Workshops with international speakers also rated highly (85%), as did more sharing and telling of local CLD stories (84.8%) and provision of local and international research and case studies (83.1%). CLD consultancy such as coaching or evaluation services were ranked "very useful" or "quite useful" by 65.4%, while more links to YouTube and TED talks type clips and online seminars on CLD were ranked 55.8% and 54.5% respectively.

A clear line of thought in the comments on this question reveals the desire to learn from people with practical experience, and preferably in face-to-face situations. This is backed up by the limited social networking tools regularly used in respondents work currently. Of the options provided, 33.6% used Facebook regularly, 17.2% used Skype, 16% used video and only 4.8% tweeted regularly. At the same time, significant proportions who currently didn't use these modes of communication were considering using them in the future: 34.4% may use Skype in the future, 32% may use video, 24.2% may use Facebook and 10.4% may use Twitter. Linked In was also nominated as a potentially useful tool by 5 individuals.

Regardless of the mode of communication, respondents want to hear about "successes, failures and learnings" and to have access to mentoring, guidance, training and practical techniques about CLD as well as focusing on particular areas such as socio-environmental change, older people's communities and inter-sectoral relationships.



*There is a real need for practical workshops for community workers, combined with mentoring. There are some excellent retired community workers who would make good mentors - maybe a network of mentors and training for them might be good.*

Networks of practitioners by region and skill (such as appreciative inquiry and conversation cafes) were also suggested, particularly those who can think and work “out of the box”, including with residents who are not part of an organisation. Several respondents also asked for a more “strategic” and “analytic” approach to move beyond the simple sharing of stories, while others wanted practical examples of, for instance “how local and central government elsewhere have been brought on board”. Collating and developing an “evidence base” for CLD was considered valuable, particularly “outcome evaluation and research, and high quality position papers”.

Both of these suggestions were also linked to working in partnership, locally and nationally. Partnering with locals to run skill based workshops that transcend sector boundaries and which focus on implementation and outcomes was also suggested, with both partnering and networking recognised as not needing to be initiated by IC.

*I would like more opportunities to hear from people in communities about what they are doing. And to have a follow up engagement with these communities to see how their initiatives have changed, and what has led to that change.*

With these comments in mind, 51.1% could see firm opportunities for IC to work more closely with them, their communities and/or their organisation in the future, while 46.6% thought that maybe this would be possible. Opportunities to work together were wide ranging and focused on very local opportunities (Local Area Coordinators and timebanking in the Western Bay of Plenty, post-quake work in Canterbury) as well as broader social opportunities (social housing, educational work with students, recreation). These comments also reiterated a strong desire for local and regional networking, mentoring, advocacy and capacity/skills based workshops.

Building a sense of active involvement in IC through the facilitation of opportunities to “work jointly on events and/or projects” was suggested as an effective way of expanding CLD, as well as enabling the movement and network to be “more open, and not a competition”. Increasing the “self-organisation” of CLD networks at the local level was seen as key to local communities’ developing CLD in their own way. However, assisting the linking of these networks was also crucial to help provide “peer review” and an “outside perspective” from time to time. IC was also seen as being able to assist the development and strengthening of political and bureaucratic understandings of CLD in local and central government.

*In smaller areas in the 'regions' community led development is foreign to many. I am working in a small rural community and am starting from scratch. Local government hasn't a clue about it. It is difficult working on community development schemes (often just seen as economic development) when really the need is to work more with a CLD model. You are doing a great work especially at a national level and at feeding information out to many of us who work in relative isolation.*

### **What We Are Learning**

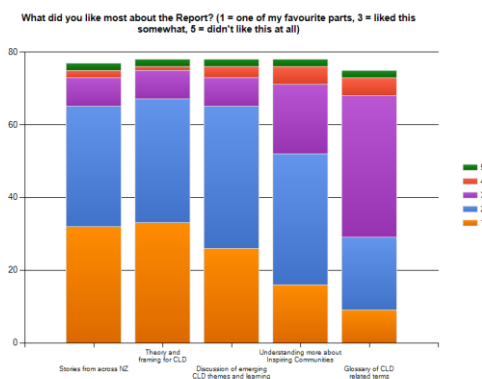
The WWAL report had been seen or read by 56.8% of the respondents, most of whom downloaded a copy from the IC website (58.4%) or were given a copy by someone else (33.8%). 67.9% of those who had seen or read a copy ranked it as a 1 or 2 (where 1= extremely useful). 25.6% ranked the publication as neutral in terms of its usefulness.

*Your report 'What We are Learning' has been a great help and I am currently introducing it to CD project advisory group as a guide to coming up with some local CLD objectives for this community.*

*I found this whole report INSPIRING, SUPPORTIVE, INFORMATIVE- I have shared broadly across all my networks*

*I think it was exemplary work, based in real lives and real communities*

The areas that were most appreciated by readers were the theory and framing of CLD (85.5% ranked 1 or 2), stories from across Aotearoa New Zealand (84.5%) and discussion of emerging CLD themes and learning (83.3%).



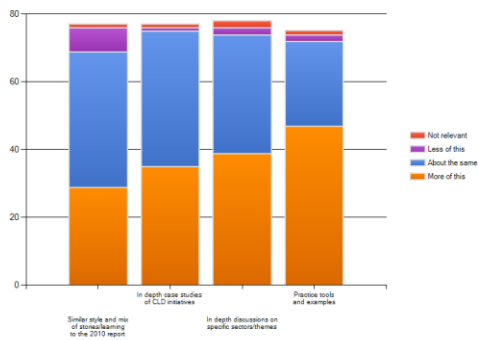
Several respondents reported that they didn't have time to read the entire publication so making different areas of the publication more accessible electronically "with connection to other websites and short videos and direct email contact to find out more about each project would enhance networking and sharing of information in it". As well, face to face workshops, such as in the Leaderful Communities workshops in Auckland for example, enhanced the ability of some individuals to access and apply the information in the publication. Developing specific resources for funders, business and government, particularly around the need for flexible and long term funding, was also suggested.

*I think that an accompanying CD with instructionally designed workshop activities (including notes for facilitators) and appropriate resource materials would be very useful. You could use the book as a base resource and extend into modules of facilitated learning. Resource materials could either be embedded within the CD and/or could hyperlink to your website. One activity which could be completed by those who opt to become engaged with such a CD is a local 'mapping' exercise. Were quality assurance strategies to be developed, there remains the possibility that you could host local materials which would be accessed by clicking on an appropriate link.*

It was also suggested that "more NZ inspired and Maori values content" be included and that discussion on "emerging social issues and community needs" be incorporated. Having clear and specific detail that is jargon-free and succinct is also helpful, as is "having more copies to hand out in my community".

