Community Economic Development

A Curriculum Supplement for Atlantic Canada in the Global Community
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Acknowledgments

This grade 9 curriculum on community economic development (CED) is part of a broader CED awareness project sponsored by the Atlantic Canada Opportunities Agency and the Nova Scotia Department of Economic Development, under the auspices of the Canada Nova Scotia Cooperation Agreement on Economic Diversification. The curriculum itself has been developed in collaboration with the Nova Scotia Department of Education and was overseen by a steering committee comprising CED practitioners and social studies teachers.

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CED is a process that depends on the participation and enthusiasm of a broad representation of the community. It is therefore fitting that in our small province, more than 100 Nova Scotians attended regional in-services for this curriculum supplement to meet and work with teachers.

Finally, we wish to acknowledge the many Nova Scotians involved in CED who inspired this curriculum.

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Preface

Community economic development (CED) is a process whereby people in communities work together to overcome challenges, build on community strengths, and create a diversified sustainable local economy. It’s a growing movement across Nova Scotia and one that is crucial to the sustenance and survival of communities, urban and rural. However, successful CED requires the participation and enthusiasm of a broad representation of community members.

In 1998, a group of practitioners, educators, and government staff involved in a province-wide CED awareness project identified youth as an important group that must be embraced and engaged in the development of their communities. In the same year, Nova Scotia’s citizen-based Coastal Communities Network (CCN) called for stronger links between the school system and the CED process. They urged government to make school curricula more relevant to rural social and economic conditions and opportunities and expand the involvement of local CED groups, co-operative leaders, and business people in school learning programs. This curriculum is a first attempt to address those recommendations.

The grade 9 social studies course, Atlantic Canada in the Global Community, provided an excellent fit for a curriculum that would make youth aware of the important role they can and do play in building a future for their communities. As Father Jimmy Tompkins said in promoting community-based action as a solution to economic disparity in the 1920s: “Education I would put down as the first and most necessary remedy ...”

This curriculum, therefore, has been designed to inform students about CED, its local history, and current status; equip them with the skills and positive attitudes essential to CED initiatives; and engage them actively in CED undertakings in their own local communities. The curriculum also provides teachers with learning, teaching, assessment, and resource suggestions that can enable them to provide classroom experiences that complement the opportunities embodied in CED.

Through the energetic and purposeful implementation of this curriculum, it is hoped young people will discover the opportunities that lie within their grasp and will embrace the positive future that can be theirs by living and working in the many diverse communities that make up Atlantic Canada.
## Contents

### Introduction

- Background to Community Economic Development ............ 1
- Rationale ........................................... 4
- Overview ........................................... 5

### Outcomes

- Curriculum Design ........................................ 7
- Community Economic Development Curriculum Outcomes ... 8
- CED Outcome 1 ........................................ 9
- CED Outcome 2 ........................................ 13
- CED Outcome 3 ........................................ 17
- CED Outcome 4 ........................................ 21
- CED Outcome 5 ........................................ 25
- CED Outcome 6 ........................................ 29

### Connections

- Relationship to the Essential Graduation Learnings ............ 33
- Relationship to Social Studies General Curriculum Outcomes . 37
- Relationship to Selected Course Outcomes ................. 40
- Relationship to Selected Specific Curriculum Outcomes ...... 42

### Appendices

- Appendix A: The Learning Environment .................. 55
- Appendix B: Community Economic Development: A Historical and Contemporary Setting ............ 59
- Appendix C: CED: The Essentials ........................ 69
- Appendix D: CED Resources .............................. 71
Introduction

Background to Community Economic Development

An exciting movement is growing across Nova Scotia. In communities all over the province, people are banding together with one goal in mind—to make their home towns and neighbourhoods better places in which to live and work.

They’re creating community parks and gardens, holding music festivals, and carving out wilderness trails. They’re building community-owned businesses and setting up worker-owned companies. They’re opening heritage museums, operating 4-H clubs, and starting small businesses. And they’re supporting each other by purchasing locally produced products and using local services. People across Nova Scotia are taking back control over their own destinies by rebuilding their communities. They’re doing CED: community economic development.

CED is fundamentally rooted in community. For CED to happen, local people have to take the initiative, get involved, and learn to work together. Then, sometimes with the support of CED practitioners and government, and sometimes without, the people take a hard look at themselves, identify their strengths, and decide what they should do and how they’ll do it. The results are as wonderful and diverse as the communities themselves.

The people of Avondale, Hants County, can testify that great things happen when you work together and build on the strengths of your community. The Avon River was home to a prosperous shipbuilding industry during the last century. Inspired by the area’s history and recognizing that they had a wonderful tradition to draw on, a group of local residents decided to build a wooden ship and rebuild the local economy at the same time. As part of the process, they created the Avon Spirit Co-operative Ltd., a co-operatively owned company that enabled local people to invest in the project. Working with the Avon River Heritage Society, the co-operative constructed a shipyard next to the society’s museum, tea room, and gift shop complex. Later, they opened a wooden boat building school. Today, people come from far and wide to watch and learn how to build traditional sailing ships and boats. And they bring their spending money with them. By building on their history, the people of the area are creating employment, generating tourist revenue, and ensuring that the tradition of wooden shipbuilding continues on the Avon River.

Building on tradition is one thing; communities are also learning to take advantage of new technology. They’re setting up community access point sites, places where local people can go to use a computer and go on-line the Internet. In northeastern Nova Scotia, the Strait East Nova Community Enterprise Network (SENCEN) helps
INTRODUCTION

COMMUNITY ECONOMIC DEVELOPMENT—ATLANTIC CANADA IN THE GLOBAL COMMUNITY

Communities to get organized. SENCEN is a partnership of the Strait Regional School Board and the Strait Highlands, Guysborough, and Antigonish Regional Development Authorities. Many of its staff are young people from the area. Under SENCEN’s guidance, communities are finding out that information technology is useful to people in rural areas. Local businesses are being introduced to electronic commerce, learning how to sell their products on-line. People living in isolated areas now have access to university courses and new educational opportunities. Young people are setting up Web sites to promote their communities. Tourism operators take reservations on-line. By being able to access information technology in their own back yard, Nova Scotians are discovering new opportunities for learning, new forms of employment for themselves, and new ways to reach out to the world.

