

# NOTICING THE DIFFERENCE CLD MAKES LEARNING BY DOING CHAPTER 6



A follow up to What we are Learning about Community-led Development

# ABOUT LEARNING BY DOING: COMMUNITY-LED CHANGE IN AOTEAROA NEW ZEALAND

Inspiring Communities' mission is creating change through effective community-led development (CLD). We are a small, virtual organisation committed to catalysing, promoting, and using the application of CLD principles to create flourishing Kiwi communities with healthy people, economies and environments.

Learning by Doing is our second major learning publication, created to share diverse examples, stories, ideas, and results from community-led activity around Aotearoa New Zealand. We would like to acknowledge and thank all those who have generously contributed their learning, wisdom and time to enable the creation of this publication.

This take-out of Learning by Doing features the sixth of the book's six chapters.

Themes covered in other Learning by Doing chapters are:

- Working Together in Place
- Community Building
- Leading in and Leaderful Communities
- Creating and Sustaining Momentum

To purchase a hard copy of the full publication, please go to <http://inspiringcommunities.org.nz/tools-resources-inspiring-communities-publications/learning-doing>. By purchasing a copy of Learning by Doing, you're helping Inspiring Communities support and strengthen community-led development in Aotearoa New Zealand. If you'd like to talk to one of the Inspiring Communities team about CLD training workshops for your community or organisation, please contact us on [exchange@inspiringcommunities.org.nz](mailto:exchange@inspiringcommunities.org.nz).

We hope this Learning by Doing chapter supports and inspires you to use community-led development to make positive change in your community. As always, we welcome your feedback and to hear what you're seeing and noticing about community-led development too.

Megan Courtney, Barbara MacLennan and Denise Bijoux.

Inspiring Communities Development Team

April 2013

[www.inspiringcommunities.org.nz](http://www.inspiringcommunities.org.nz)

*Nā tō rourou, nā taku rourou  
kō ora ai te iwi  
With your food basket and my food basket  
the people will thrive*

ISBN 978-0-473-24420-0 (digital)

## Citation

This document should be cited as “Learning by Doing: community-led change in Aotearoa NZ. Author: Inspiring Communities. Publisher: Inspiring Communities Trust, New Zealand. 2013”

## Copyright

This work is subject to a *Creative Commons Attribution-Non-commercial-Share Alike 3.0 New Zealand Licence*.

Unless otherwise stated, the contents of this document and all other material and Intellectual Property developed by *Inspiring Communities* or *Inspiring Communities Trust* is subject to a *Creative Commons Attribution-Non-commercial-Share Alike* copyright protocol.

This licence lets you incorporate our work into your presentations, publications or websites, and to tweak, re-work and build upon our work, provided they are non-commercial, as long as you credit Inspiring Communities and license your new creations under the identical terms. You can download and redistribute our work, and you can also translate, make remixes, and produce new stories based on our work. All new work based on ours must carry the same licence, so any derivatives will also be non-commercial in nature.

Alternative uses of our material may be authorised by agreement. Please contact us if you wish to use our material commercially.

## CONTENTS

Foreword from Pat Snedden	3
Acknowledgements	4
6. Noticing the difference community-led development makes	9
6.1 About the CLC and Learning Together	10
6.1.1 The challenges of embedding a CLD learning culture	12
6.1.2 Enabling local CLD reflection	13
6.2 How working in CLD ways makes a difference	13
6.2.1 Motivation and intent - what matters here and why are we doing this together?	15
6.2.2 Being outcomes focused - understanding contribution	15
6.2.3 Vision and action - what are we trying to achieve and which comes first?	17
6.2.4 The role of leaders and joiners - who and how	18
6.2.5 Coordination, convening, organising and working together	19
6.2.6 Capacity and capability - accessing and growing skills.	22
6.2.7 Scale - me and we, and beyond	23
6.2.8 Influencing practice and outcomes	25
6.2.9 Recognising the difference	27
Appendices	
6. Core Learning Cluster Community Initiative Profiles.	30
7. Reflective Learning Methodologies.	43
8. Useful tools for noting the difference CLD makes	44
9. Core Learning Cluster: Results and Achievements	50
Links & Resources	56

# NOTICING THE DIFFERENCE CLD MAKES

*Ahakga he iti te pounamu  
Although it may be small, it is precious.*

## AT A GLANCE

Nine initiatives, over 21,000 people and 800 alliances with thousands of hours leveraged through local community-led development! This chapter focuses on the difference that community-led development is making. It discusses key learnings from the changes brought about by nine initiatives, which Inspiring Communities has been working alongside for three years. The focus of these three years has been to discover more about:

- why community-led approaches were used;

- what was the community change intended;
- how were CLD approaches used; and
- the differences that working in a CLD way has made.

The core focus of Inspiring Communities' learning programme has not been tracking individual community progress in achieving locally determined goals. Instead it has been about noticing and learning more about 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 is difficult. In our work with the Core Learning Cluster (CLC),<sup>151</sup> we found that CLD makes an active and substantial contribution towards the ways in which people work as well

21,350+	569+	480+	797+	Ranges from hundreds to thousands	Between \$20-\$30 /hour
Number of local people involved in CLC initiatives	Number of other initiatives CLC initiatives have seeded	Number of initiatives CLC initiatives have contributed to	Number of alliances formed through CLC initiatives	Number of hours leveraged through CLC CLD from 2010-12	Minimum dollar value of these hours

\* This table represents the aggregated totals of self reported numbers from each CLC<sup>150</sup>

<sup>150</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. Numbers for each CLC initiative are in Appendix 6.

<sup>151</sup> Described on 106-7.

as the outputs and outcomes they achieve together.

There are some impressive changes and we are learning a great deal about what a CLD approach takes.

**Key messages:**

- CLD makes the most immediate tangible difference at the smaller town, suburb or neighbourhood level. These are the scales at which ‘daily life’ happens and at which people can see their individual contribution to an achievement that could only have come about by working with others in that place.
- Positive outcomes can also influence systems change in key stakeholders engaged in CLD efforts – for example funding practice and contracting.
- Prototypes are emerging around particular themes and activities. For example, the Good Cents initiative in Porirua, community action research approaches in Glen Innes, and the Massey Matters community projects fund all offer clear frameworks with results that can be adapted for use elsewhere.
- There is considerable value in connecting beyond

the ‘very local’. Working collaboratively with outside partners can bring in additional ideas, resources and connections - recognising that some things, such as large-scale economic development, can only be done by engaging with specific partners.

- Many activities contribute to CLD changes. In evaluation there is a continual search for a direct cause and effect link, but in CLD where there are many interconnected networks and actions, we have found it more useful to focus more on contribution than attribution.<sup>152</sup>
- Behaviour changes in those involved in CLD are an outcome of CLD, with new thinking influencing what comes next and how it's undertaken. In this way, one outcome leads to several more.
- The ability to notice positive community-led change is assisted when:
  - there is an overall collective vision to guide action;
  - there is agreement on both when and how collective movement towards shared goals (as well as the changes, deviations and

achievements that happen too!) will be measured;

- outputs and how they have directly and indirectly contributed to outcomes are named and widely shared; and
- regular reflective practice is proactively resourced and built into CLD programmes; this helps to reveal links between practice, intent and outcomes. When learnings are documented they can be woven into an initiative's development in real time, for maximum impact and effect.

## 6.1 ABOUT THE CLC AND LEARNING TOGETHER

The focus of CLD is enabling communities to thrive and be resilient in ways that communities themselves deem best. To better understand how CLD contributes to thriving and resilient communities, Inspiring Communities has been working with nine diverse CLD initiatives from across the country over a three year period. These initiatives are:

- Rakiura
- Matura

- Taita (Great Start)
- Porirua (Good Cents)
- Waitara (Waitara Alive)
- Ōpōtiki
- Glen Innes (Ka Mau te Wero), replacing Tāmaki Inclusive Engagement Strategy (TIES)
- Massey/Ranui (Massey Matters and Back2Back)

Each CLD initiative shares a commitment to creating some sort of social change in their place, and to working in CLD ways to achieve this. The initiatives have different aims and aspirations and they operate within different contexts and conditions - some are urban, some are small town, some are rural; some are completely voluntary while others have some paid workers; and there are a wide range of fiscal, structural and governance arrangements. Their areas of focus range from economic development, to debt reduction, revitalisation, joining up disparate local efforts, being more child friendly and enhancing the liveability of a local place.<sup>153</sup>

From 2010 to 2012, each of these initiatives committed to working in community-led ways and being part of a small shared ‘community of CLD practice’



2010 Inspiring Communities Learning Forum participants visited Ulva Island to better understand how the Stewart Island community had jointly progressed environmental restoration and local economic development outcomes.

with Inspiring Communities. As an emergent CLD initiative itself, Inspiring Communities was also a member of what became known as the Inspiring

Communities Core Learning Cluster (CLC). Over this period, CLC initiatives participated in and contributed to learning in a variety of ways including:

- learning forums;
- check in calls;
- periodic workshops; and
- preparing learning and outcome stories to document and reflect on CLD as a way of achieving their goals.<sup>154</sup>

*“Communities of practice are groups of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.”*

Etienne Wenger

The Inspiring Communities Development Team also undertook its own reflective process<sup>155</sup> to inform a growing overall understanding of CLD and what this means for both CLD as a movement, and Inspiring Communities as an organisation. Both the CLC initiatives and the Development Team have

<sup>152</sup> Contribution is where the initiative helped to achieve the outcomes; the outcomes happened as a result of many factors working together. Attribution is where the initiative caused the observed outcomes; the outcomes are a direct result of this initiative, intended or not.

<sup>153</sup> See more detail of each of these initiatives at Appendix 6.

<sup>154</sup> See Appendix 7 for more detail on different reflective learning methodologies.

<sup>155</sup> See page 18.

utilised a range of tools<sup>156</sup> at different times, and applied emerging learnings as they go, to better achieve effective, relevant and resilient local change.