For the 2012 edition, respondents' preferences were for more practice tools and examples (62.7%) and in depth discussions on specific sectors and/or themes (50%). As well, this edition would ideally include about the same amount of in depth case studies of CLD initiatives and a similar style and mix of stories and learning (both 51.9%).

In 2012 we will be developing our next "What we are Learning about CLD" Report. What would you like to see included in this next learning resource:



Respondents would like to see included some of the harder and less visible aspects of CLD in practice, including conflict recognition and resolution and governance, as well as very practical strategies and ways of connecting with others. Practical strategies should include some specific cultural practices and kaupapa Maori examples, and communicate some of the history of CLD in Aotearoa New Zealand as well as the different interpretations and applications of concepts, such as leaderfulness.

*Keep offering frameworks, tools and examples/stories - including ones of where things were at risk of falling over - or when CLD concepts were not being well understood - and what we can learn from those situations. Obviously sensitive territory but it can be somewhat anonymous/disguised to protect people/communities. Keep overall balance with the good news stories without hiding the complexity of the journey*

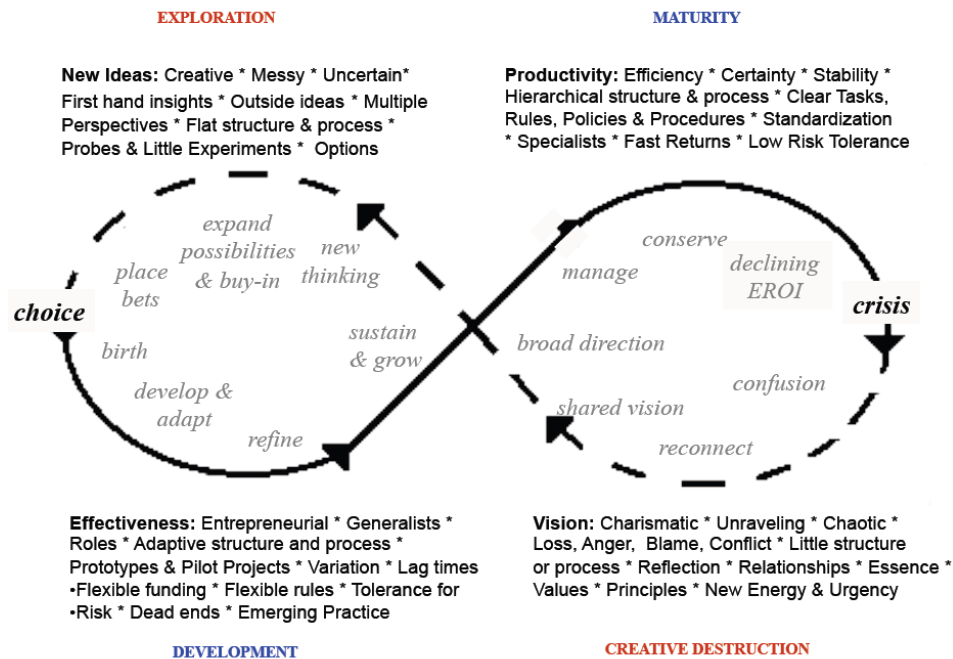
*I think CLD builds on the shoulders of CD that has strengthened our communities over the years: I would like to see a history of CD in Aotearoa where CLD has been woven and born out of the wonderful initiatives that have grown in our country - I think by doing this, we acknowledge the past and celebrate the present.*

Including contact details and beginning to create a shared skills exchange may also be useful.

## Appendix Eight.

### Understanding Community Change (adapted from presentation by Mark Cabaj 2011)

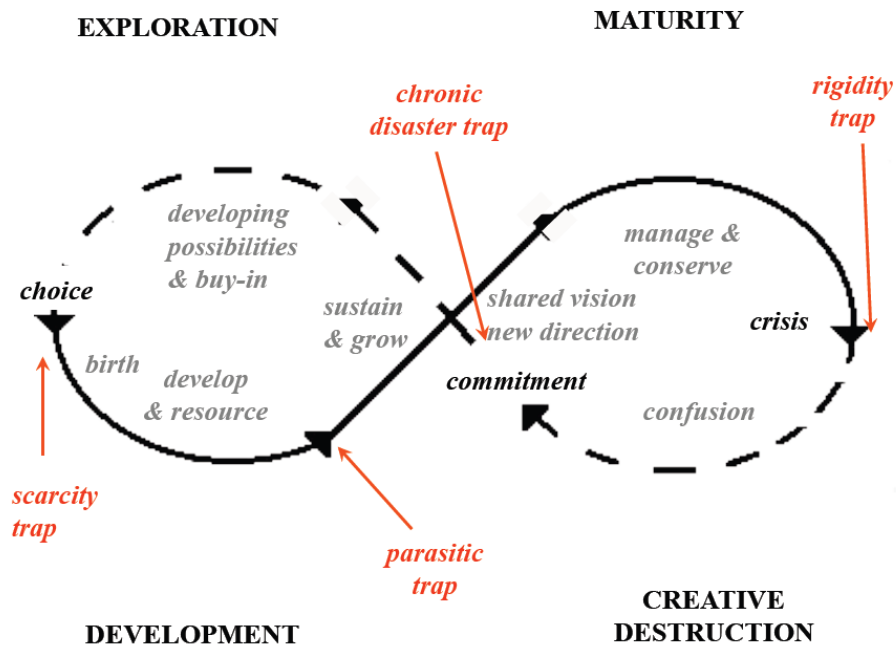
The journeys of development and renewal can be understood through the metaphor of the forest and the idea that these cycles are nested. That is this cycle is linked through different scales – from the individual, through to the neighbourhood and community to cities, regions and nations. Where we are at in our communities influences us as individuals, and is influenced by (and influences) what is going on regionally, and so forth.



“You have to let go of some stuff in order to renew”

We need to understand that our initiatives will move through this cycle over time and often will be at different stages in aspects of the initiative at the same time. Indeed, it is important that this happens, otherwise our initiative is not resilient – it’s not prepared for or responding to changes that are always occurring in the world. For example, when we are moving through a period of creative destruction/release we need to have already been experimenting in the exploration and development phases in order for something else to moving towards the maturity phase.