Diversification of the local economy is often an important goal of communities starting to do CED. Diversification means creating a variety of opportunities in different sectors of the economy instead of relying on one big industry. Diversification helps communities ride out the boom and bust cycles that typically affect single-industry economies.

The people of Isle Madame made diversification a top priority for their Development Isle Madame Association (DIMA). DIMA is a community-owned, non-profit company that works with residents of Isle Madame to create business and employment opportunities. It was created by local people in response to the collapse of the ground fishery. The people themselves established the association’s priorities, insisting that development be based on the community’s strengths and that the economy be diversified. As a result, DIMA has projects going in aquaculture, eco-tourism, small manufacturing, telecommunications, and information technology. The island’s youth have played an enormous role in the island’s transformation. Many of them came home from away to play an active role in DIMA and set up local businesses to create their own futures.

However, CED isn’t just economic development. CED is about building communities. Often that means meeting the social needs of the community in order to gain economic benefits. In the Halifax County communities of Lucasville and Upper Hammonds Plains, for example, social development is a huge part of their CED process. Sharing a common heritage and common interests, several years ago they pooled their resources and set up their own development office. A plan was developed in which everyone in the two communities was consulted and had an opportunity to participate. The development office co-ordinates the work, but the people of Upper Hammonds Plains and Lucasville pitch in to help, frequently on a volunteer basis. The results are inspiring. They’ve built houses for
each other, lobbied the government for better roads and infrastructure, set up academic upgrading programs and training opportunities for residents, created summer day camps for local children, renovated their community centres, and more.

While Lucasville and Upper Hammonds Plains are a great example of two communities sharing resources, such initiatives are happening on a province-wide basis as well. The Coastal Communities Network (CCN) brings together people from community organizations, educational institutions, businesses, fishers, government representatives, social justice groups, and churches from all over the Nova Scotia. Before CCN was started, many of its members had never worked together. Now they meet with common goals—to share ideas and information and to develop strategies that promote the survival and development of Nova Scotia’s coastal and rural communities.

There are so many more stories of people quietly building opportunities in their home towns. In Canso, the Stan Rogers Festival brings thousands of visitors into the community each July. They’re welcomed by more than 400 volunteers, a remarkable feat considering Canso has a population of only 1,200 people. This community-run festival builds on the legacy of Stan Rogers and Nova Scotia’s musical tradition and is estimated to bring about $1.5 million to the local economy each year.

Combining arts and culture with an entrepreneurial spirit works in Bear River too. A group of dedicated volunteers turned their abandoned community school into a vital new centre of economic and community activity. The Bear River Community School is now the Oakdene Centre, a complex that houses craft studios, a community access computer site, and space for events such as music festivals and community meetings.

These examples only begin to get at the level of activity going on in Nova Scotia. People all across the province are taking control of their destinies and working together to make their communities better places in which to live and work. And in the tradition of community-based economic development, they’re doing it in their own way: finding out what works best in their own context and then getting on with it.

Young people are, can be, and should be involved in this movement. CED works for Nova Scotia. It makes communities stronger and creates a future for our youth. It’s about the sustenance and survival of communities. And it means a better life for all of us.
Rationale

In response to the transitions that are affecting the economy of Canada, leaders in both the government and the private and voluntary sectors have been rethinking how growth and development of the economy ought to be managed. People in the communities of Nova Scotia and other parts of Atlantic Canada, including the youth, are involved in, and are being affected by, this rethinking.

Leaders in Nova Scotia and across Canada have integrated CED in overall economic planning. This is an acknowledgment that (a) local economies contribute substantially to provincial, regional, and national economic health; (b) success is encouraged when community groups, inclusive and reflective of their society, are given the opportunity to work co-operatively in the planning, management, and diversification of local economies; and (c) co-operative community planning promotes sustainability.

Young people are a dynamic component of the social and economic life of our communities. Their understanding of the historical roots, tradition, and accomplishments of CED in Nova Scotia and Atlantic Canada, and their inclusion in the CED process, will allow them to help shape the socio-economic environment into which they will grow. Their experience as active citizen partners in CED will increase the capacity of their communities to plan for and manage a sustainable future.

This curriculum is intended to serve as a bridge for students to become actively involved in their political, economic, social, and cultural futures. Therefore, the focus of this curriculum is to

• inquire about the causes of economic transition and how they affect communities in Nova Scotia and Atlantic Canada
• examine the history, principles, and accomplishments of CED and the possibilities that exist when it is used to address economic transition as well as the social, political, cultural, and environmental challenges that accompany it
• help all students to recognize that their knowledge, skills, perceptions, and attitudes equip them to assume active citizenship roles in their communities, now and in the future
• promote student involvement in community decision making that pursues a future that is socially, economically, culturally, and environmentally sustainable
Overview

“The grade 9 social studies course, Atlantic Canada in the Global Community, enables students to examine and reflect on the major issues that affect them as individuals, Atlantic Canadians, and global citizens.” (Atlantic Canada in the Global Community Curriculum Guide, Course Overview, page 1)

A major issue facing our young people is the state of the global, national, and local economies and the impact that they are having upon them and their families. Through their study of Theme Three, Economics, “students will be expected to demonstrate an understanding that (a) economic development and vitality depend upon the choices and actions of individuals and groups and (b) the economy and institutions evolve over time to meet a variety of needs.”

(Atlantic Canada in the Global Community Curriculum Guide, Course Outcomes, page 12)

The working description for this curriculum is that community economic development is “a process where people in communities work together to overcome challenges, build on community strengths, and create a diversified sustainable local economy.” (Teachers should refer to CED: The Essentials for a detailed expansion of this description.)

The CED curriculum is designed to give students the opportunity to learn about transitions that occur in the economy at the community level; why those transitions occur; and how they are linked to related cultural, social, and historical factors in the community and to larger economic pictures—regional, national, and global. Because economic transition is a feature of both our past and our present, students will look into the past to see what kinds of transitions have affected communities, particularly in Nova Scotia and the rest of Atlantic Canada.