What helps develop a learning culture includes:

- commitment to the development and continuity of trusted relationships;
- agreement of a guiding framework, tools, and ways of measuring to help notice change in ways that are useful and can be woven into what comes next; and
- the capacity to focus some energies on learning.

### 6.1.1 THE CHALLENGES OF EMBEDDING A CLD LEARNING CULTURE

Learning is a part of the 'doing' continuum. It is derived from noticing changes and making sense of these in ways that can usefully inform next steps for initiatives, those who contribute to them, those who benefit from them and the systems in which they are embedded. Learning to see the difference CLD makes requires concerted effort to notice and record practice, achievements and challenges and how these impact on the realisation of intended goals.

This can be especially difficult in CLD initiatives, which can be very fluid with regard to who is involved, how they are resourced and supported, and what the current focus is.

As well, communities and initiatives working in CLD ways to achieve local aspirations often 'oil the wheels of change' by fostering useful connections and undertaking specific roles to support and enable others. This often means the contribution of CLD (and CLD initiatives) is part of the process or practice of what is achieved, which can render it somewhat invisible. This invisibility can be compounded because the outcomes that result from CLD are multi-layered, interconnected and will 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. Finding out more about how CLD works and what difference it can make is therefore important not only for improving outcomes but also for allowing the usefulness of CLD to be seen.

We found that unless a funding agreement required evaluation

and/or reflective learning was resourced and built into programmes, communities were often less interested in documenting understandings of the contribution of CLD than they were about actually doing the work and creating a better quality of life. There are too many other competing priorities on precious time! This is not to say there was no interest in the effects of CLD, more that individuals Inspiring Communities worked alongside tended to informally weave their observations in as they went along. However, while this may have informed individual learning, it didn't always flow through into the shared community learning originally anticipated. In most cases, this situation was compounded by limited resourcing for reflection and learning, and this initially made it difficult to gather and share information about how CLD was working in communities. Gathering information was further complicated by the diversity of the group – 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.

### 6.1.2 ENABLING LOCAL CLD REFLECTION

Enabling local reflection requires tangible support. This includes a direct information collection/ compilation role that can add value to the achievement of local aspirations, and be enjoyed as a process.

In an effort to stay true<sup>157</sup> to CLD principles, Inspiring Communities facilitated a research process<sup>158</sup> that offered Inspiring Communities skills and capacity alongside those of local people. This ensured that information was gathered and presented in ways locals saw as most relevant to understanding the differences they were making. It also helped to make the processes involved both relevant and more enjoyable. For example, while structured learning agreements to work together helped to clarify expectations, it was only when Inspiring Communities offered to undertake significant proportions of the 'story gathering' that progress was made. While Inspiring Communities did end up writing many of the initial draft versions of the seventy

learning and outcome stories compiled, we came to realise that our time and skillsets were valued and appreciated locally. As well, our efforts made it easier for local people to weave in changes and add their own flavours to the stories. Mutual trust and respect, built up over several years of working together, ensured that story writing processes were not extractive, and were often very convivial! Communities were assisted in documenting THEIR stories – which have since been used in multiple ways<sup>159</sup> for local benefit. Connections were further developed and we were frequently reminded that not everyone likes writing!

There was similar learning about learning together. In our experience, information gathering needs to serve at least one other purpose, such as informing ways of working with one another and/or with new partners, contributing to assessment and development of next stages, and/or reporting to funders and communities. For example, once the CLC communities saw how they could use the emerging understanding of CLD from both their own and other

initiatives to progress towards their goals, information gathering became more enjoyable and effective.<sup>160</sup>

Information gathering also needs to be done at the pace of the community involved and there needs to be a level of 'learning readiness' in the initiative itself in order to find time to reflect. Demonstrating the links between learning and doing, this readiness and prioritising, we now know, is tied to the community's perception of how useful the information will be to them.

## 6.2 HOW WORKING IN CLD WAYS MAKES A DIFFERENCE

CLC initiatives often found that 'how' they worked to achieve collective goals, was bound up with 'why' they wanted local change as well as 'what' they did and 'who' was involved. From our experiences with the CLC, successful CLD happens when a number of key things come together. These include:

- **Why CLD?** Those that choose CLD approaches recognise that local change

<sup>156</sup> Appendix 8 describes the tools and frameworks we found most useful.

<sup>157</sup> There is discussion emerging about this - when does enabling become 'doing for'?

<sup>158</sup> Overall budget for the CLC learning process was around \$40,000 per year to assist reflective learning in 9 communities. In hindsight we realise this budget was 'overly' optimistic, with considerably more resourcing required for both communities and Inspiring Communities to assist, encourage and document effective CLD measurement and learning in an in-depth way.

<sup>159</sup> For example in newsletters, funding applications, reports to funders, communicating what a CLD approach means for their community etc.

<sup>160</sup> For more information see Patton, Michael Quinn (1997) Utilisation -Focussed Evaluation.



Stewart Island locals were invited to submit their 3 wishes for their Island to the fairy located at the Island's general store.

is more relevant, appropriate and adaptable when it includes, and is guided by, local expertise that comes from local lived experience. This focus recognises the usefulness and, often, under-utilisation of local expertise, and the value of accessing and coordinating existing resources. It also recognises that spreading the contributions to positive local change over a range of individuals, groups and organisations is more likely to enable the sustainability, adaptability and evolution of those changes.

- **What are we trying to achieve?** The need for both shorter term, projects-focused activities and a longer term, locally derived aspiration to work towards, enables a variety of contributions while also ensuring that, collectively, progress is made towards an agreed overarching goal. Being clear about motivations and intentions helps keep decision making deliberate in ways that can grow community capital as well as achieve tangible community change. It also helps influence broader systems change towards

institutional structures and processes that are more supportive of CLD.

- **How can we achieve this?** Working in CLD ways necessarily means visions, aims and ways of working are actively led by collectives or groupings of local people, in collaboration and partnership with other individuals, organisations and groups. Co-creating in ways where place is the focus and residents are at the centre brings diverse communities and groups together. This helps to acknowledge and access a wide range of gifts, strengths and assets that are already present, as well as enabling synergies that come from working together towards shared aspirations. It can also highlight areas for investment which can help draw in new resources. In turn, these approaches allow for the development of a variety of strategies that draw from a wide locally-focused resource base, and for a range of local leaders and leadership styles to be grown. With reflection and adaptation along the way, learning from local experience and that of others can stimulate momentum and support

sustainability as progress is documented and adaptations made.

- **How will we know we are progressing?** Focusing on outcomes and making intentional decisions to achieve these is supported by tracking progress, achievements and deviations because these all inform future developments and activities, as well as help communicate changes to others. Incorporating reflective practice alongside mechanisms such as a framework of change helps to distil key assumptions and contributions that can then be tracked over time and in relation to both expected and unexpected outcomes. Noticing, documenting and sharing the relationships between outcomes and intention as well as what was done, how and with who helps to inform future steps ('what matters now?') and reveals the influence of CLD ways of working.

#### 6.2.1 MOTIVATION AND INTENT – WHAT MATTERS HERE AND WHY ARE WE DOING THIS TOGETHER?

Motivation to work in ways where communities are lead-

ers of the changes they want to see, comes from a range of sources and is contextual. Across the CLC, motivations most commonly focused on wanting to make a place 'better' than it was. 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 better coordinate visions, energies and use of resources.

Often, the catalyst to action from these motivations could be sourced to a particular event, situation or report that was remembered as a 'tipping point'. Equally important to catalysing action was that in each of the CLC there were 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. This focus on CLD as a key part of the motivation for change (the 'why') recognised the relevance and usefulness of local expertise and often, its under-utilisation. This reflects

recognition of the value of accessing and coordinating existing resources, and that spreading the contributions to positive local change over a range of individuals, groups and organisations was more likely to enable the sustainability and adaptability of those changes over time.

As such, a stated intent of the CLC initiatives was often to grow CLD, and CLD principles tend to form a significant part of the values that drive the initiative, as well as being developed as part of the focus of the initiative. 'How' CLD approaches work is, therefore, closely related to 'why' CLD approaches have been chosen in the first place and, in most cases, this early recognition of CLD informed overarching visions, and vice versa.

#### 6.2.2 BEING OUTCOMES FOCUSED: UNDERSTANDING CONTRIBUTION

Initial motivation for action is often a specific issue or opportunity, such as improving a town centre or a reducing graffiti. Making change around a specific focus is relatively simple, yet CLD initiatives operate in complex environments, with long term change, such as local economic development or place-based identity

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

seldom generated by a single factor or group of factors. With this in mind, we have adopted definitions of outcome and impact as used in Outcome Mapping,<sup>161</sup> where outcomes are distinguished as changes in behaviour while impacts are changes in state. Outcomes can be more directly contributed to, and may sometimes be attributable to specific activities, whereas impacts are the result of many interactions with different forces, actors and stakeholders. Further, impact implies a one way or linear cause-and-effect process to achieve a particular result, whereas we know that social change is non-linear, with cause-and-effect links often far from clear. Both outcomes and impacts, then, can be unpredictable and can happen at any time and in any place. We have found that focusing on outcomes is more useful in terms of understanding CLD's contribution<sup>162</sup> to change, and to the ongoing development of initiatives. For example, in Waitara reported crime rates

have dropped significantly over the period Waitara Alive has been in operation. It is, however, difficult to make many direct connections between the initiative and crime so it is impossible to document the impact Waitara Alive may have had on reducing crime. Direct connections however can be made that show how Waitara Alive has fostered more positive local police-community relationships, such as through street barbeques and a driver licensing project. These relationships can be linked to changes in behaviour towards police, residents' behaviour towards others in their neighbourhood and towards unlicensed driving, all of which are outcomes that can be directly associated with Waitara Alive. While these outcomes may also have contributed to safer local communities with less crime, they will only have been part of the reason for change. Similarly, these outcomes may also have contributed to

other changes in state, such as improved local health for example.