This framework, like all frameworks, is no silver bullet. As Mark Cabaj said, all frameworks are inadequate because none has all the answers. The usefulness of this one is in assisting us to know what might be and why and what this mean for what comes next at any given stage. It can also help us to understand better why something is not working. Part of this understanding is an awareness of the various ‘traps’ along the way.



## Transitional Traps

Traps	Description	Typical Challenges
SCARCITY	People struggle to 'birth' something likely to lead to outcomes and garners the support of the larger community.	The ideas are not compelling. Underdeveloped decision-making process & criteria. Members disagree on which options to pursue. Members have insufficient credibility. Energy spread too thin across many directions.
PARASITIC	People seem unable to sustain or grow their work because it is 'parasitic' on the host(s) that gave it birth.	Over reliance on key – often founding – members of the group. Dependence on start-up pool of resources. Approach works well only at a certain scale or in unique context.
RIGIDITY	People are unable or unwilling to change or dismantle an approach that no longer fits the evolving context in which they operate.	Psyche of immediate return. Fear of uncertainty. Self-Interest. Lack of clear exit rules. Concern about perception of failure. Pressure to continue by entrenched constituency (e.g. 'too big to fail').
CHRONIC DISASTER	People find themselves 'spinning' and unable to get traction on a compelling new vision, values and intent for moving forward.	Inability to let go of the past. Weak trust amongst members. Difficulty in agreeing on shared vision and values. Volatile environment.

These ideas link in with the concept that failure and change are very natural things and that we should 'fail fast, fail well, and fail often' (see [here](#) for a synopsis of this), and learning from our experiences as we 'fail'. Often we learn most from hard places, the trick is to know when to let go and how to apply those learnings to the next thing.

## Appendix Nine.

### Profiles of CLC communities

#### Rakiura Stewart Island:

<b>350+</b>	<b>4</b>	<b>22</b>	<b>6</b>	<b>3080</b>	<b>@\$30/hr</b>
Number of local people involved in your initiative	Number of other initiatives your initiative has seeded	Number of initiatives your initiative has contributed to	Number of alliances formed through your initiative	Number of hours leveraged through CLD from 2010-12	Minimum dollar value of these hours

This initiative has been investigating the potential of an overarching vision to guide and inform ongoing community-led development activities on Stewart Island (Rakiura). The Island has one main township, Half Moon Bay, with a population of 400 people. In that township there are currently 68 different trusts, groups, committees, boards and organisations, all of whom are already working hard in their chosen areas to make the Island a better place to live and have achieved some astounding results. However, despite the Island's relatively small population natural splits in local people's social and work circles means that, while everyone generally does know one another, many people don't get to all catch up that often.

Co-ordinated by a small group of locals, recent efforts have focused on consciously *connecting people* rather than *creating projects*.

Building on what already happens on Rakiura, the group has created new spaces for shared dialogue where people involved in community groups, formally come together to share a little about their chosen area. With kai and a cuppa on offer, natural connections develop through conversation and, over time, the intention is to work towards a collective vision that various groups can contribute to in their own ways.

The first of these collective conversations happened in May 2011 and was followed by another in September 2011. Both of these were very successful at generating new connections and ideas, one of which was for a community expo which was held in November 2011. This further deepened local connections, while also reaching out to those newer to the Island. It also stimulated energy and interest in keeping connecting, talking and working together as a whole Island community.

This interest and energy was further inspired in 2012, by a visit from Peter Kenyon. A working group formed to organise a community visioning day which was held during Labour Weekend when many crib owners were also visiting. The session was led by an external facilitator and followed the school gala. About 40 people participated, although a number of key people had commitments at the same time and could not attend. While there was much discussion and a number of goals identified, a collective community vision is still 'work in progress'. Small groups are continuing to meet and 'word smith' visions in a theme based way. Reflections from the visioning process to date include:

- Some processes worked really well - especially 'pre vision' information gathering. For example, engagement with local children and the 'fairy godmother' box in the shop where locals could submit their three wishes for Rakiura.
- Other processes were not so successful - such as the workshop format, which for some resulted in frustration, disillusionment and exhaustion. Bringing in an external facilitator whose style and approach wasn't always understood by Rakiura residents was also challenging to resident engagement in the visioning session. This highlights the tension of having external facilitation enabling all local people to participate, but also means existing facilitation skillsets within the Island community can't be 'tapped into' in the same way.

- Needing to make clear links to what has gone before so people do not feel they are talking about the same old things.
- Eliciting more information on 'why' people want to undertake certain projects rather than just focus on the 'what' they'd like to work together.
- Finding ways within visioning processes to engage those who just want to get on and 'do' with broader futures thinking to better understand what matters to everyone, what any agreed actions contribute to, and what difference these actions are intended to make.

Overall, the visioning day is seen as another step forward. While it did not yield a collective vision, it provided a wealth of information and learnings that will support the continued evolution of collaborative CLD on Rakiura. Hosting collective conversations will take practice and each one informs the next in a very organic way and the day revealed support for this in some unexpected quarters - which offers new opportunities to explore.

**Key contributions of CLD approaches:**

- Working from a strengths base and building on what is already there has meant new connections and alliances have been made which help to use existing resources in different ways.
- Using conversation as a key tool has enabled synergies to be developed between people and groups, and often across boundaries. It has also highlighted the diversity of interests and motivation across the small population.
- Joining up with others from outside the local community has pros and cons; local knowledge and skillsets are key and locally driven areas of focus and timelines are pivotal.
- Learning as we go is vital. This way both what and how things are done is increasingly more useful, relevant and appropriate.

Mataura:

<b>200</b>	<b>30</b>	<b>50</b>	<b>150</b>	<b>1000s</b>	<b>\$25/hr</b>
Number of local people involved in your initiative	Number of other initiatives your initiative has seeded	Number of initiatives your initiative has contributed to	Number of alliances formed	Number of hours leveraged through CLD	Dollar value of these hours

Mataura is a small Southland town of approximately 1400 people. The main industry is a meat processing plant and this has reduced its capacity during 2012, affecting about 200 local people. Efforts to revitalise and improve Mataura have been underway for several years following a concerning report on the health of the community back in 2007, however, and so these new challenges are seen as opportunities to further build on the town's assets and strengths.