The Atlantic region has a unique history of dealing with the economic issues that challenge communities, particularly those in rural areas. There will, therefore, be an opportunity to examine the ways in which communities have dealt with these challenges in the past, particularly the Antigonish Movement and the role of co-operatives, credit unions, and adult education. Through this study and an examination of current CED practices, students will see that individual citizens and organizations, including people of their age, are able to plan and work co-operatively for a future that is socially, economically, and environmentally sustainable.
Studying these topics will help students to realize that they are directly connected to economic issues not only by the fact that they are affected by them, but also by their considerable ability to be partners with those who choose those issues.
## Outcomes

### Curriculum Design

#### Overview
This curriculum on community economic development is not intended to be an addition to the five themes of Atlantic Canada in the Global Community. Because CED is a holistic concept that integrates many facets of life in Atlantic Canada, the curriculum is intended to be a vehicle by which specific curriculum outcomes (SCOs) throughout the five themes can be addressed. Therefore, instead of being an add-on, it is, in fact, an integrative tool for use by teachers in planning the year-long delivery of the course.

#### CED Outcomes
There are six CED outcomes. Each is supported by a number of delineations. While teachers may choose from among the latter in planning this theme, it is expected that all CED outcomes will be addressed. In addition, although there is a logical sequence to both the CED outcomes and delineations as presented in this supplement, the final decision on how to organize the curriculum rests with the teacher.

#### Connections to the SCOs of Atlantic Canada in the Global Community
An overview at the beginning of each CED outcome describes its intent and, to a lesser degree, its content. This overview is followed by the course SCOs that are addressed by the CED outcome. One or more are cited as primary, others as secondary. In brackets after each SCO are numbers of closely related learning outcomes described elsewhere in the curriculum.

#### Sample Learning/Teaching and Assessment Strategies
Strategies for learning, teaching, and assessing are provided for each CED outcome. These are suggestions only. They do illustrate, however, a range and depth of practice that will enrich the learning experiences of students even beyond the classroom.

#### Appendices
Following the CED outcomes are a number of appendices designed to support the implementation of this curriculum. They include an overview of community economic development that may be of use to both teachers and students and print electronic and human resources that teachers and students may access.
Community Economic Development Curriculum Outcomes

1. The student will be expected to identify and explain the forces that have brought and bring economic transition to communities in Atlantic Canada.

2. The student will be expected to demonstrate an understanding of the Antigonish Movement and the strategies it developed to help communities to deal with economic transition.

3. The student will be expected to demonstrate an understanding that the philosophy and principles of community economic development frame an approach communities in Atlantic Canada can use to deal with economic transition.

4. The student will be expected to explain the relationship between the philosophy, principles, and process of community economic development and participatory democracy.

5. The student will be expected to identify resources in his/her community that present opportunities for creating a diverse and sustainable economy through community economic development.

6. The student will be expected to identify, describe, and analyse community economic development initiatives locally and throughout Atlantic Canada.
CED Outcome 1

The student will be expected to identify and explain the forces that have brought and bring economic transition to communities in Atlantic Canada.

Overview

The intent of this outcome is to lay the foundation for looking at sustainable community economic development. Students will be able to recognize that communities throughout Atlantic Canada have experienced changes in economic activity. They will learn that the forces that cause change can be identified as can the results. Being able to recognize these forces and their results will enable students to understand more clearly the context in which current economic activity, including community economic development, takes place. It will also enable them to understand that social, economic, political, cultural, and environmental features of community life are interrelated.

Connections to Specific Curriculum Outcomes

The student will be expected to

Primary

SCO 3.5: analyse local, regional, and global economic patterns that are challenging Atlantic Canadians (3.5.4; 3.5.13)

Secondary

SCO 1.4: link human activity to the natural resources of the Atlantic region (1.4.9)

SCO 2.6: demonstrate an understanding of and appreciation for the link between culture, occupations, and lifestyles in Atlantic Canada (2.6.1; 2.6.3)

SCO 2.7: demonstrate an understanding of the local and global forces that cause cultures to constantly change (2.7.1; 2.7.3; 2.7.6; 2.7.10)

SCO 4.2: examine and describe the historical application of technology in the Atlantic region (4.2.3)

SCO 4.3: demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada (4.3.5; 4.3.6; 4.3.7)
The student will be expected to identify and explain the forces that have brought and bring economic transition to communities in Atlantic Canada.

Delineations

Delineations of the outcome include but are not limited to the following:

1.1 discuss the fact that communities change over time, for better or worse, and suggest reasons for such transitions

1.2 through discussion and analysis suggest how the following can be forces, individually or in combination, for transition in communities:
- geography
- culture
- economics
- politics, government
- society
- technology

1.3 suggest how transition, while brought about by one primary force e.g. geography (resources), can be revealed in a number of interrelated outcomes for a community—economically, socially, and culturally

1.4 research and identify economic transitions in their own community and local area; identify and categorize the reasons for and the outcomes of the transitions

1.5 identify federal government policy and programs of the twentieth century which have had limited success in dealing with local and regional economic issues