Observing what outcomes occur, and whether or not an intended outcome occurs, is relatively straightforward because we notice what we are looking for. Noticing what else is going on is more difficult, because we don't know what to look for, or where to look for it - let alone how to assess whether outcomes are attached to certain actions. This was particularly challenging with the CLC initiatives because only a few had developed a Framework of Change, and none had any formal monitoring in place. Instead, linking the influence of their activities to outcomes was done through reflective practice. This conversational approach helped to reveal different interpretations of outcomes as well as highlighting the limita-

*"...very great change starts from very small conversations held among people who care."*

Margaret Wheatley

tions of looking for attribution and the value of looking for contribution.

For example, Paul Born<sup>163</sup> describes how creating space for conversation amongst partners involved in Vibrant Communities – sometimes for more than one year – underpinned the improvement of the lives of more than 50,000 families in poverty. The conversations didn't cause the improvements but they certainly contributed to them by leading to the establishment of structured ways of working, the inclusion of particular parties, and the collective development of both goals and activities that could truly make change. Similarly, a Wellbeing Survey<sup>164</sup> undertaken by Whakatōhea Māori Trust Board has not caused a change in the wellbeing of

Whakatōhea 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.

The reflective conversations with the CLC initiatives revealed which different skills

*"Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world."*

Joel A. Barker

and perspectives had contributed to different activities and outcomes and led to new decisions about what and how to develop next. Several of the CLC initiatives also realised through that process that there is value in formalising reflective practice and in using some systematic tools, such as Collective Impact, frameworks for change and outcomes harvesting, to help reveal what they are not looking for, but may also have contributed to.

### 6.2.3 VISION AND ACTION – WHAT ARE WE TRYING TO ACHIEVE AND WHICH COMES FIRST?

There is no right place to start in CLD. 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 a variety of local actions. For example, the Massey Matters Fund has generated over 100 new local projects, with many of these becoming stepping stones into other



Establishing a local computers in homes programme was one of the outcomes linked to the Whakatōhea Wellbeing Survey. Here graduates from the 2012 programme celebrate their success.

<sup>161</sup> See how Terry Smutlyo makes this distinction for example, <http://www.youtube.com/watch?v=VzerMivY4eM>

<sup>162</sup> For a useful discussion on contribution analysis see [http://www.cgiar-ilac.org/files/publications/briefs/ILAC\\_Brief6\\_Contribution\\_Analysis.pdf](http://www.cgiar-ilac.org/files/publications/briefs/ILAC_Brief6_Contribution_Analysis.pdf)

<sup>163</sup> Born, Paul (2008), Creating Vibrant Communities.

<sup>164</sup> For more on the Whakatōhea Wellbeing survey process and results see <http://www.giving.org.nz/sites/all/files/Dickie%20Farrar%20Transformational%20Leadership.pdf>



activities.<sup>165</sup> 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 however, the CLC have found that without an agreed, if not formalised, overarching vision, 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 learning is 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. 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. This can mean that not only is there something for everyone, but if one particular activity founders, others can continue to contribute to the overarching goals in their own ways. 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.

#### 6.2.4 THE ROLE OF LEADERS AND JOINERS – WHO AND HOW

Across the CLC, both leaders and those who join in are crucial to the success of particular projects and to the ongoing successes of a CLD

initiative. Leading at a local scale can be fun and satisfying – you meet other local people and create together a change you all want to see. It can also be frightening; it means publicly owning your intentions, which may or may not come to fruition.

As noted in Chapter 4, in CLD terms, leaders are key to generating enthusiasm about the wider CLD initiative and movement. When CLD leaders call for others to join in, and embrace those who join as equals, they help to generate momentum by demonstrating what working together can create, which in turn attracts other joiners. With a culture of embracing new participants as equals, very soon future joiners join in because of their connection to previous joiners, not because of a connection to the original leader.

*“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.”*

Core Learning Cluster initiative participant, 2012



Supporting young people and growing leadership have been a focus in Mātaura.



### IT STARTS WITH ASKING AND INVITING OTHERS TO JOIN IN

“Door knocking to find out what residents want in their neighbourhoods can be scary sometimes but really effective. Yet, for Sam Farquhar on a street with a reputation in Massey, conversation flowed from the opening of the first door. People were happy to share their concerns, thoughts and ideas about what it was like to live in their street and how they wanted to improve it. When they realised they could be supported to make some changes they quickly got others on board and within two weeks 50 residents turned up to clean up the local reserve. Conversation over sausages at the end of the day brought up ideas for a shared garden and residents were heard to say that they feel proud to live amongst such a great group of people.”

Excerpt from Sam Farquhar, Massey Matters Learning Story<sup>166</sup> March 2012

In many cases, those who join have not had the opportunity to contribute to local solutions before. Having local leaders and initiatives working in CLD ways helps to open doors for the skills and experiences of local people to be used and appreciated locally. It also offers them the chance to lead and encourage others, which helps to grow the diversity of a group and, in turn, attracts those who may not normally come together. Taking a leaderful approach by sharing leading roles thus helps to build resilience in an initiative, because power and understanding at both decision-making and action-taking levels are widely distributed, which enables both adaptability and sustainability. CLD leaders are, therefore, catalysts who inspire others to action.

#### 6.2.5 COORDINATION, CONVENING, ORGANISING AND WORKING TOGETHER – HOW CAN WE ACHIEVE THIS?

Part of the way CLD makes a difference is through coordination and convening, bringing different parties together to catalyse shared interests and activities. The role of 'making calls' and coordinating activities within a CLD frame can require some

### CATALYSING ACTION

*“[A catalyst is] someone who can be a cross between an architect, a cheerleader, and an awestruck observer... people will do what they will do. At their best, catalysts connect people and maintain the drumbeat of the ideology.”*

Ori Brajman and Rod A. Beckstrom (2006:207)<sup>167</sup>

<sup>165</sup> For more see <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/massey-matters-fund-small-change-enabling-significant>

<sup>166</sup> See <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/door-knocking-making-link-streets>

<sup>167</sup> From “The Starfish and the Spider”: The unstoppable power of leaderless organisations.

Careful balancing, especially when 'getting things done' is a focus, and/or when there is a dedicated paid worker to assist.

Securing a paid worker is an oft-dreamed-of resource that is regularly seen as an achievement in and of itself! From our observations, paid

## HOW WE DO THINGS AROUND HERE

"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 Di Morris and Kari Beaven  
Rakiura Learning Story  
May 2012

coordinator 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 time-frames. Some of the paid coordinators of CLC initiatives have, for example, 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. As noted in Chapter 3, this is compounded when funders require a detailed 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'. Ironically, this can contribute to the fragility of an initiative, because much of the organisational and local knowl-

edge ends up residing with one or two key people only. It also often stretches paid workers such that, in time, these people become overloaded and less able to contribute effectively.

This can be compounded when organisational structures and external resourcing lead to a focus that is prioritised on achieving predetermined outputs and outcomes. This highlights the creative tension between being intentional and organic and the fine lines between 'enabling' and 'doing for'.

Because CLD is a relatively new way of working, understandings of the role of coordinators, convenors and organisers are constantly evolving. Some coordinators found that

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

As a result, there are emerging practices that focus more on being catalytic and working together with communities as equals, even when there is a paid worker. Across the CLC initiatives, once both local people and contributing organ-

isations understood more about what working in CLD ways mean, paid coordination tended to take a 'lighter touch.'<sup>168</sup> Coordinators became more focused on the direction of community energies (both bright spots and concerns) and helped develop strengths-based pathways to enable resident-led efforts to achieve their own goals. As

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

*Local Core Learning Cluster Initiative Coordinator, 2012*

*"...the more we helped happen, the more we were expected to help happen."*

*Massey Matters worker, October 2012*

*"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 Coordinators, 2012*



Having a paid coordinator helps when organising community events like community treasure hunts that involve lots of people.

<sup>168</sup> See [http://natureinstitute.org/pub/ic/ic27/holding\\_gently.pdf](http://natureinstitute.org/pub/ic/ic27/holding_gently.pdf), <http://practicalaction.org/docs/iai/empowering-community-organizations.pdf>, <http://www.jrf.org.uk/publications/changing-neighbourhoods-impact-light-touch-support-20-communities>

discussed in Chapter 2, this means working on terms that local people determine, and ‘with,’ and not ‘for’ a broad base of the local community. This ensures that local people and organisations always have some ‘skin in the game’ with regard to both aspirations and the actions to realise those aspirations.

Clearly, how CLD works can be challenging sometimes! In fact, for most of the CLC initiatives, their greatest learnings and changes happened when they faced challenges and worked out what to do next. As CLD approaches took hold in the CLC initiatives, challenging times were increasingly responded to with collaboration, and they were also increasingly understood to offer opportunities. More and more, next steps have been guided by formalised or commonly held vision, mission and plan and are often consciously rooted in a philosophy of using existing resources differently. As well, these responses were often developed to grow the local movement for CLD as much as to achieve a specific aim. Responding in this way is seen as an outcome of successful CLD and over time, this way of

working often becomes part of the local culture, without it necessarily being named as such.

### 6.2.6 CAPACITY AND CAPABILITY – ACCESSING AND GROWING SKILLS.

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 outcomes of working in CLD ways.

‘What’ is undertaken frequently changes to reflect the capacities that CLD ways of working reveal in local people. That is, local initiatives tended 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 were most effective. Over

this period, the CLC initiatives reported focusing their efforts on a wide range of activities and achieving an equally wide range of changes. Amongst others, these changes included:

- increases in the school roll and an upgraded swimming pool on Rakiura;
- a newsletter, community market, community garden, youth centre, festivals and more in Mātaura;
- the Good Cents course, community pantry, joining up of different churches in conversation about debt and wealth as well as personal successes in Porirua;
- a tool library, toy library, children’s gardening club, women’s friendship group, and time bank 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 Ōpōtiki;
- the development of the Music and Arts Glen Innes



### CLD GROWS LOCAL CAPACITY AND CONFIDENCE

"In Taita, 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 also experienced agencies who worked with very firm boundaries and fixed ways of working that did not include hearing local resident's thoughts and ideas. At first, several local people had to be strongly encouraged (or even coerced!) to join in with Great Start's activities. While some did so 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>169</sup> (support) 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.”