Back in 2007, locals felt "angry that the town was being taken for fools" when agencies didn't respond to the report so "decided to come up with our own solutions". Over time, the energy of anger and defensiveness has been channelled into developing local strengths and assets. This focus was made more coherent by the mission statement from the Mayor "encouraging healthy lifestyles", a visioning session by Bliss Browne and the emergence of the Mataura Taskforce.

Since then, Mataura's assets and strengths have been mobilised and enhanced with the assistance of a Department of Internal Affairs Community Development Scheme grant. Together with the Mataura

Taskforce, this resource has helped increase both collaboration and coordination amongst local people and various local organisations, such as the Community Board and Council. Working from a strengths base, towards locally defined aspirations and goals and across boundaries has seen a number of activities develop that reflect the 'can do' local attitude. These have resulted in hugely successful efforts to grow and share local food, improve early childhood education opportunities, gain a social worker in the school, develop a safe social facility for young people, build the local economy and provide more ways to have fun together as a community.

By working together the plethora of relationships required to make things happen, such as achieving a social worker in the local primary school for example, means that Mataura's aspirations and needs are kept at the forefront of conversation and when resources become available is not forgotten. Coupled with local perseverance and creative short term efforts, Mataura demonstrates that they can work out "what can we do", not just that "they" won't give it to us.

Being firm about community people as leaders of what happens in Mataura has meant "some steep learning at times" and has also challenged expected ways of working and revealed embedded assumptions which created situations "that have had to be worked through". As experience and knowledge about community-led development has deepened, however, attitudes and expectations have also changed and it is now expected that community members will take strong leadership roles alongside agencies and organisations. The notion that "we are in it together" working with a "sense of laughter, fun and good times while doing tough stuff" resonates with those involved and has "attracted other resilient and fun people".

How working in CLD ways has helped make Mataura a better place is seen as primarily being through linking local people with ideas and energy to existing organisations, local facilities and other people to develop and further shared goals. These connections are seen as outcomes in and of themselves, as many did not exist previously and they are now being drawn upon to meet new needs in the community, including the opportunities created by significant changes in the workforce.

Working in CLD ways has also directly contributed to the successes of the local community garden, school garden and local meals on wheels service; the increase in early childhood education activities available; the advent of The Bunker (a youth focused facility); new local businesses such as the SPCA shop and community market; and the community Gala and Swede Festival. Indirectly, CLD approaches have enhanced local arts developments, historic walks, new road safety projects and a revitalisation of kapa haka as well as involving school children in environmental restoration work on the riverbank.

While these projects are evidence of local achievements CLD can contribute to, they also represent a strong, better connected local community that is helping to "make Mataura better", and which working in CLD ways has helped to bring to the fore.

#### **Key contributions of CLD approaches:**

- Having residents at the centre of locally driven aspirations and activities has meant, not only have organisations changed the ways they work to include residents at decision making levels, but residents have also learnt to value their contributions to both the particular project and the wider 'culture' as they step up.
- The size of Mataura offers an ideal scale in which to see the "me in the we". People can see their individual contribution to an achievement that could only have come about by working with others. As well, local people can often also see that these achievements are always more than the sum of the parts due to both the breadth of skills included and the synergies working together generates.



- Using projects as a key tool has enabled connections to be made as people do practical and tangible things. A wide range of skills and motivations can be incorporated without attending numerous meetings and one thing often leads to another, such as the Meals on Wheels associated with the community garden. Existing resources are used in different ways.

Good Cents, Porirua

<b>200</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>100s</b>	<b>\$25/hr</b>
<b>Number of local people involved in your initiative</b>	<b>Number of other initiatives your initiative has seeded</b>	<b>Number of initiatives your initiative has contributed to</b>	<b>Number of alliances formed</b>	<b>Number of hours leveraged through CLD</b>	<b>Dollar value of these hours</b>

Good Cents arose out of a community-led learning inquiry that aimed to find out why, even in ‘good times’, some people still needed to access food banks to survive. Debt, it turned out, was the common denominator.

Early on in the initiative’s development, it became clear that people tended to favour a range of proposed solutions to the problem of debt. Some said financial literacy needed to be improved or school banking reintroduced, some said that minimum wages needed to be increased, while others said that churches played a key role in causing hardship or that “loan sharks” needed to be regulated and interest rates capped. Yet, while none of these solutions are entirely wrong, they were at best only part of the picture. Good Cents staff observed that while pointing the finger at others may highlight aspects of the wider issue, it tends to absolve personal responsibility and ownership of the issue, and doesn’t often actually change the situation.

So, in 2007, Good Cents set out to tackle high interest indebtedness from a community-led development perspective, driven by the stories of indebted people themselves and working to engage the wider community and business interests.

As an “entry point” into the complex systems that create indebtedness, the Good Cents team have been creating the Good Cents Course. The course is embedded in a philosophy that encourages people to look at their own contribution to their financial situation and works to enable course participants to identify the positive actions they can take to reduce or eliminate their dependency on debt and grow their investment in their future.

The course has evolved over the years and is now connected to WINZ in a mutually beneficial way and now runs 8 times each year. New facilitators are being trained, one of whom was a participant on the course in early 2012. Good Cents has come to use the course as a key learning incubator for understanding the rules and forces at work in the wider system of debt in the community. This is enabling Good Cents to question, not only what contribution participants can make to their situation, but also at a wider level, what contribution all members of the community can make – whether they are lenders or banks or politicians or school teachers.

As part of this Good Cents is aware that increasing the number of local people making significant personal changes does not necessarily lead to community transformation and, in fact, personal changes are very difficult to sustain without environmental changes too. As one step to move towards community transformation, Good Cents hosted 45 people from diverse groups together to generate conversation about *Beyond the Cycles of Debt: What would it look like?* in Porirua.

Supported by Porirua City Council, the Todd Foundation and Inspiring Communities, this gathering brought the whole system into the room together. High paid executives, bankers and government people rubbed shoulders and shared ideas with beneficiaries, local cultural leaders and some of the local lenders. These were people who were scared of one another at the outset but as they considered ‘*What is it that we could create together for our future that we can’t create alone?*’ by listening to the wide range of experiences in the room, they realised they shared a lot of common ground. Out of it all was born a core leadership group dedicated to working out ways of how to move forward together, focusing on the things in common and the goal of being beyond cycles of debt.