Suggestions for Teaching and Learning

Students can

- explore the concept of community by discussing use of the word in different contexts: a community of interest (fishers) vs. a community of place (Mabou); the Mi’kmaq community; a bedroom community
- research the transition of an historic settlement site, for example, L’Anse aux Meadows, Birchtown, King’s Landing, Sherbrooke (What caused the transition from a thriving community to a living museum site? How does building on its history affect a community?)
- conduct oral research about evidence in the built environment to discover its relationship to change in their local community, for example, the “old coach road,” the “new bridge,” wharf/shore/harbour works, an overgrown orchard, “rails to trails,” lighthouses.
- as a long-term, comparative group research project establish (e-mail) partnerships with schools in the three other Atlantic provinces to explore, explain, and compare recent (1945+) economic transitions in their communities (Explanations, identifying the forces for change, for example, economics and technology, and the outcomes, for example, economic and environmental, could be presented as a grade 9 expo: Transition in Communities of Atlantic Canada.)
- create a survey that effectively and efficiently collects data on the economic impact of a recent highway realignment on the community and local business enterprise
- analyse media reports about a proposed natural resource-based community enterprise and evaluate its sustainability from the social, economic and environmental perspective
- research “one-industry towns” in Atlantic Canada, one of which is natural resource-based, and discuss why sustainability has been and is a concern for such communities
- interview a local entrepreneur, company employee, or hobbyist to see how they use telecommunications and computer technology to make contacts, sell products, and research ideas with people in places all over the world
- define the meaning of sustainability; illustrate it in its various forms, e.g., economic, environmental, social; suggest how it is achieved and the consequences—positive and negative—of achieving or not achieving it; and suggest how it can become an issue in economic activity; suggest how it can be directly related to economic transition
The student will be expected to identify and explain the forces that have brought and bring economic transition to communities in Atlantic Canada.

Suggestions for Assessment

- Have students conduct interviews in their local communities to obtain information on economic changes that have occurred in the community and local area “in living memory”; then use information from these interviews to create a skit showing citizen reaction to the cause of a transition and their fears about the anticipated outcomes.

  *Criteria:* Preparation/Organization—questions, contacts, schedule; Process—on schedule, interviewing, organization and analysis of data, skit writing; Conclusion—performance/submission: readiness, cohesiveness, completeness (option: “paper” version)

- Organize students into six groups identified by the headings geography, economics, society, culture, politics, and technology, and have them conduct an eight-week news watch to obtain examples of how the forces of transition are affecting communities today. The groups can then create illustrated, oral presentations out of the results of the newswatch that will allow the class to appreciate the nature and cause of transition—locally, nationally, and internationally.

  *Criteria:* Group work—organization, co-operation, contribution, on schedule; Data Collection/Analysis/Organization—identification, analysis of cause and effect relationships, synthesis; Presentation—readiness, cohesiveness, completeness, delivery (option: “paper” version)

- Have students analyse a simulated or real economic transition case study, which they have not seen before, and identify and categorize both the forces that brought about the transition and the outcome(s) and identify what the people of the community did to deal with the transition.

  *Criteria:* Content—articulation of transition, forces, outcomes, people reaction; Analysis—identification of issue, cause, effect, people reaction; Presentation—cohesiveness, logic, clarity, completeness

- Have students create a graphic organizer that shows in detail the spin-off effects of a major transition in the economic life of a community.

  *Criteria:* Content—major/minor effects, linkages; Analysis—cause/effect, sequence, cross-linkage; Presentation—clarity logic, completeness (option: oral or “paper” presentation)

Notes and Resources

In dealing with the forces of transition teachers should point out to students that humans are not only reactive in the face of change, they can also be proactive, the creators of transition. Inventors and entrepreneurs are often individual change agents as are interest groups and organizations (Coastal Communities Network, labour unions, business associations).
CED Outcome 2

The student will be expected to demonstrate an understanding of the Antigonish Movement and the strategies it developed to help communities to deal with economic transition.

Overview

Community economic development and grassroots participatory democracy have a rich heritage in Atlantic Canada. The Antigonish Movement and its modern successor, the Coady International Institute and the current Extension Department at St. Frances Xavier University, were outgrowths of the ground-breaking work of Father Jimmy Tompkins and Father Moses Coady. The intent of this CED outcome is to allow the students to discover and appreciate this heritage and to understand how strategies developed by Tompkins and Coady in the context of social and economic conditions in the 1920s and 1930s—adult education, co-operatives, credit unions—exist today as tools that can be effectively employed in community economic development.

Connections to Specific Curriculum Outcomes

The student will be expected to

Primary

SCO 2.8: explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions (2.8.5)

SCO 3.5: analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians (3.5.7; 3.5.9; 3.5.13)

Secondary

SCO 2.6: demonstrate an understanding of and appreciation for the link between culture, occupations, and lifestyles in Atlantic Canada (2.6.1; 2.6.3; 2.6.4)

SCO 2.7: demonstrate an understanding of the local and global forces that cause cultures to constantly change (2.7.1; 2.7.3; 2.7.6; 2.7.10)
The student will be expected to demonstrate an understanding of the Antigonish Movement and the strategies it developed to help communities to deal with economic transition.

**Delineations**

*Delineations of the outcome include but are not limited to the following:*

2.1 research the history of Atlantic Canada in the 1920s and speculate about what life was like in an isolated rural community

2.2 define regional disparity and describe how the Maritime Rights Movement addressed it

2.3 define poverty and suggest how it can affect individuals, families, and communities

2.4 define adult education, co-operative action, a co-operative, credit union; suggest how they are tools that can help people and their communities to address economic, social, political, and cultural needs

2.5 identify Father Moses Coady, the Antigonish Movement, and the Coady International Institute; link the contemporary work of the institute to the grassroots efforts of Fathers Tompkins and Coady 70 years ago

2.6 demonstrate an understanding of the work of Fathers Tompkins and Coady, and the Antigonish Movement, as the foundation of contemporary community economic development in Nova Scotia

**Suggestions for Teaching and Learning**

Teachers can introduce the economic disparity between the Atlantic region and the rest of Canada in the 1920s, sketching the concerns expressed through the Maritime Rights Movement.