Volunteers, community members and staff  
Great Start Taita Reflective Workshop  
September 2012

Centre (MAGIC+), Tāmaki Inclusive Engagement Strategy and book, Tāmaki Community Action Research (CAR) project,

Manaiakalani<sup>170</sup> and Healthy Relationships in Tāmaki (HEART) in Glen Innes and Tāmaki; and

- 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.<sup>171</sup>

### 6.2.7 SCALE – ME AND WE, AND BEYOND

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 that is developed through their personal and collective patterns of living, working, studying and/or playing.

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

<sup>169</sup> Māori word meaning in this context ‘to embrace, cherish, nurture, assist, support’.

<sup>170</sup> For more on this see <http://www.manaiakalani.org/>

<sup>171</sup> For a list of achievements from each of the CLC communities please see Appendix 9.

## ACHIEVING NEW OUTCOMES BY BUILDING ON WHAT'S ALREADY THERE

"In 2010, the early days of Waitara Alive, AmeriCARna<sup>172</sup> was booked to come to town. The newly appointed community development coordinator 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 together, generate income for the town and create positive media attention about Waitara.

Very short time frames meant both coordination and collaboration were essential to successful event organisation! Using CLD approaches, Waitara built on its strengths and established a Business and Promotions Association with the community development coordinator 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 proporoaki. Local businesses donated sound systems, and trucks for stages. They 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.

"I think it's good for Waitara, good for Taranaki. It gets the community out and about and talking. And you can set up stalls and earn a little bit of money on the side."

"You can guarantee Waitara will turn on a good show for AmeriCARna, and thanks to John and all the team for bringing it out here because without them, we wouldn't have this number of people turn up and see what an amazing little town we have." (From Taranaki Daily News, 23 February 2012)<sup>173</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 connections across age and interest groups as well as generating awareness and support for the Coordinator's role and the community development project that became 'Waitara Alive'.<sup>174</sup>

Melissa Willis,  
Waitara Alive Coordinator, April 2012

or organisation stands up and says they want to lead a project and calls for others to work with them. We have noticed that being involved in local change efforts is often a key motivating factor. However,

while many people are happy to help with a particular task, and to collaborate to create a particular output, they don't always wish to make ongoing commitments beyond that. 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. 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. It is at this scale that local people can often also see that greater achievements are always more than the sum of the parts as synergies are achieved.

Equally, it is at this scale that individuals notice behaviour of other individuals and alter their behaviour to fit demonstrated local social expectations. 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 alongside.<sup>175</sup> In this way local practice can become 'practice-based evidence' that has a wider reaching influence than the immediate place and context from which it emerged.

At the same time, very often not everything needed is contained within a smaller town, suburb or neighbourhood. Working together with others includes those

from outside the place of focus. This brings wider perspectives, experiences and additional resources into the initiative, and these can be transformative. In different CLC communities, anchor organisations such as Barnardos in Taita and Wesley Community Action in Porirua, funders working as partners, such as the Community Trust of Southland in Maitara and Rakiura, TSB Community Trust in Waitara and Waitakere City Council/Auckland Council in Massey and Ranui, national aquaculture experts and regional parties like Bay Trust supporting Ōpōtiki's visions and projects, and individuals like Pat Snedden in Tāmaki and Bliss Brown in Maitara all represent investment from outside each place that catalysed significant local movement and change in various ways. Outside perspectives can be particularly useful in guiding, assisting and contributing to local reflection, learning and adapting in developmental ways.

### 6.2.8 INFLUENCING PRACTICE AND OUTCOMES

All CLC initiatives have been in a constant process of learning about CLD. For most of the initiatives, understanding that 'how' they worked to

achieve collective goals was bound up with 'why' they wanted local change as well as 'what' they did and 'who' was involved, which revealed that working in CLD ways often became an outcome in and of itself. This is because working in CLD ways represented a significant change from previous efforts which were often more 'top-down' or agency-led, which tended to consult and enrol local people into predetermined aims and visions. Working in CLD ways necessarily means visions, aims and ways of working are actively led by communities, in conjunction and collaboration with other individuals, organisations and groups. Working in such a way requires a change of behaviour, which can thus be seen as an outcome of the process or a 'practice outcome'.<sup>176</sup>

For example, when Good Cents initially partnered with Work and Income NZ (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,

<sup>172</sup> AmeriCARna is a touring classic American car show.

<sup>173</sup> See a great video of the day here <http://www.stuff.co.nz/taranaki-daily-news/videos/6462989/Americarna-in-Waitara>

<sup>174</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>175</sup> This reflects the quadrants of change as discussed in Chapter Two.

<sup>176</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.



## CLD ACHIEVEMENTS INCORPORATE 'WHY', 'HOW', 'WHAT' AND 'WHO' ELEMENTS

*"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 (why), 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 Community Members  
Massey Matters Community Reflection Workshop  
October 2012*

who are 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'. 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 the 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 been not just 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.

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.

So, CLD ways of working ('how') intertwine with the actions undertaken ('what') and vice versa. At the same time, across the CLC, '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 was also often the intention. 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.

### 6.2.9 RECOGNISING THE DIFFERENCE

Seeing and experiencing how CLD can work to change the ways in which communities create their own development, often further motivates individuals and communities to contribute. Showing how CLD principles contribute to practice is relatively simple. How local voice, vision and leadership have contributed to local economic development at Good Cents in Porirua can

be seen in the emergence of a Guiding Group from Beyond Cycles of Debt Community Innovation Forum in early 2010, and the strategic plan this group collectively designed with Good Cents and Wesley Community Action.<sup>177</sup>

Linking this kind of practice to particular outputs - the Good Cents' Guiding Group, the development of a community garden,<sup>178</sup> an event, building a local playground<sup>179</sup> or community centre<sup>180</sup> - can also be relatively straightforward, as previous examples and many of the CLC Learning Stories<sup>181</sup> illustrate.

The kinds of things that are seen to have a direct relationship with working in CLD ways change over time, and in relation to the initiative's stage of development. The outcomes CLD methods are linked to in the initial stages of a project, such as hosting AmeriCARna in Waitara, are often quite different to the outcomes CLD may yield when an initiative has matured, or when the collective goals are less tangible or still in

<sup>177</sup> See <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/changing-common-story-around-debt-collective-and>

<sup>178</sup> In Massey East see <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/neighbourhood-cld-street-barbeques-massey-east>

<sup>179</sup> In Taita see <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/evolutionary-approach-%E2%80%99my-story%E2%80%99>

<sup>180</sup> In Rakiura see <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/story-stewart-island-community-centre-building>

<sup>181</sup> Learning stories from all of the CLC initiatives are available here: <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/core-learning-cluster>

evolutionary phase such as in Rakiura.<sup>182</sup> Yet, even when 'what' is focused on changes, CLD approaches tend to remain the framework for 'how' they are done.

Ways of working that support CLD also reduce barriers between groups, develop and achieve shared goals that work to the strengths and assets of each contributor, bridge silos, and make tangible differences in communities, such as improving readiness for school or enabling more locally grown food. Importantly, these ways of working also become 'expected' by both communities and professionals as they continue to be applied.

Local development and change becomes more integrated and locally responsive because CLD ways of working enable community expertise to be incorporated as a recognised success factor. This means that communities grow significant influence over both 'when' and 'who' is involved in decisions and actions, as well as 'what', 'how' and 'why' these actions are taken. In a mutually supportive manner, CLD grows community, and community grows CLD. While this allows people and organisations to work to their strengths, to

share leadership and to recognise and develop opportunities, it also becomes almost impossible to separate the means from the ends because they are evolving together.

There are several common outcomes that the CLC communities attribute to working in CLD ways. While the limits of Inspiring Communities 2010-12 CLC research mean these are not yet able to be costed or quantified, they are important none the less. Key outcomes include:

- development and completion of specific tangible projects identified by communities;
- increased community connection and participation across boundaries and with diverse, and sometimes previously diverging, groups;
- recognition and mobilisation of community resources, strengths and assets plus an increase in resourcing from outside the local community;
- increased local capability, confidence and pride plus increased recognition and valuing of community capabilities by key organisations;

- changing local cultures in terms of ways local change is developed and managed; and
- above all, a nurturing and sustaining of 'community'.



## LINKING CLD APPROACHES TO CHANGE IN THE BEHAVIOUR OF OTHERS

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 Practice Workshop,  
October 2012

<sup>182</sup> See <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/stewart-island-%E2%80%99Csnack-and-yak%E2%80%99D-connecting-space>

## APPENDIX 6 CORE LEARNING CLUSTER COMMUNITY INITIATIVE PROFILES

### RAKIURA STEWART ISLAND

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, Halfmoon 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, making the Island a better place to live and achieving 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 often get to catch up with each other.

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. The expo stimulated energy and interest in maintaining connections, 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 a '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 well – especially 'pre-vision' information gathering, e.g. engagement with local children, and the 'fairy godmother' box in the shop where locals could submit their three wishes for Rakiura.
- Other aspects proved challenging – 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 impacted on residents' 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.

- Clear links need to be made to what has gone before, so people do not feel they are talking about the same old things.
- Eliciting information on 'why' people want to undertake certain projects was overshadowed by a focus on the 'what' they'd like to accomplish together.
- Finding ways within the visioning process for those who just want to get on and 'do' to engage with broader futures-thinking, in order to better understand what matters to everyone, how any agreed actions contribute to goals, 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 help to 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. 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 relationships to be developed between people and groups, and often across boundaries. It has also highlighted the diversity of interests and motivation across the Island's small population.
- Joining up with others from outside the local community such as The Community Trust of Southland has enabled new thinking, ideas and support for local efforts.
- Learning as we go is vital. This way both what and how things are done is increasingly more useful, relevant and appropriate.