Since then Good Cents has run forums with local lenders, explored opportunities with Pacific Church leaders including recently completing a stocktake of all the ways that churches in Porirua are involved in positively contributing to financial well-being of the community. In 2011 Good Cents launched a Framework for Change – Together Growing Financial Well-being for Porirua to Flourish. In 2012 the Good Cents team were involved in a first ever parliamentary learning forum on Community Led Development, sharing some of the stories of change and hope.

**Key contributions of CLD approaches:**

- A community-led inquiry revealed both the key issues and challenges involved as well as pathways to change.
- The course has evolved over time as a result of feedback and input from community members and course participants.
- Course facilitators deliberately ‘hold the space’ for personal action. They are there to work *with* participants to enable the changes they can make, not to provide these changes.
- Using stories as a key mechanism has helped to make a sensitive topic more accessible to all members of the community and created possibility for a new depth of conversation and understanding around the issues.
- Working together has fostered many new relationships and alliances, from bringing members of diverse (and competing) sectors together to seeing graduates informing WINZ staff. New roles have been forged and different types of expertise recognised and included.
- Working towards systems change also means holding a space for others to make the changes they *can* make. In a context where most people have learnt to play specific roles, such as victim, professional, client, businessman creating space for people to step into different ‘roles’ is a very significant step in creating hope and transformation.

Great Start, Taita

<b>2000+</b>	<b>100+</b>	<b>70+</b>	<b>40</b>	<b>1000s</b>	<b>\$25/hr</b>
Number of local people involved in your initiative	Number of other initiatives your initiative has seeded	Number of initiatives your initiative has contributed to	Number of alliances formed	Number of hours leveraged through CLD	Dollar value of these hours

Great Start emerged from knocking on 1200 doors in 2008. When Barnardos was deciding what to do with an old house they owned, they decided a community-led process would be the best way of finding out what residents wanted. Talking with people in their places, on doorsteps and around kitchen tables revealed that people in Taita *didn’t want any more services*. They wanted to make connections with each other and to be helped to connect with the services that already existed. They also wanted a park for kids and adults to use, and phone boxes and bus stops that were useable, and their real interest lay in building a stronger community themselves rather than having others come in and do it ‘for’ them – or ‘to’ them.

A similar message came from conversations with other organisations that worked in the area. Other service providers did not want to compete with each other or with Barnardos. Instead people talked about a strong desire to work together, to support each other and to find different ways of working *with the people* of the Taita community, not just delivering services to ‘clients’ who live there.

So Great Start is about *being of service*, rather than providing services. Great start provides space for getting to know each other, for children and adults playing, getting involved, sharing ideas, health and wellbeing and finding what local people need. It’s about helping each other, fun and laughter, learning and finding out what is happening in Taita. Everyone is welcome and everything is free or very low cost.

And now, in 2013, there is a usable park for families and children, a community garden and tool library, a friendship group, a community café and a time bank. Whanau support is on hand to all and young families enjoy access to the SPACE programme, play and music sessions, parenting support and a free community toy library as well as. Little Star’s Baby Packs - a scheme devised by a local mum, invites neighbours to come and get a welcome pack to give to another family in celebration of a new baby in our community. People who live in Taita are more involved too. They are developing their skills to provide what is needed in Taita, doing things that previously would have been professionalised, like undertaking research, developing new activities and running them too. There are more events and gatherings and more groups connecting through Great Start as well as a wider audience (including Council) hearing what these people are saying (including the children) and acting on advice and information from these people. All of these are representation and reminders that “this place is our place, is your place”.

Along with these tangible differences, it is the way Great Start works that is most valued, however. By helping return a sense of power to the local area, and to individuals and groups within that area, including staff and volunteers, Great Start enables a “re-member-ing” of the local community by local people.

While one thing leads to another at Great Start and these connections are unpredictable, they are also intentional in their movement towards enabling and awahi-ing local people to get what they need and to give what they can, while also fostering more supportive and empowering systems amongst organisations working in Taita. The possibility of organic change is nurtured by letting people get on with what they are here to do/be; by encouraging and enabling people to find and follow their own initiatives (offering a training opportunity for instance), by bringing unusual groups together (eg the younger and older or different ethnicities) and to give back by working together and alongside one another. “There is no need to explain yourself, to commit to any programme or plan, to have a file. Here you are not judged, you are welcomed. Everyone has gifts to offer and recognition of this creates a feeling in people where their heart swells so much that they can no longer keep it entirely inside themselves anymore”.

#### **Key contributions of CLD approaches:**

- Moving from providing services based on data to being of service, based on conversations.
- People have a renewed confidence in themselves and what they can offer because they see themselves as part of a collective journey where “we are all teachers and learners together”. Difference is a strength and an opportunity, and it draws out the best of everyone.
- It leads to a confidence in Great Start by those who come through the door (including workers) as a sense of being and adding value grows: Great Start is part of me (individual, service provider, group, community) and I am part of it. Neither (Great Start or the specific individual/group/service provider) actually needs the other to exist but both are better off for the opportunity and structure that encourages and enables them to work together, building on what they already have.
- Everyone has gifts and equally important is the role of opening pathways to reveal these gifts and how they might offered. CLD helps Great Start to awahi the creation of such pathways, by offering with a light touch space in the house and connections with others in ways that are celebratory, creative and fun.

- CLD encourages giving things a go, and with trial will come error. And with error will come adaptation. And adaptation breeds resilience, especially when it builds on what is already here, and when it is undertaken and learnt from together. Greater community resilience is demonstrated by donations of food, goods and time as well as the willingness and desire to operate out of the Great Start house.
- CLD is part of the way Great Start operates outside the expected norms and how it constantly creates new norms “that fit”. The trick is to know how to sustain both what works and to nurture what isn’t yet known will work while resisting the desire of others to categorise, contain and even distil the essence of what Great Start is. The next phase for Great Start may be a phase of humble assertiveness.

Waitara Alive, Waitara

<b>6000</b>	<b>15</b>	<b>8</b>	<b>36</b>	<b>2224</b>	<b>@\$20/hr</b>
<b>Number of local people involved in your initiative</b>	<b>Number of other initiatives your initiative has seeded</b>	<b>Number of initiatives your initiative has contributed to</b>	<b>Number of alliances formed</b>	<b>Number of hours leveraged through CLD</b>	<b>Dollar value of these hours</b>

The Waitara story is one that comes from a hard place. The town is on the site of significant battles during the New Zealand wars and the subject of much grievance. Home to around 6700 people, the deprivation index of the area is nine (second worst on a scale to ten), the town has decile one or two schools and cyclic unemployment (three generations). On top of that several local factories had closed down and several very serious crimes over the decades led to a repeated response by government chequebook. Communities were involved but the same people found themselves considering similar situations over and again. By 2008, it was time to do things differently.