*Students can*

- interview seniors in their local community who have vivid memories of their “home towns” in the 1920s and 1930s. Asking about what life was like before the advent of modern convenience, for example, telephone service and supermarkets, and what kind of economic activity characterized the community in the decades since the 1920s
- compare current transportation maps with ones from the 1920s to determine the degree to which communities in Nova Scotia and the other Atlantic provinces were isolated both from one another and from the larger urban industrial centres
- from research construct graphs showing the rural/urban split in the Atlantic provinces during the 1920s and regional disparity in the 1920s through the economic performance of the four Atlantic provinces as compared to the other six provinces (See Teachers Guide to text, p 343)
- discover features of early 20th-century life in rural Atlantic Canada by analysing song lyrics from the region
- write lyrics or create a dramatic presentation that portrays Father Tompkins’ efforts to improve the lives of his people in Canso and Dover or in Reserve Mines, Cape Breton
- go to the Web site of the Coady International Institute ([www.stfx.ca/institutes/coady/](http://www.stfx.ca/institutes/coady/)) to begin a research project that compares the work of Fathers Tompkins and Coady with a current international project of the institute
- apply the definition of CED to the work of Fathers Tompkins and Coady and determine whether their efforts qualify as CED
- use drama to identify Father Jimmy Tompkins and to relate how, in the 1920s he developed and used adult education, co-operative action, co-operatives, and credit unions to help the people of Canso, Dover, and Reserve Mines
- use the conditions that Father Tompkins found at Canso and Dover to prepare a presentation on practices there that were not sustainable; what practices could have prevented the negative transition into social and economic poverty?
The student will be expected to demonstrate an understanding of the Antigonish Movement and the strategies it developed to help communities to deal with economic transition.

Suggestions for Assessment

- Have students conduct a long-term project in which they research and organize a debate arguing the point: “Things are no better now than they were at the time of the Maritime Rights Movement!”

  *Criteria:* Preparation—choice of debate focus, e.g., regional disparity, schedule, research/collection/organization of information, historical accuracy; Presentation—organization, clarity, and logic of argument, support for argument, delivery, e.g., poise, visuals; handling of post-debate questions and comments (option: “paper” copy)

- write an essay on the nature of leadership, debating whether or not Father Jimmy Tompkins was an effective leader.

  *Criteria:* Definition/description of leadership—clarity, breadth/depth, illustrations; Father Jimmy Tompkins—clarity, breadth/depth, supportive examples; Argument—thesis, clarity, support; Presentation: organization, mechanics, e.g., grammar

- Invite a guest speaker from a local co-operative and/or credit union, and have students prepare by researching the topic and drawing up a list of questions to determine the state of co-operatives/credit unions in Atlantic Canada today. After the visit the students determine, through comparative research, how their operations resemble or differ from those originally designed by Fathers Tompkins and Coady.

  *Criteria:* Preparation—research, questions (breadth/depth/appropriateness); Participation—listening, questioning, e.g., for clarification or expansion, note-taking; Conclusion—clarity and supportive material for comparison/contrast argument

- Have students write an essay about co-operatives and co-operative action worldwide after researching institutions such as the Coady International Institute, the government of Nova Scotia’s Co-operatives Branch, caisses populaires (Quebec), the Nova Scotia Co-op Council, and the Centre for the Study of Co-operatives at the University of Saskatchewan

  *Criteria:* Contacts—Web site/e-mail addresses; Presentation—variety of examples, clarity of descriptions, mechanics, e.g., grammar

Notes and Resources

The text, *Atlantic Canada in the Global Community*, deals with the Coady International Institute as a case study on page 278. The text for the former Maritimes Studies course, *The Maritimes: Tradition, Challenge and Change*, also deals with co-operatives, Moses Coady, and related matters (pages 31, 32, 204, 283).

In addition to the electronic addresses mentioned above, the Department of Economic Development, Community Economic Development Division, has a Web site that has a variety of items on the menu, including information on co-operatives and the Antigonish Movement: www.gov.ns.ca/ecor/ (go to publications).

The recently produced video *Father Jimmy’s Heirs* integrates information on Father Tompkins’ work with recent CED efforts in Nova Scotia.

*Father Jimmy: The Life and Times of Jimmy Tompkins*, which is cited in Appendix B of this document, is a very readable and insightful treatment of the pioneering work of Jimmy Tompkins, Moses Coady, and the Extension Department of St. Francis Xavier University.
CED Outcome 3

The student will be expected to demonstrate an understanding that the philosophy and principles of community economic development frame an approach that communities in Atlantic Canada can use to deal with economic transition.

Overview

The three levels of government, universities, banks and other institutions have wrestled with the issue of how to manage economies—locally, provincially, regionally, nationally. Community economic development is a management approach that has its own identifiable strengths and advantages. The intent of this CED outcome is to have students understand the philosophy and principles (essentials) of community economic development and the role it can play in dealing with economic transition. They will begin to understand that role in the context of current economic activity in which there is interdependence among local, regional, national, and global economies. (Note: For photocopying purposes the CED: The Essentials are located in the Appendices, page 69).

Connections to Specific Curriculum Outcomes

The student will be expected to

Primary

SCO 2.8: explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions

SCO 3.5: analyse local, regional, and global economic patterns that are challenging Atlantic Canadians (3.5.2; 3.5.4; 3.5.13; 3.5.14)

Secondary

SCO 3.6: identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities (3.6.1; 3.6.3; 3.6.6; 3.6.11)

SCO 5.2: examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems (5.2.1; 5.2.2)
The student will be expected to demonstrate an understanding that the philosophy and principles of community economic development frame an approach that communities in Atlantic Canada can use to deal with economic transition.

**Delineations**

_Delineations of the outcome include but are not limited to the following:

3.1 distinguish between intervention from “the outside” and self-help from “the inside” as approaches for dealing with the economic transition of a community

3.2 describe community economic development (CED)

3.3 demonstrate an understanding of the philosophy and principles of CED

3.4 distinguish between CED as a tool for helping individual communities to deal with economic transition and as a component for the overall economic strategy of a province, region, and nation._

**Suggestions for Teaching and Learning**

_Students can_

- carry out a co-operative learning activity on the principles (essentials) of CED using the jigsaw method. (Each “expert” group must prepare an illustrated, oral presentation on the features and importance of their principle. Upon returning to their “home” group, one member of the expert group must make a presentation to the entire class. Each member of the expert group will answer questions arising from the presentation. When the presentations are completed the class will assess the description of CED and discuss how the description may be improved.)

- individually, construct two mission statements—one that would reflect the operation of their local or community economy before the adoption of CED as a component of the community’s overall economic development strategy, and one that was composed afterwards—and then as a class, create composite lists of the characteristics of each mission statement and suggest which characteristics most distinguish one statement from the other.