### MATAURA

Mataura is a small Southland town of approximately 1400 people. Efforts to revitalise and improve Mataura have been underway for several years following a concerning report on the health of the commu-

nity back in 2007. The main industry is a meat processing plant and this has reduced its capacity during 2012, affecting about 200 local people. However, this new challenge is seen as an opportunity 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

350+	4	22	6	3080	@\$30/hr
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

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.

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

Being firm about local 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 assumed 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”.

Working in CLD ways has helped make Mataura a better place, primarily through linking local people with ideas and energy to existing organisations, local facilities and other people, to develop 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 success 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 changed the way organisations work, to include residents at decision-making levels, and residents have also learnt to value their contributions to both a particular project and the wider culture.
- 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. Local people can also see that these achievements are always more than the sum of the parts, due to the breadth of skills included and the synergy that 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.

**GOOD CENTS, PORIRUA**

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 created 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, running 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

200	30	50	150	1000s	@\$25 /hr
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

200	10	30	40	100s	@\$25 /hr
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



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 to move forward together, focusing on commonalities 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 wellbeing of the community. In 2011 Good Cents launched a Framework for Change – Together Growing Financial Wellbeing 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, or businessman, creating space for people to step into different ‘roles’ is a very significant step in creating hope and transformation.

## GREAT START, TAITA

Great Start emerged from knocking on 1200 doors in 2008. When Barnardos was considering 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. Whānau 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. 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 their 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 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. 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 ‘awhi-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.

In the words of a Great Start community member, “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 be offered. CLD helps Great Start to awhi 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

2000+	100+	70+	40	1000S	@\$25 /hr
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

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 challenge is to know how to both sustain what works and to nurture what isn't yet known, 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

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 (very high social needs), the town has decile one or two schools and long term 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 over 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 Waitara Alive 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 – it is 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 increasingly feel 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.

## ŌPŌTIKI

For the purposes of this report, the focus is on the twin aquaculture and harbour projects led by Whakatōhea and Ōpōtiki District Council respectively; the Motu Trails cycleway project, involving Ōpōtiki District Council, Whakatōhea Māori Trust Board, Department of Conservation

6000	15	8	36	2224	@\$20 /hr
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

8000	150+	50+	100+	1000s	@\$25 /hr
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

locally along with the Motu Trails Charitable Trust and the Gisborne District Council; the Whakatōhea Māori Trust Board Led Community Development Project; the Ōpōtiki 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, sub-regional, 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; and 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 Ōpōtiki District Council in 2010 has helped facilitate a relationship between Bay Trust and Whakatōhea Māori 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 Whakatōhea and other agencies

in their strategic planning. Within the Whakatōhea Māori Trust Board alone, the survey helped inform comprehensive strategies around economic, environmental, cultural, educational 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 add to that;
- Providing models and frameworks to support more working together around local aspirations;
- Demanding thought, and the joint development of solutions that actively balance social AND economic factors, and which are mindful of the precious local environment; and
- Keeping connected and informed, especially locally, but also with regional and national networks and stakeholders that have an interest in the

development of the community; communication is so important.

## KA MAU TE WERO, GLEN INNES

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), 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 Māori. It was a term gifted by local kaumātua (Māori 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).

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 honours the special place of Māori in the wider community, especially the role of Ruapotaka Marae, 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 Tāmaki 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. 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 reach, 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

600	20	30	200	1000s	@\$30 /hr
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

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, and by umbrella-ing funding applications and supporting local leadership.
- KMTW uses the “Who DARES wins” standard to evaluate the extent to which the 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, evaluate the success of the project, and sustain the efforts and outcomes on the ground.

## MASSEY MATTERS

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 25,000 people, it is divided by the northwestern 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 Tātou 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 that involves Massey Matters directly 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. 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 changed 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 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 difficult. 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 silos towards shared goals, but also highlights the wealth already within the community, and aids the leverage of further investment from organisations and individuals in community initiatives. It helps Massey Matters staff to focus their energies 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 awahi-ing; sometimes a strategic approach is called for, then at other times flexibility is most important.

## BACK2BACK, MASSEY-RANUI

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

1000	20	100	200	1000s	@\$25 /hr
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

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 Aotearoa, 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, Tātou 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.
- Help provide guiding principles and intent to what can be very organic-with-intent practices.

3000	220+	120	25	8000	@\$25 /hr
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

## APPENDIX 7 REFLECTIVE LEARNING METHODOLOGIES

*A key part of understanding the contribution CLD can make is through the documentation of the journeys local initiatives have taken.*

*The CLC learning process has supported the use of five main tools to do this:*

### 1. CHECK IN CALLS OR VISITS

These regular group or individual telephone calls or visits with an experienced CLD worker from outside the local area explored highlights and challenges, leadership and learning. These calls help to cultivate learning practice in relative proximity to events and activities, and work especially well when done as a group because then the learning is collective. This encourages a sharing of the smaller aspects of working together and can build an appreciation of the finer points of individual skills and approaches as well as how these combine.<sup>187</sup>

### 2. LEARNING STORIES:

Learning stories<sup>188</sup> are a form of narrative research and have been 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)<sup>189</sup> from Waikato University to generate stories that link intention to both learning and outcomes, as seen from the perspective of the communities involved.

### 3. LEARNING FORUMS

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 happened twice during the 2010-2012 period. The focus of these gatherings was to nurture connections across the group and to undertake intensive sharing and learning about how CLD is working in the various communities.

### 4. REFLECTIVE PRACTICE WORKSHOPS

These workshops were convened as a way of completing the commitment to learn together as a community of practice. Over two-three hours, they reflected as a group on what the initiatives and communities had achieved and how that has happened over the past few years (2010-2012). Each workshop explored what community-led development means in their place; reviewed successes, achievements and deviations plus what contributed to these (both strengths and challenges); and discussed ways to progress current aspirations and goals.

### 5. DEVELOPMENT OF CASE STUDIES

Case studies have been developed in five of the CLC initiatives (Great Start, Taita; Waitara Alive; Massey Matters; Back2Back and Tāmaki).<sup>190</sup> These each take a different approach and format, to collate the journeys undertaken, achievements and what these mean.

<sup>187</sup> See <http://inspiringcommunities.org.nz/learning-tools>

<sup>188</sup> See <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/core-learning-cluster>

<sup>189</sup> Carr, Margaret, 2001. An Assessment in Early Childhood Settings: Learning Stories.

<sup>190</sup> See <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/core-learning-cluster>

## APPENDIX 8 USEFUL TOOLS FOR NOTICING THE DIFFERENCE CLD MAKES

Throughout this process of learning together, the CLC has also been guided by the '12 emerging principles of capturing and making sense of outcomes' developed by Mark Cabaj of Tamarack.

Each initiative has also used various other tools and frameworks to both gauge progress and assist development. Those that have proven most useful in helping to notice the difference CLD approaches are making include:

### APPRECIATIVE INQUIRY:

An intentionally strengths-based approach that focuses on identifying and building on what an organisation or community does well rather than on eliminating what it does badly. By asking questions and envisioning the future, the positive experiences, relationships and other assets, including the difference that is being made, are highlighted.

This reveals potential that can then be used to foster motivation for improvement through a cycle of four processes:

### 1. DISCOVER/INQUIRE

The identification of organisational processes that work well.

### 2. DREAM/IMAGINE

The envisioning of processes that would work well in the future.

### 3. DESIGN/INNOVATE

Planning and prioritising processes that would work well.

### 4. DELIVER/IMPLEMENT

Navigating the change, including noticing the difference being made. Appreciative Inquiry is perhaps most useful in assessing change when used as part of participatory and collaborative evaluation approaches focused on innovation and creativity with a wide range of stakeholders. It is also useful in building the evaluation capacity of those participating.

### 12 EMERGING PRINCIPLES OF CAPTURING AND MAKING SENSE OF OUTCOMES

1. Be as clear as you can (but no clearer);
2. Take a utilisation focus;
3. Use a contingency approach;
4. Engage stakeholders from beginning to end;
5. Invest proportionally;
6. Avoid trying to re-prove the proven or testing the obvious;
7. Gather hard and soft data from multiple sources;
8. Emphasise sense-making;
9. Look for contribution rather than attribution to change;
10. Use goal oriented and goal free evaluation;
11. Strive for roughly right; and
12. Be adaptable and flexible in your approach.

From [http://tamarackcci.ca/files/resource\\_at\\_a\\_glance\\_capturing\\_and\\_making\\_sense\\_of\\_outcomes.pdf](http://tamarackcci.ca/files/resource_at_a_glance_capturing_and_making_sense_of_outcomes.pdf)