This time the community was asked for solutions and responded by making decisions, setting goals and establishing a steering group for the Waitara Community Development Project (later Waitara Alive). Waitara knows it can not make fundamental changes on its own but this time what Waitara wants is what matters and government agencies and others are invited to be part of that, rather than inviting Waitara to be part of what others think is best.

Taking an assets-based approach, Waitara Alive achieved funding from Department of Internal Affairs as part of the Community Development Scheme for three years to 2011 and has gone on to sustain its activities with a mix of local and national funding from a variety of sources. Amongst other things, the project has redirected a travelling car show as part of its economic development strategy, adapted street barbeque ideas, developed a shop theft network, fostered a street redesign between Council and the local kindergarten, convened a Youth ‘Driving for Change’ Roadshow that has seen 24 unlicensed drivers become licensed and coordinated the community group behind the Clifton Park multi-sports redevelopment project. Waitara Alive has also provided a funding conduit, guidance and support for other initiatives including the ‘Take a kid fishing’ event and development of a creative theatre and arts space in Waitara.

As an example of how the Waitara Alive works, the creative theatre and arts space evolved out of a previous art gallery initiative to become a new Trust that put on two shows within six months of establishment – the Waitara Wearable Arts Show and a play about the Rugby World Cup ‘Ruggernology’. This evolution from gallery to theatre and arts space was guided and supported by the WDCP who helped

to identify leaders who could become trustees, provided advice and support for funding avenues and sponsored some of the Trust’s local initiatives.

Many of these things were not in a pre-prepared business plan, although they still delivered on the purpose of the project. Being responsive, creative, flexible and ‘good enough’ means the ‘solutions’ are part of the community. Such actions also work with the capacity and capabilities available to the Waitara community, and in that way stand a good chance of being relevant, useful and sustainable within Waitara.

As well as a projects focus, key achievements have been in the ways people have worked together. Often this has come about *because* there has been a projects focus, as people don’t always want to make a commitment (or even see a significant connection) to longer term goals. Working together is increasingly understood as being a way of accessing and validating different people, positions and perspectives and key to this has been the resource of the community development advisor.

This role has been a key driver of initiatives and is often very much involved in the doing. As such it is more than a catalysing resource and also a developing and delivering resource that mobilises others. Local people feel strongly that the element of paid coordination, with the ‘right’ mix of skills, is essential because it provides expertise and time to facilitate and coordinate local efforts. As well, coordination helps to grow the profile of the organisation. The increased recognition of Waitara Alive, and that the information provided by the project is sourced from local people, means local people feel there is an increased possibility that what they think matters may actually make a difference.

**Key contributions of CLD approaches:**

- Initial goals were derived from community meetings and have been revised in conjunction with community desires.
- Rather than focusing on deficits, Waitara Alive promotes strengths and assets. This has helped develop more of a ‘can do’ attitude amongst local people and seen a redirection of local energies and resources to local initiatives.
- Using a project focus has helped mobilise specific skills for particular events and projects. This time-limited commitment has served to demonstrate the usefulness of working together towards local goals, brings diverse (and sometimes divergent) groups together and tends to prime people for participation in other CLD things.
- New leaders are emerging as new initiatives develop and these people and the ‘same old’ volunteers are learning from one another.
- There is a flexible approach to achieving goals – overarching goals are held tightly but how they are achieved changes in response to the local context. CLD encourages such flexibility and this allows the Community Development Advisor to seed, guide and ‘hold’ ideas generated locally so they can link with others, flourish and self-seed more ideas and initiatives!
- There is a new vibrancy in town - the Creative Theatre and Arts Trust is creating an arts scene in Waitara, sports teams are working together on and off the field for a multi-sports approach and facility redevelopment, businesses are working together for joint promotions and events which increase the positivity of the town and Waitara is increasingly known for what it is good at, rather than what its issues are.

Opotiki

<b>8,000</b>	<b>150+</b>	<b>50+</b>	<b>100+</b>	<b>1000s</b>	<b>\$25</b>
Number of local people involved in initiatives	Number of other initiatives seeded	Number of initiatives contributed to	Number of alliances formed	Number of hours leveraged through CLD	Dollar value of these hours

For the purposes of this report, the focus is on the twin aquaculture and harbour projects led by Whakatohea and Opotiki District Council respectively; the Motu Trails cycleway project, involving Opotiki District Council, Whakatohea Maori Trust Board, Department of Conservation locally along with the Motu Trails Charitable Trust and the Gisborne District Council ; the Whakatohea Maori Trust Board Led Community Development Project; the Opotiki Murals Project; and the evolving youth development focussed relationships and initiatives. Comments concentrate on the 2010-2012 timeframe.

The twin projects are absolutely enormous in scale and longevity, and require multiple relationships at local, subregional, regional, national and international levels. These relationships span a wide range of fields, including scientific research; economic, cultural, political and social arenas; philanthropic and investment resourcing; communications and commercial interests. Each relationship also creates the possibility for other initiatives. For example, an international relationship forged with a Chinese company led to initiatives benefitting the wine industry in another region, while the Motu Trails Cycleway Project led to the establishment of new local enterprises, and the upscaling of local accommodation businesses. Similarly, the multi-year Memorandum of Understanding developed between Bay Trust and Opotiki District Council in 2010 has helped facilitate a relationship between Bay Trust and Whakatohea Maori Trust Board, and this is fostering the possibility of new types of relationships and investment to support local dreams.

The Community Development Project revived youth and community worker networks, and undertook a significant wellbeing survey which has informed Whakatohea and other agencies in their strategic planning. Within the Whakatohea Maori Trust Board alone, the survey helped inform comprehensive strategies around economic, environmental, cultural, environmental, education and social development, as well as the focussing of business units to deliver on these. Funding and research relationships and partnerships have resulted, along with new arrangements and partnering with various agencies for delivery. This work also now informs the practice and priorities of some government funders.

The Murals projects produced 30 works in 2011 alone and restored two other significant public art works. Since then, the Whakaatu Whanaunga-supported Youth Council has been helping run youth forums and activities for other young people. These have been enabled by partnering arrangements with the Council and the Ministry of Youth Development.