- research the elimination or introduction of a major employer and how the community reacted, initially and subsequently (possible examples include the closure of CFB Cornwallis and the creation of Kespuwick Development, Sable Offshore Energy Inc., and Guysborough County Petroleum Office), then construct a graphic organizer to illustrate the domino effect that such transitions bring to the immediate community and surrounding communities.

- through class discussion, plot on a variety of maps (local, provincial, national, the world) the places with which their community is connected (by parent employment, the home towns of friends and relatives, business connections, place or origin of goods and services in their homes, etc.) and use this information as a catalyst to define the meaning and gauge the impact of interdependence on their lives and the economic realities that affect them and their community.

- through development of a graphic organizer demonstrate the extent to which a gradual or sudden economic transition in one community or industry can have an impact on local, provincial, and regional economies.

- visually demonstrate through a collage or other visual product the interdependence of the economic health of individual communities and the economic health of their region, the nation, and the global community.
The student will be expected to demonstrate an understanding that the philosophy and principles of community economic development frame an approach that communities in Atlantic Canada can use to deal with economic transition.

Suggestions for Assessment

- Have students analyse a newspaper or magazine article(s) on the arrival/departure of a major employer and describe or anticipate its effect on the local economy.

  *Criteria:* Content—choice of example; accurate description of effects;
  Analysis—accurate/reasonable description of cause/effect relationships;
  (option: graphic representation of cause/effect relationships and any interrelationships)

- Invite a CED practitioner or volunteer to come to the school, and have students prepare a list of questions to discuss with the guest the role that CED can play in addressing local economic development issues.

  *Criteria:* Content—questions (reflective of understanding of: government roles, economic development, issues, private business), statements of philosophy (reflective of sound analysis);
  Analysis—public/private sector roles and viewpoints, similarities and differences

- Have students create a two-person script, which can be performed in a simple kitchen setting, based on the following: one person thinks the government to whom they “pay their taxes, should get us out of this mess!”, and the other person, who saw a television documentary on Father Jimmy Tompkins, “sees the writing on the wall, knows the government can’t do it all, and argues the community ought to get their act together and do it on their own!”

  *Criteria:* Preparation—schedule, props, content (government side/supportive details; Father Jimmy’s side/supportive details; CED side/supportive details); Presentation—readiness, cohesiveness/weave between the two viewpoints, delivery (confidence, assertive portrayal of commitment to each viewpoint); (option: “paper” copy)

- Have students analyse a local CED initiative and evaluate how well the project reflects the philosophy and principles of community economic development.

  *Criteria:* Analysis—accuracy of identification of evidence of the principles of CED, accuracy of explanation of how these reflect the philosophy of CED; Evaluation—reasonableness of the judgment of the degree to which the initiative is “good” CED;
  Presentation—cohesiveness, clarity of relationships, completeness

Notes and Resources

Provide students with copies of the list of CED: The Essentials, Appendix C, page 69).
CED Outcome 4

The student will be expected to explain the relationship between the philosophy, principles, and process of community economic development and participatory democracy.

Overview

The intent of this CED outcome is to develop in the student a keen awareness of the characteristics that distinguish “hands-on,” grassroots, participatory democracy from the oft-perceived remoteness of “government.” In achieving this awareness, students will recognize that their knowledge, skills, attitudes, and perceptions qualify them to be valid, informed partners in participatory democracy, of which community economic development is one manifestation. They will have the opportunity to consider the notion of culture, how culture has many dimensions—personal, local, global—and how culture is reflected in economic activity.

Connections to Specific Curriculum Outcomes

The student will be expected to

Primary

SCO 2.8: explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions (2.8.1; 2.8.5)

Secondary

SCO 3.5: analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians (3.5.2; 3.5.9; 3.5.13; 3.5.14)
The student will be expected to explain the relationship between the philosophy, principles, and process of community economic development and participatory democracy.

**Delineations**

*Delineations of the outcome include but are not limited to the following:*

4.1 define participatory democracy
4.2 compare grassroots democracy with the representative/responsible democracy of the provincial and federal governments and suggest characteristics that distinguish them; use this information to determine if each, though different, is a form of participatory democracy
4.3 recognize the role that leadership plays in the democratic process
4.4 suggest reasons why the knowledge and skills of citizens “outside” a community may be useful to the CED process

**Suggestions for Teaching and Learning**

*Students can*

- brainstorm for features that collectively create political cultures and, after the amending process, apply these features to the communities in which they live; then write a description of their community’s culture suggesting how that culture might influence the CED process
- in groups, each identified as one of the principles of CED, create a list of “qualifications” that would help a participant in the CED process to uphold that principle; analyse these lists as a class and suggest how a community might deal with getting the right people to tackle the right job; and write individual résumés stating their qualifications with covering letters focussing on their desire to be part of a particular aspect of the project
- analyse media articles that deal with proactive citizen initiatives, public protests, private-citizen submissions to public inquiries, etc., and make an annotated list of the kinds of challenges that face citizens in participatory democracy
- follow a single community development issue as it is portrayed in the media and write a report on the matter, stating what the focus of the issue was, what positions were taken, what arguments were offered by each position, what, if any, solution was found, and what, if any, compromises had to be made (As part of the conclusion students must comment on the role of the informed citizen and the influence of cultural perception during the life of the issue.)
- in groups, illustrate the skills, aptitudes, knowledge, and talents that they can bring to their communities and compare that with the principles of CED
- use an analysis of the philosophy and principles of CED to create a list of opportunities whereby all members of a community can participate in the democratic process
- describe the knowledge, skills, values, and perceptions of young people that make them legitimate participants in the CED process
- discuss why an informed citizenry is essential to the democratic process and why the knowledge and understanding of citizens of their community and its culture is essential to CED
The student will be expected to explain the relationship between the philosophy, principles, and process of community economic development and participatory democracy.

Suggestions for Assessment

- Have students write an essay in which they analyse whether or not the participatory democracy of CED can enhance the representative/responsible democracy of provincial houses of assembly.