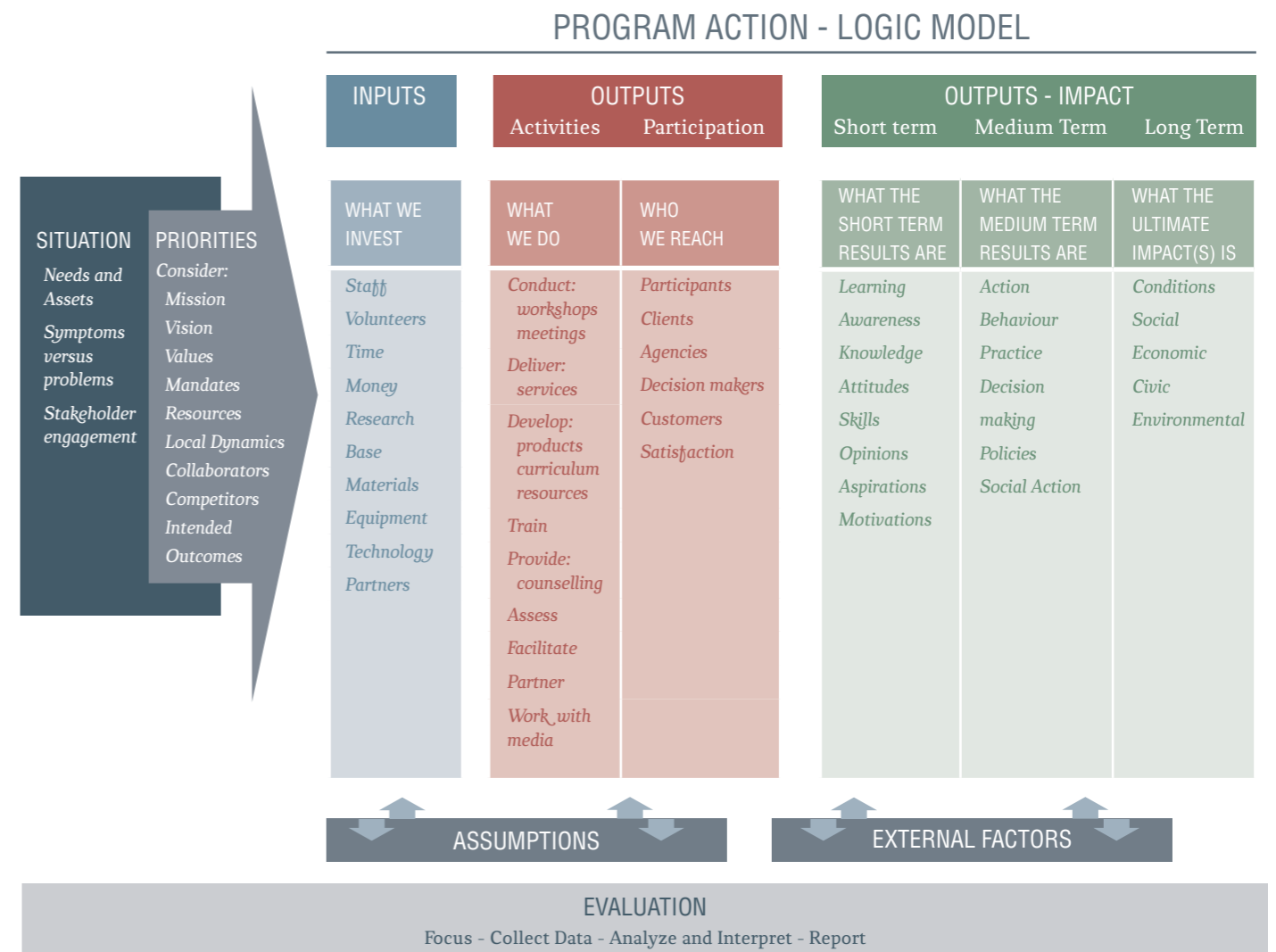
*"The journey is as important as the destination.  
We need to give them equal weight."*

Michael Quinn Patton

### PROGRAMME LOGIC MODELS:

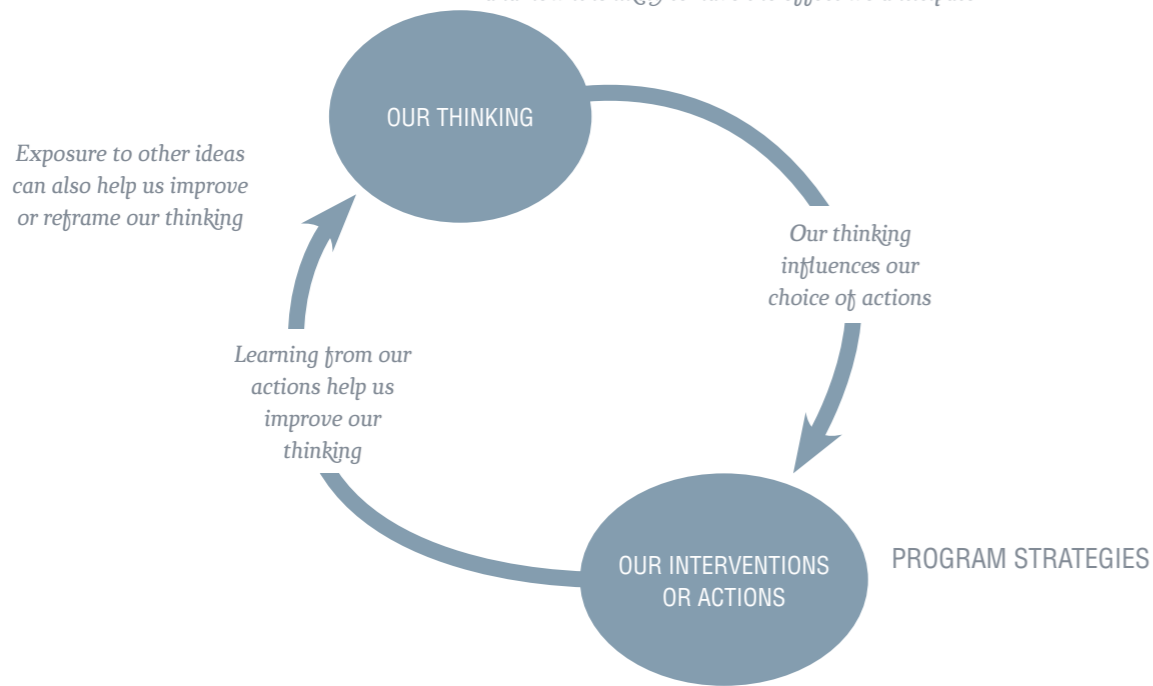
A framework that helps with the planning, implementation, evaluation and communication of programmes by linking key components together in a causal manner to more clearly identify inputs, activities, outcomes and impact. Logic Models usually start with a programme, or are initially developed at the design stage of a programme because the key compo-

nents need to be known in order to be placed into the model. They can, however, be developed at later stages too and are often revisited and adapted as new information comes to light or to guide particular stages, such as evaluation. Using a logic model makes it relatively simple to notice if, for example, outcomes are out of sync with inputs and activities, and to adjust approaches or goals as appropriate.

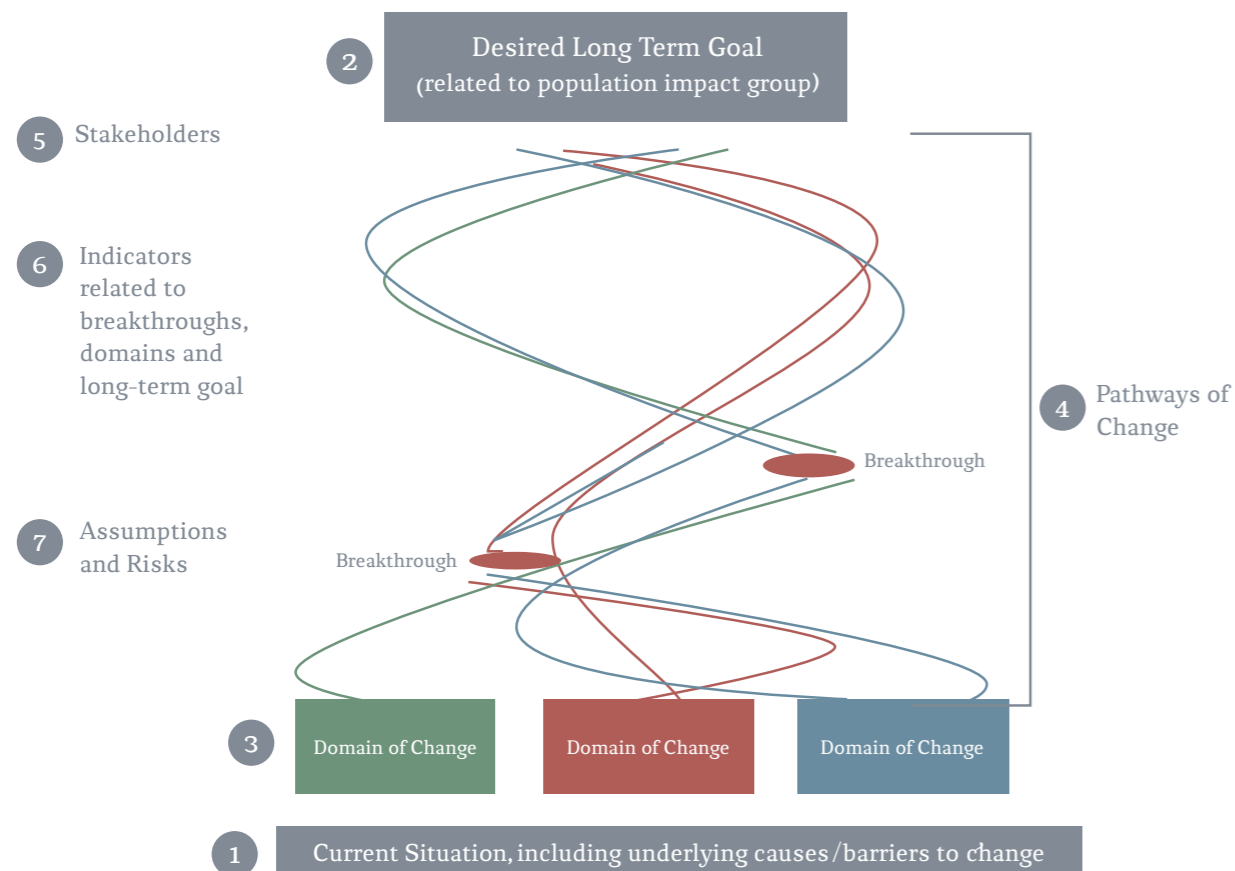


From <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

A THEORY OF CHANGE makes explicit our hypotheses and assumptions that underpin our beliefs about what will work and why and how it is likely to have the effect we anticipate



From <http://www.theoryofchange.org/>



### THEORY OF CHANGE:

A graphic representation of the change process that also expresses causal connections between action and results but, rather than describing the outcomes of a programme, focuses on attaining a particular change and developing approaches to achieve this.