**Key contributions of CLD approaches:**

- Encouraging and supporting more focus on “the big picture” and how many contributions contribute to that
- Providing models and frameworks to support how we work together more around local aspirations
- Demanding thought, and the joint development of solutions that actively balance social AND economic factors, and which are mindful of our precious local environment
- Paying attention to keeping connected and informed, especially locally, but also with regional and national networks and stakeholders that have an interest in our community developing – communication is so important.

Ka Mau Te Wero, Glen Innes

<b>600</b>	<b>20</b>	<b>30</b>	<b>200</b>	<b>100s</b>	<b>@\$30/hr</b>
Number of local people involved in your initiative	Number of other initiatives your initiative has seeded	Number of initiatives your initiative has contributed to	Number of alliances formed	Number of hours leveraged through CLD	Dollar value of these hours

Ka Mau Te Wero (KMTW) began in Glen Innes (GI) in 2001 as a community development project, with initial funding from the Stronger Communities Action Fund (SCAF) that was administered by Child, Youth and Family Services. This funding followed a successful nomination by the then Auckland City Council for GI to be one of seven pilot sites.

Ka Mau Te Wero means 'Rise to the Challenge' in te reo Maori. It was a term gifted by local kaumatua (Maori elders) to remind people in GI, Auckland Council and central government of the urgent need to generate strategies and actions that will improve the life quality of the people living in the GI communities (Glen Innes East, Glen Innes West and Pt. England) of place.

KMTW prefers a positive approach that focuses on the strengths, assets and aspirations of the community. To do that, it seeks to build on what has gone before and be both action-focused and strategic, as well as respectful and inclusive of the diverse communities. KMTW fosters a Treaty-based approach that is honouring of the special place of Maori in the wider community, especially the role of Ruapotaka Marae which is seen by many locals as the heart and gateway into the GI community in which the KMTW office is situated.

Being project-focused in the early days is seen to have been critical to the development of KMTW's credibility as "a hub" because the organisation successfully connected people to others and helped to get things done". This way of working resulted in tangible recent outputs such as the Music and Arts Growing Innovation and Creativity Plus (MAGIC+) project and the 2011/12 Tamaki community action research (CAR) project.

Although the project has changed over the years, these principles of working remain the same. When the original SCAF project funding was terminated in 2006, for example, KMTW became a legally-incorporated charitable trust which allowed activities to be more inclusive of the neighbouring communities of Point England and northern parts of Panmure, by request from community leaders from those areas. As well, originally KMTW was established to support local initiatives achieve local innovative solutions through various kinds of support including by distributing some funding locally. These days KMTW does not provide any funding but often umbrellas other groups to achieve funding for their own local initiatives. KMTW also conducts social research that helps to identify local needs and innovation as well as advocating for local hopes and dreams. They achieve that while helping to build local capability and capacity to lead local changes.

Currently, a key area of work is community-led research. The research projects are "done through a community lens", by community volunteers and "for community use". While this is an example of KMTW's movement away from community-led action, it is seen as another way of influencing "what happens around here, *and* how it happens".

This distinction is critical; throughout its evolution 'what' KMTW has done has always been bound up in 'how' it has worked as an organisation. Both tangible projects and outputs in the community and the less tangible information produced through research are generated from an "all of community, strengths and assets-based perspective" and "always with the community and in conjunction with agencies". Working inclusively with community members to produce information that is consumed largely by those outside of the community gives local voices an audience they may otherwise never achieve, as well as building research capabilities amongst local people and helping local people to know more about their wider community than they would otherwise.

**Key contributions of CLD approaches:**

- KMTW uses a whole-of-community development approach that seeks to foster and support a community-owned and driven agenda that will keep the people “in the driver’s seat”. Increasingly, KMTW enables local people to work collectively to achieve locally-defined aspirations, with KMTW’s role being to assist and awahi, rather than organise or do.
- Building on the strengths of the local community, KMTW adds to these by providing specific opportunities to up-skill and provide leadership.
- Growing local relationships within and beyond GI, Pt England and Panmure, as well as across organisations and sectors, fosters a sense of working *with* one another. It helps to create shared goals and allows people and organisations to work to their strengths, to share leadership and to recognise and develop opportunities that they could not do in isolation.
- Being both action-focused and strategic enables local voices to be heard in different forums. This has the potential of not only improving life in GI through more effective community-informed service delivery, asset development and community engagement but also enables a wider range of local voices to be included.
- KMTW adds value by fostering local people to take local information and aspirations further in practical ways by connecting people with organisations that can assist them, umbrella-ing funding applications and supporting local leadership.
- KMTW uses the “Who DARES wins” standard to evaluate the extent to which local community has been empowered in its activities and projects. They envision that it will always be the people in the community of place who Decide on the project goals; Act to deliver on project goals; Reap the rewards of the project; Evaluates the success of the project; and Sustains the efforts and outcomes on the ground.

Massey Matters

<b>1000</b>	<b>20</b>	<b>100</b>	<b>200</b>	<b>1000s</b>	<b>@\$25/hr</b>
<b>Number of local people involved in your initiative</b>	<b>Number of other initiatives your initiative has seeded</b>	<b>Number of initiatives your initiative has contributed to</b>	<b>Number of alliances formed</b>	<b>Number of hours leveraged through CLD</b>	<b>Dollar value of these hours</b>

Massey Matters began with a Community Forum in 2006 when fifty community leaders were interviewed to identify Massey’s strengths and assets and local aspirations for the future. The result was Waitakere City Council (later Auckland Council) agreeing to fund the establishment of a ten year project to improve quality of life in Massey. Massey is a large suburb on the western edge of Auckland. Home to 25000 people, it is divided by the north-western motorway and adjacent to major commercial and residential development on the urban city limit.

Quickly coined Massey Matters, things got started not by creating a new organisation or building, but by launching an umbrella brand that catalysed and convened a diverse range of innovative and collaborative actions. Projects such as the Tatou West Harbour Neighbourhood project, Te Raa Mokopuna, Massey Marvels, Westgate Pedestrian Bridge, Our Amazing Place Treasure Hunt, Massey Matters newsletter and Community Projects Fund represent the things local people are passionate about and had strong support for.

Without huge initial visioning and strategic planning, these conscious early decisions not to dwell on governance and structure enabled the project to evolve in an organic and collaborative way in response to community and organisational energy and opportunity. It has also created the flexibility to engage individuals as well as organisations, and to more effectively accommodate reflection and differences of



opinion which, in turn, contributes to the growth of the project and of Massey as a community. Being project focused also meant that Massey Matters was visible in the community from the start.