  **Criteria:** Content—articulation of advantages/disadvantages of principles of representative/responsible democracy (legislatures); articulation of similarities/differences; Analysis—identification of advantages/disadvantages, identification of similarities/differences; Presentation—cohesiveness, clarity of discussion, completeness, mechanics, e.g., grammar

- Have students interview different community leaders about leadership in their community. As a class, discuss these interviews and draw up a list of qualities that consistently seem to create the profile of a leader.

  **Criteria:** Preparation—making contact, interview questions, schedule, readiness; Content—question/answer format, breadth/depth of questions, expansion on answers, articulation of leadership qualities; Analysis—identification of leadership qualities; (optional—participation in class discussion, synthesis of leadership qualities)

- Have students create a skit in which a proposal to refurbish an abandoned railbed has created an issue between potential pedestrian users—hikers, cross-country skiers, joggers—and users of snowmobiles, all-terrain vehicles, or mountain bikes and write a script that reveals how the two groups think. As a postscript, have students suggest options that might resolve the issue.

  **Criteria:** Content—(through a script) the articulation of the issue, parties to the issue, options for solutions; Analysis—identification of the issue, identification of the position/argument of each party, identification of options; Presentation—delivery (e.g., assertiveness, passion), clarity of the pro/con structure, props, argument support (e.g., slides, maps)

- Analyse a current CED project to determine the range of talent, knowledge, skills, values, and attitudes that young people are able to contribute.

  **Criteria:** Content—description of the project, articulation of talent, knowledge skills, attitudes, supportive examples; Analysis—identification of talent etc.; Evaluation—argument for suitability of youth talent, etc., for the project

Notes and Resources


The Nova Scotia 4H Web site describes youth involvement in economic activity:

4H= [http://agri.gov.ns.ca/4H](http://agri.gov.ns.ca/4H)
CED Outcome 5

The student will be expected to identify resources in his/her community that present opportunities for creating a diverse and sustainable economy through community economic development.

Overview

The intent of this CED outcome is to stretch the student’s understanding of the resources that are available and accessible to a community for economic development. By associating a broader range of recognizable resources with increased and expanded opportunities, the student would be able to imagine resource use that would enrich and diversify economic activity. In doing this, the student will have the opportunity to develop further the critical notion of sustainable economic activity and development.

Connections to Specific Curriculum Outcomes

The student will be expected to

Primary

SCO 2.8: explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions (2.8.5)

SCO 3.4: examine and explain the contribution of the primary, secondary, tertiary and quaternary sectors of the economy of Atlantic Canada (3.4.1; 3.4.5; 3.4.11)

SCO 5.2: examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems

Secondary

SCO 1.4: link human activity to the natural resources of the Atlantic region (1.4.2; 1.4.8; 1.4.9)

SCO 2.6: demonstrate an understanding and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada (2.6.1; 2.6.3)

SCO 3.5: analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians (3.5.1; 3.5.11; 3.5.13; 3.5.14)

SCO 3.6: identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities (3.6.1; 3.6.3; 3.6.6; 3.6.11)

SCO 5.1: explore his/her concept of world view and explain factors that influence and are influenced by it
The student will be expected to identify resources in his/her community which present opportunities for creating a diverse and sustainable economy through community economic development.

**Delineations**

_Delineations of the outcome include but are not limited to the following:_

5.1 identify the resources of the community and local area and group them under the headings: natural, physical, human, cultural, and service

5.2 suggest how use of resources in his/her community can contribute to sustainable community economic development

5.3 distinguish between renewable and non-renewable resources

5.4 identify resources available outside the community and assess the viability of including them as extended resources of the community

**Suggestions for Teaching and Learning**

_Students can_

- use provincial Web sites and related links, for example, [http://ced.gov.ns.ca](http://ced.gov.ns.ca), to examine CED projects in Atlantic Canada, along with the conventional forest, ocean, mineral, and agricultural resources, utilize other natural resource assets to create economic activity (e.g., wildlife and wildlife habitat, beaches and waterways, seasonal variations, clean air, coastal and inland wilderness)

- study a variety of maps (e.g., topographic, tourist, transportation, natural resources) of their community and local area in order to create a list of resources in the natural and built environment and synthesize the findings by creating a new, large-format map, including a legend, showing the location of the resources.

- write a letter to the editor urging Department of the Environment intervention to stop pollution of a water resource by a local business enterprise

- form a CED JEDI (junior economic development initiatives) committee to brainstorm ways in which they could utilize community and local resources to create sustainable seasonal or year-round student participation, e.g., community garden, within the CED framework by, for example,
  - examining and photographing/videotaping natural features of the local environment that have been or may be used for economic purposes and using these images to create promotional materials that illustrate and describe the connection between the natural environment and potential economic activity for youth
  - forming a company or co-operative that creates seasonal or year-round employment for themselves
  - organizing a CED conference whereby young students from other communities with natural, physical, human, and service resources similar to their community are invited to explore the local area and share their experiences and ideas with one another (can be done on-line)

- analyse a current dispute about the economic development of a natural resource, determine the role of perceptions/values/attitudes about sustainability in the dispute, and suggest a solution that upholds the principles of sustainability

- suggest, explore, and assess new ways in which youth could utilize local resources to create and be involved in a diverse and sustainable economy
The student will be expected to identify resources in their community that present opportunities for creating a diverse and sustainable economy through community economic development.

Suggestions for Assessment

- Provide students with information from regional CED-related Web sites, newsletters, magazines, and have students write an illustrated expository essay that demonstrates their understanding that the natural resource base of a community can be sites for economic activity other than forestry, mining, and fishing and can be the basis for eco-tourism.

Criteria: Content—breadth of resources (clean ocean waters, four seasons, offshore mineral resources, cultural/historic roots), explanation of resultant economic potential/opportunity; Application—identification of natural resources; Analysis—identification of a resource holding economic and social potential/opportunity; Presentation—clarity, illustrations, mechanics (grammar, etc.)