A theory of change articulates underlying assumptions and describes a process of desired social change by making explicit the way we think about a current situation or problem, its causes, the long-term change we seek, and what needs to happen in society in order for that change to come about. By uncovering the collective thinking about what achievements are intended, interventions and actions can be developed and adapted more proactively as potential weaknesses or gaps are also identified. This focus on the intended change helps develop more coherent and nimble approaches to achieve this change

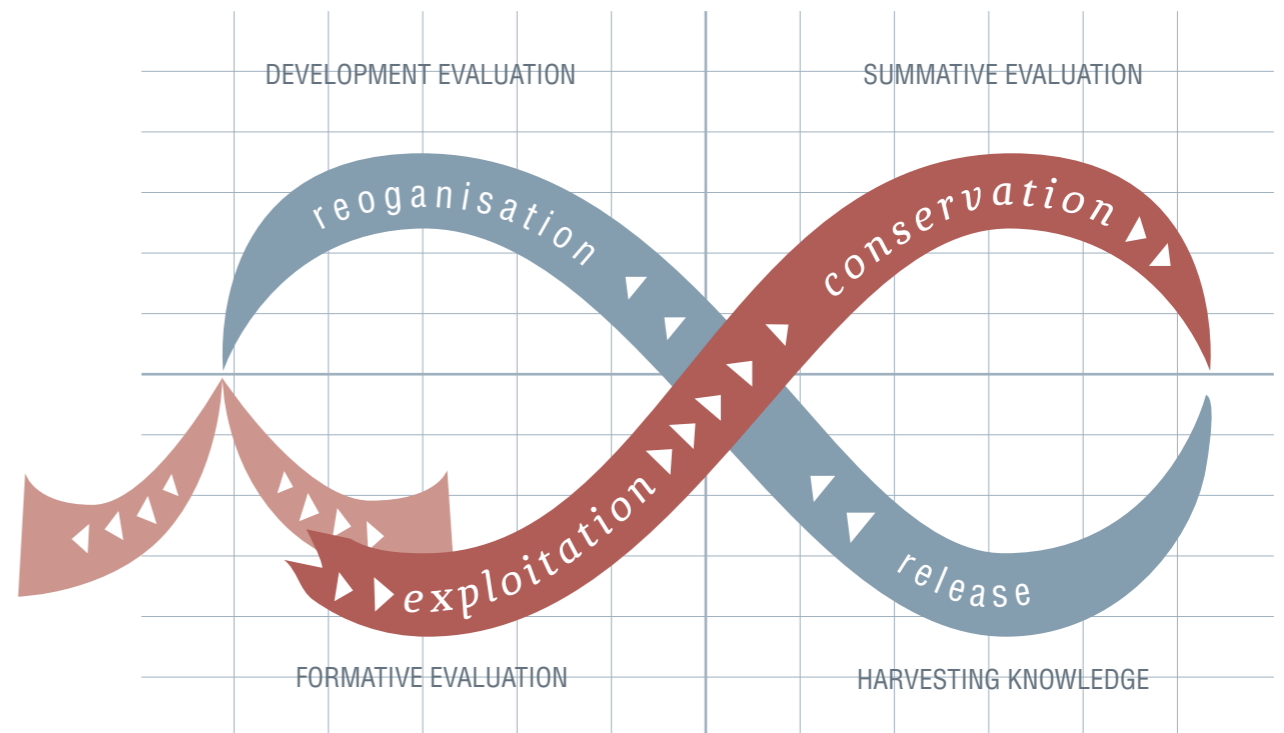
that reach beyond any specific programme, especially if the theory of change is collective, and regularly tested, reviewed and evaluated. In addition, successes and lessons can be easily demonstrated along the way.

### ECO-CYCLE FRAMEWORK:

As well as helping to describe the lifecycle of an initiative and the way decisions can feed into what comes next, the eco-cycle can also be valuable in defining the most useful kinds of evaluation for particular stages. For example, developmental evaluation supports the design and progress of innovation to guide creation and adaptation especially in emergent and complex situations,<sup>191</sup> while a formative evaluation is focused on improving, strengthening and fine tuning an intervention or existing programme. There may be some performance monitoring and process evaluation between

exploitation and conservation when a summative evaluation can be useful where its merits or worth are assessed.

The release phase allows for a harvesting of knowledge to uncover patterns and/or principles of effectiveness and learning, ideally to feed into the next phase of the process. In this way an initiative or organisation can continue to evolve in ways that can most usefully contribute to the achievement of stated goals.



From [http://www.appartenance-belonging.org/en/resources/the\\_panarchy\\_loop](http://www.appartenance-belonging.org/en/resources/the_panarchy_loop)

<sup>191</sup> See Michael Quinn Patton (2011) Developmental Evaluation. The Guildford Press, New York.

### OUTCOME MAPPING:

Helps with 1) documentation of the journey; 2) reassessment (and revision) of the intended ‘destination’; and 3) improving capacities and capabilities to continue the journey. The process is participatory and focused on outcomes rather than impact, while recognising that impacts (desired changes in state) are the ultimate goal.

Outcomes are understood as changes in behaviour, relationships, activities or action of people, groups and organisations with whom an initiative works directly. These outcomes can be logically linked to the initiative but are not necessarily caused by them. Guided by understanding of ‘boundary partners’ and spheres of influence, outcome mapping has three core stages: intentional design, outcome and performance monitoring, and evaluation planning. By using outcome mapping, contributions to such outcomes can be revealed and social and organisational learning can be influenced.

### OUTCOMES HARVESTING:

Is a way of working out what has happened. It does not measure progress towards predetermined outcomes or objectives, but rather collects evidence of what has been achieved, and works backward to determine whether and how the project or intervention contributed to the change. It yields evidence-based answers to the following questions:

- What happened?
- Who did it (or contributed to it)?
- How do we know this? Is there corroborating evidence?
- Why is this important? What do we do with what we found out?

Answers to these questions provide important information about the contributions made by a specific program toward a given outcome or outcomes.

### MOST SIGNIFICANT CHANGE:

Is a form of participatory monitoring and evaluation. Many stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. The process occurs throughout the initiative cycle and provides information to help people manage activities and monitor progress towards goals while also providing information on impact and outcomes.

Essentially, the process involves the collection of significant change stories from those directly involved and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff. Various people then sit down together, read the stories aloud and have regular and often in-depth discussions about the value of these reported changes. The process has been recognised as effective in identifying unexpected changes; distinguishing prevailing values across groups and organisations; encouraging analysis as well as data collection from those closest; delivering a rich picture that requires no specialist skills, and useful in monitoring and evaluating bottom-up initiatives that do not have predefined outcomes against which to assess progress or achievement.

### SPLASH AND RIPPLE:

Is a particular approach of outcomes measurement that uses metaphor to help grow understanding. The rock is a material Input, the person holding the rock is a human

resource Input. The act of dropping the rock is an Activity. When the rock reaches the water, it creates a splash. These are the outputs. The ripples, spreading out from the splash are the Outcomes, and then later the Impacts. The edge of the pond represents the geographic and population boundaries of the initiative. This tool is an outcomes measurement approach to planning and managing initiatives that encourages those involved to be clear both about what they are doing and what they are changing.

Partly driven by a desire for greater accountability, outcomes measurement also helps to influence wise planning and management decisions. The Splash and Ripple approach includes five guiding ideas: time, reach, control, context, and learning and improvement. It has been used by police, justice and health services as well as communities and community groups.

### COLLECTIVE IMPACT:

Is a highly structured cross-sector framework that aims to support and foster conditions for the total being more than the sum of the parts. Particularly useful in developing approaches for complex situations, Collective Impact helps groups of people and organisations to collaborate and coordinate their efforts towards a shared desired change in state. With five conditions, it offers a model for getting partners to develop a common vision from shared understandings and then to work towards that vision together and share learnings as they go.

## THE FIVE CONDITIONS OF COLLECTIVE IMPACT

<i>Common Agenda</i>	<i>All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.</i>
<i>Shared Measurement</i>	<i>Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.</i>
<i>Mutually Reinforcing Activities</i>	<i>Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.</i>
<i>Continuous Communication</i>	<i>Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.</i>
<i>Backbone Support</i>	<i>Creating and managing collective impact requires a separate organisation(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organisations and agencies.</i>

Collective Impact also enables the development of a shared agreement on the process and outcome measures that lead to change, agreement on the activities, which move the needle on outcomes, and recognition of the value of resources to drive forward change.



## APPENDIX 9 CORE LEARNING CLUSTER: RESULTS AND ACHIEVEMENTS

### RAKIURA

- School Growth initiative: multiple creative strategies have seen pupil numbers increase from 10-32 in last 3½ 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.
- Visioning: an externally facilitated community visioning session resulted in a number of ideas themes and vision statements being identified.

### MATAURA

- Matura 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.
- Matura Community Market: provides shopping and business opportunities for local vendors. Run by local people on a monthly basis.
- Matura Community Garden: while initially started to provide budgeting options for families, this has become a 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.
- Matura 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 Matura with fresh ingredients provided by the garden. This has created a contract for the local bistro operator who has opened the service to everyone (includes any person of any age).

- Matura 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.
- Matura 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.
- Matura 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.
- Matura SPCA Shop: Eastern Southland SPCA has little or no funding so created a second hand shop to help generate their own sustainable funding. Matura property owner Jack Phillips provided a shop space at a minimal rent. The SPCA shop is supported by Matura volunteers but provides a large array of sale goods not normally accessible locally.
- Matura Café: started by local Community Board Chairman and 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.

- Matura Directory: local listing of business, organisations, and other important numbers within Matura. About to have its annual renewal (2nd year) the Directory will eventually become a fundraising resource for a local group.
- Four community-led efforts (renovation of the former Matura 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 by 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 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 at Great Start.
- 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 their 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, e.g. park opening, instalment of new entrance carvings, plantings, harvestings etc. Also Christmas gatherings, a place for mobile community sports days, picnics and much more!
- Time Banking - has connected neighbours to neighbours through sharing their skills and time; increased community well-being - made people feel valued and worthwhile. Isolated people have gained confidence and reason to connect with others; and has created jobs - employed locals as coordinators.