While action focused, Massey Matters doesn't actually do much of the 'doing'. Massey Matters is not an entity as such, it is "a brand for doing things together". Massey Matters works in the spaces in between – it is a vehicle for discussion, connection, alliance and coordination for an evolving collective of interested parties who are, or want to be, active in the Massey area. The doing Massey Matters is involved directly in is about grassroots engagement - facilitation and linking, administration and organisation. These things happen through the newsletter, community forums and events and help to ensure both that Massey Matters has a mandate from the various communities in Massey and that energies are focused on priorities generated by the community. This mandate is reciprocal – the trust the community has in Massey Matters helps give those who work through Massey Matters a mandate to do things in their own community, especially when locals feel that it might not be their place to do so. As well, Massey Matters provides an easily accessible space through which interested residents can connect with one another as well as with others who can "point them in the right direction".

Altogether, the achievements and possibilities of working in this way have been a huge draw card! Most people involved were initially attracted because of the enthusiasm of those already involved. *How* people work together is as attractive as *what is* being worked together on. Time limited commitments, such as contributing to events, have allowed people to work to their own capacity and still feel their contribution is valued and useful, and these experiences often led to further involvement over time as energies allow. Being actively part of something, especially when that something came from the community, has been key to recognising the value and usefulness of the Massey Matters concept.

Some things have over time, as both energies and staff have changed. One of these has been the emergence of strategic direction in order to ensure staff are not over-stretched and also so that the contribution of Massey Matters to locally relevant outcomes is both useful and effective. Balancing adherence to strategic direction with organic responsiveness to community energies and ideas is tricky though. However, and somewhat counter-intuitively, it is the demands on limited staff time that have helped to foster "a culture of collaboration and partnership" in Massey where events and projects are increasingly *expected* to be collaborative. This not only brings together local resources and energies across siloes towards shared goals but also highlights the wealth already within the community and helps to leverage further investment from organisations and individuals in community initiatives. It also helps Massey Matters staff to prioritise their energies towards where energies from the community are also oriented.

**Key contributions of CLD approaches:**

- Emerged from community aspirations, and started off by working together with others.
- A projects focus allowed energies to be focused on doing, and local connections and value emerged from working alongside one another on visible local projects.
- Adding value by being "oil in the machine" allows community voices to be heard in places they might not otherwise be. It also reveals the strengths and substance of the community to organisations and groups who may not otherwise know.
- Working in a CLD way allows for a variety of organic approaches: sometimes initiatives need driving, while at other times they need gentle revealing, nurturing and awhi-ing; sometimes a strategic approach is called for, then at other times flexibility is most important.

Back2Back, Massey Ranui

<b>3000</b>	<b>220+</b>	<b>120</b>	<b>25</b>	<b>8000</b>	<b>@\$25+/hr</b>
Number of local	Number of other	Number of initiatives	Number of	Number of hours	Dollar value of these

people involved in your initiative	initiatives your initiative has seeded	your initiative has contributed to	alliances formed	leveraged through CLD	hours
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The Back2Back (B2B) project emerged out of a joint funding proposal to the Department of Internal Affairs in 2008 to grow street-level engagement and neighbourhood-led development in Ranui and Massey, suburbs on the western edge of Auckland (population 43,000).

Through encouraging and supporting residents and key agencies to work together, the project aimed to create safer neighbourhoods characterised by healthy housing, active and vibrant streets, opportunities for skill development and local employment, healthy and affordable food choices, people who are connected to and care for the natural environment, and neighbours who feel happy, healthy, proud and connected to the place where they live. The project also aimed to strengthen community governance and foster learning to support resilient neighbourhood-led development, with an intention to share key lessons beyond Massey and Ranui.

The project has unfolded in a multitude of ways since then and B2B has been broker, supporter, initiator and ally. Always working in collaboration with others, relationships between residents, local and citywide organisations, government agencies and with Council and the Local Community Board (later Local Board) have blossomed. For example, as residents have got to know their neighbours, and become more aware of how they can take action, they have worked together on collective issues of concern and interest. This has led to the development of resources and the increased acknowledgement and strengthening of local leadership at the street and neighbourhood level.

In turn, this growing neighbourhood-led development momentum generated increasing interest and buy-in with a wide range of stakeholders. For example, when B2B supported 60 residents to take action over vandalism and graffiti to the playground in their local park, Neighbourhood Support helped local people develop a petition to Council for an alcohol ban and B2B successfully supported this through Council processes. Residents then went on to plan further actions to develop their neighbourhood including a community garden and this and other ongoing initiatives have since involved Neighbourhood Support, Safe Waitakere (now known as Community Safety West), Sport Waitakere, Tag Out Trust, Keep Waitakere Beautiful and the Police.

To leverage its resources, B2B has piggybacked on other larger initiatives, such as Neighbours Day ([www.neighboursday.org.nz](http://www.neighboursday.org.nz)), to catalyse local interest and action, and to focus local promotion, engagement and events around. Very conscious decisions have also been made with regard to key locations to work in. These were predominately streets and neighbourhoods where there was already energy and/or where there was a locally identified issue, such as the locations of high crime rates that had been highlighted through the work of Neighbourhood Support. This approach also meant that the street and neighbourhood work often joined up with work being undertaken by the Ranui Action Project, Sustainable Ranui, Tatou West Harbour, Neighbourhood Support, Massey Matters and Project Twin Streams. This meant B2B could both benefit from the ground work already being done, as well as add value to other local efforts.

Breaking down tasks into clear roles helps to bring residents on board as this way there are specific things they can do. Each aspect is often in itself relatively small and self-contained and so achievable; yet to create the event, working together is a must. With a resource in B2B these small things are catalysed from conversation into action, then held together and synergised. In this way relatively small individual effort becomes something much larger than the separate aspects alone.

**Key contributions of CLD approaches:**

- Help develop the funding application that has underpinned the development of the project.
- Recognise that residents themselves, when they work together with others, have the expertise to make their own neighbourhoods and streets safer, healthier and more fun.
- Attract the attention and resources of others – both other residents and organisations- because they see how a mobilised community is critical to achieving desired locally-generated outcomes, as well as how much more effective and relevant efforts can be.
- Start small and together with others, in places where people already are and in ways that build on local strengths and assets.
- Helps provide guiding principles and intent to what can be very organic-with-intent practices.