- 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 include lobbying the Hutt City Council for funds and partnership to build a new playground.
- Midwife Clinic - DHB working from Great Start.
  - Has enabled Great Start to meet expectant mums and families in their area and establish relationships, connections to support and 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 and socio-economic needs by being accessible, 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 barbecues - 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.

## ŌPŌTIKI

- 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.
- Whakatōhea-led commercial mussel trials at the offshore marine farm confirm scientific conclusion that the 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 are also being trialled. Next steps include detailed site investigation for
- A 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, Ōpōtiki District Council (ODC) and Whakatōhea Māori Trust Board in early 2010).
- Growing understanding regionally and locally of the significance of Whakatōhea and Ōpōtiki's vision, and plans to match 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-Whakatōhea relationship. As a result of the Whakatōhea Wellbeing Survey, Whakatōhea-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 are being seen in collaborative service and facility development, especially around young people and whānau/families.
- Engaging more people in education and training is a key thrust, with initiatives including

Computers in Homes and the establishment of waka ama activities.

- Ōpōtiki Murals, led by the Ōpōtiki 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 impact 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-located with DoC.

#### KA MAU TE WERO TĀMAKI

- Music and Arts Glen Innes Centre (MAGIC+) project: a 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 Tāmaki.
- Tāmaki Inclusive Engagement Strategy: a published book documenting local stories about ways of working that are respectful, reciprocal and inclusive; it has been communicated via workshops, books, presentations and modelling by local groups/programmes.
- Tāmaki Community Action Research (CAR) project: action research conducted by trained volunteers to work with residents of Tāmaki to identify

local assets, priorities, and aspirations, so that innovative strategies and solutions can be found to build upon these.

- Tāmaki CAR-Tunes: local singing group helping to connect community via songs.
- Cooking4Cuzzies: planning, creating and sharing food cooked using seasonal produce that is 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.
- Manaiakalani: 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 Tāmaki (HEART): a project to promote positive and loving family relationships in Tāmaki 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, 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 or 4 events at school sites throughout the year. On average around 300 residents attend these events.
- Massey Matters Fund - \$25,000 allocated annually 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.

- 73 fortnightly e-newsletters with snippets of neighbourhood focused news and action sent to key 300+ Back2Back stakeholders to promote and celebrate all the great work happening.

## LINKS & RESOURCES

In addition to the references included in this chapter also see:

### ARTICLES, REPORTS AND PUBLICATIONS

- Blake, Robbie and Pasteur, Katherine (undated). Learning from Practice. Empowering community organizations: A 'light touch' approach for long-term impact. Practical Action Ltd. Accessed 10 February 2013. <http://practicalaction.org/docs/ia1/empowering-community-organizations.pdf>
- Block, P. (2008). Community: The Structure of Belonging. Williston, VT: Berrett-Koehler.
- Born, Paul (2008). Creating Vibrant Communities. Tamarack Institute for Community Engagement, BPS Books.
- Born, Paul (2008). Community Conversations. BPS Books, Toronto.
- Brafman, O. and Beckstrom R. (2006). The Starfish and the Spider: the unstoppable power of leaderless organisations. Penguin. Book Summary available at <http://ugnchicago.com/wp-content/uploads/2009/07/Starfish-and-Spider-Ori-Brafman-Summary.pdf>
- Brinkerhoff, Robert, A., 2002. The Success Case Method: Find out quickly what's working and what's not. Berrett-Koehler, San Francisco.
- Cabaj Mark. Capturing and Making Sense of Outcomes 2011. [http://inspiringcommunities.org.nz/sites/inspiring-communities.org.nz/files/capturing\\_and\\_making\\_sense\\_of\\_outcomes\\_1.pdf](http://inspiringcommunities.org.nz/sites/inspiring-communities.org.nz/files/capturing_and_making_sense_of_outcomes_1.pdf)
- Carr, Margaret, 2001. An Assessment in Early Childhood Settings: Learning Stories. Sage, London.
- Earl, S., Carden, F. and Smutylo, T. 2001. Outcome mapping: Building learning and reflection into development programs. International Development Research Centre, Ottawa. <http://www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=121>
- Hanleybrown, F., Kania, J. and Kramer, M. (2012) Channeling Change: Making Collective Impact Work. Stanford Social Innovation Review.
- Holdreg, Henrike and Holdreg, Craig (2012). Holding Gently: A story of social practice. [http://natureinstitute.org/pub/ic/ic27/holding\\_gently.pdf](http://natureinstitute.org/pub/ic/ic27/holding_gently.pdf). Accessed 20 November 2012.
- Kanier, J and Kramer, M. (2011). Collective Impact. Stanford Social Innovation Review. [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)
- Kanier, J and Kramer, M. (2013). Embracing Emergence: How collective impact addresses complexity. Stanford Social Innovation Review. [http://www.ssireview.org/blog/entry/embracing\\_emergence\\_how\\_collective\\_impact\\_addresses\\_complexity](http://www.ssireview.org/blog/entry/embracing_emergence_how_collective_impact_addresses_complexity)
- Miller, Gloria, E., 2004. The Success Case Method: Find out quickly what's working and what's not. Personnel Psychology, Vol 57.
- Patton, Michael Quinn (1997). Utilisation -Focussed Evaluation. Sage, Thousand Oaks
- Patton, Michael Quinn (2011). Developmental Evaluation. The Guilford Press, New York.
- Taylor, M., Wilson, M., Purdue, D. and Wilde, P. (2007). Changing Neighbourhoods: The impact of 'light touch' support in 20 communities. Joseph Rowntree Foundation. <http://www.jrf.org.uk/publications/changing-neighbourhoods-impact-light-touch-support-20-communities>. Accessed 20 November 2012.
- The Annie E. Casey Foundation (2006). Imagine, Act, Believe: A framework for learning and results in community change initiatives. The Annie E. Casey Foundation. <http://ccitoolsforfeds.org/doc/ImagineActBelieve.pdf>
- Torjman, S. and Makhoul, A. (2012). Community-led Development. The Caledon Institute of Social Policy <http://www.caledoninst.org/Publications/PDF/978ENG.pdf>
- Westley, F., Zimmerman, B and Quinn Patton, M. (2006). Getting to Maybe. Vintage Canada.
- Wheatley, M., J. (2006). Leadership and the New Science: discovering order in a chaotic world (3rd ed.). Berrett Koehler.

Wheatley, M., J. (2010). Perseverance. Berrett-Koehler.

Wilson-Grau, Ricardo and Gritt, Heather (2012). Outcomes Harvesting. Ford Foundation.

### WEBSITE LINKS AND TOOLS

- ABCD Institute** <http://www.abcdinstitute.org/>: The Asset-Based Community Development Institute (ABCD) is at the centre of a large and growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future.
- Aspen Institute** <http://www.aspeninstitute.org/>: The Aspen Institute is an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues.
- At the Heart Resources** <http://www.familiescommission.org.nz/publications/forum-reports/at-the-heart/order-form>: A DVD and workbook resource available for purchase. Developed from learning gathered at the Victory Village Forum in 2011, this DVD shares ideas and examples from those working with communities about what working in family-centered, community-led ways is all about. The DVD has four core modules and is designed to be used as both a training and reflective discussion tool for organisations and communities.
- Caledon Institute** <http://www.caledoninst.org/>: Canada's Caledon Institute of Social Policy does rigorous, high-quality research and analysis; seeks to inform and influence public opinion and to foster public discussion on poverty and social policy; and develops and promotes concrete, practicable proposals for the reform of social programmes at all levels of government and of social benefits provided by employers and the voluntary sector.
- Collective Impact: The real challenge for Collective Impact** [http://www.huffingtonpost.com/paul-schmitz/collective-impact\\_b\\_1920466.html](http://www.huffingtonpost.com/paul-schmitz/collective-impact_b_1920466.html) provides a critical interrogation of Collective Impact with many more links.
- Collective Impact** <http://www.fsg.org/tabid/191/ArticleId/211/Default.aspx?srpush=true>: Articles, video, webinar and conference details.
- Contribution Analysis** [http://www.cgialac.org/files/publications/briefs/ILAC\\_Brief16\\_Contribution\\_Analysis.pdf](http://www.cgialac.org/files/publications/briefs/ILAC_Brief16_Contribution_Analysis.pdf): John Mayne provides a way of assessing contribution to outcomes and change for when it is not practical to design an experiment to assess performance. Using a theory of change approach and paying attention to other factors that may influence the outcomes can provide reasonable evidence about the contribution being made by the programme.
- Impact Blues** <http://www.youtube.com/watch?v=VzerM1vY4eM>: Terry Smutylo sings about the differences between outcomes and impact.
- Inspiring Communities tools** <http://inspiringcommunities.org.nz/learning-tools>: A compilation of CLD tools and resources being used successfully by New Zealand communities to help achieve effective community-led change.
- Inspiring Stories** <http://www.inspiringstories.org.nz/>: Inspiring Stories is a charitable trust based in Wellington, operating nationwide. Their mission is to be a catalyst for action - to showcase what's possible, build capability & celebrate young New Zealanders leading change.
- Project for Public Spaces (PPS)** <http://www.pps.org/>: PPS is a non-profit planning, design and educational organization based in New York that's dedicated to helping people create and sustain public spaces that build stronger communities. Their pioneering place-making approach helps citizens transform their public spaces into vital places that highlight local assets, spur rejuvenation and serve common needs. PPS has projects and training programmes operating worldwide.
- Tamarack** <http://tamarackcommunity.ca/>: Tamarack is a Canadian Community Engagement Institute that develops and supports learning communities to help people collaborate and to co-generate knowledge that solves complex community challenges. Their deep hope is to end poverty in Canada.
- The Barefoot Guides** <http://www.barefootguide.org/>: have been written by community development practitioners mainly working in South Africa. They are written in very accessible language, with great stories to illustrate their messages. Their second series focus on building a strong learning orientation into community change work.