- Have students conduct a news watch of local, provincial or regional issues to create an illustrated, annotated scrapbook that demonstrates an awareness and understanding of the implications of applying and not applying sustainability standards in community economic development efforts in Atlantic Canada.

Criteria: Preparation—schedule, data collection; Content—articulation of the issue, the parties, the differing viewpoints/supportive material; comment on role of sustainability as it applies to this issue; Analysis—identification of parties, viewpoints, etc.; Presentation—layout, sequence of material, mechanics (e.g., grammar)

- Have students stage a CED fair in which they display and promote CED-related activities that utilize and/or reflect the physical, human, and service resources of communities.

Criteria: Group Work—research organization, co-operation, contribution, (on) schedule; Preparation—schedule, individual project proposals, responsibilities, contacts, advertising, assistance with facilities, furnishings, etc.; Presentation—on task/on time (launch/presentations/closing), staffing/explaining each individual project, dismantling; Conclusion—“paper” copy, thank-you letters

Notes and Resources

Teachers may provide the following definitions of natural, physical, human, cultural, and service resources in order to differentiate one from the others:

Natural: occurring in nature by natural processes

Physical: the built environment, created by humans, e.g., buildings, (lighthouses), wharves, roads

Human: persons and the talents, knowledge, skills, values, and attitudes they apply to daily life and work

Cultural: persons, e.g., musicians, sculptors, actors, painters; expressions, e.g., theatre, hooked rugs, architecture, values, historical legacy, that reveal heritage and current culture

Service: transportation; communication, e.g., newspapers, Internet, telephone, television, etc.; waste removal; counselling; protection, etc.

Some suggestions for this CED learning outcome are best supported by careful pre-planning and organization by teachers and students.
CED Outcome 6

The student will be expected to identify, describe, and analyse community economic development initiatives locally and throughout Atlantic Canada.

Overview

All across Atlantic Canada people in communities are working together to make their communities better places to live and work. The intent of this CED outcome is for the student to appreciate the degree to which CED is happening in the Atlantic region and the kinds of initiatives are being undertaken. The student will analyse a number of projects by applying to them the principles of CED, especially that of sustainability, and will embrace those same principles in a simulated or actual project in his/her own school or community.

Connections to Specific Curriculum Outcomes

The student will be expected to

Primary

SCO 3.5: analyse local, regional and global economic patterns and related issues that are challenging Atlantic Canadians (3.5.1; 3.5.4; 3.5.9; 3.5.12; 3.5.13; 3.5.14)

SCO 2.8: explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions (2.8.5; 2.8.6)
The student will be expected to identify, describe, and analyse community economic development initiatives locally and throughout Atlantic Canada.

**Delineations**

*Delineations of the outcome include but are not limited to the following:*

6.1 determine the presence of CED initiatives in his/her community/region/province
6.2 evaluate the degree to which the governments of the four Atlantic provinces have integrated CED into their policy direction
6.3 identify a number of current CED initiatives in each of the four Atlantic provinces
6.4 appreciate the range of CED projects undertaken in Atlantic Canada by comparing CED initiatives; develop a list of project categories that illustrates the range
6.5 appreciate the role(s) youth can and do play in their communities

**Suggestions for Teaching and Learning**

*Students can*

- on a large wall map that shows the four Atlantic provinces, and working in four class groups, one for each province, collect information on CED projects from the Internet and other sources, put pins in the map at community locations where CED projects are under way, add labels stating the nature of the enterprise, and where appropriate join linked place names with thread (Colours of pins or tags can differentiate types of projects—youth initiatives, technology applications, eco-tourism, for example—and identify projects that are linked through economic activity to locations within the region and outside of Atlantic Canada.)
- establish a CED media committee to collect, organize, and store materials that deal with CED projects in Atlantic Canada including, among others, newspaper and magazine articles, newsletters, downloaded information from CED Web sites, government publications, and audio-visual materials
- in partnership with schools in the other Atlantic provinces that serve communities participating in CED, exchange information based on a theme or focus agreed to by the partners, then at the school sites analyse and compare/contrast the CED initiatives according to the principles of CED
- organize a community enterprise to design, detail, and implement a CED project using resources in their communities
- create a simulation game that realistically mirrors the ups and downs of planning and implementing a CED project; then do the same thing on a provincial scale, thereby suggesting the role of CED in the performance of an overall economic development strategy
- analyse a current CED initiative to determine how natural, physical, human, and service resources are being identified and utilized; the degree to which specific technologies are being employed, adapted, invented; how economic ventures are built around forms of cultural expression; how standards of sustainability are being observed; to what extent is economic activity directed to global markets; the extent to which youth are participating in CED planning and implementation; the extent to which the community(s) is being innovative and diversifying; the role of education and training in developing the capacity of the community to undertake and manage CED; who is involved and who isn’t involved; who is benefiting and who isn’t; who is making the decisions
- assess to what degree the range and depth of community economic development projects will help to achieve sustainable community/provincial/regional economies—economically, socially, politically, culturally, and environmentally
The student will be expected to identify, describe, and analyse community economic development initiatives locally and throughout Atlantic Canada.

Suggestions for Assessment

- Have groups of students create a list of questions, based upon the principles of CED, which would guide a guest speaker in a presentation on community economic development.

  **Criteria:** Group Work—organization, co-operation, contribution; Content—questions that are representative of the principles of CED; Participation—listening, questioning, questioning for expansion/clarification, note taking; Evaluation (post-visit, by original groups)—degree to which the local CED initiative(s) meets the principles of CED; Conclusion (optional, by original groups): “paper” submission of local CED initiative as a manifestation of the principles of CED

- Have students choose four CED projects (one for each province) and write an analysis focusing on three issues: How are sustainability standards being observed? How have the projects managed to help their communities diversify their economies? In what ways have the projects integrated local culture and cultural expressions into the overall economic plan for the community?

  **Criteria:** Preparation—choice of examples, draft version of analysis of one project, on schedule; Content—description of projects, articulation of how they meet sustainability standards, diversification, integration of culture, supportive examples; Analysis—identification of sustainability standards, etc., supportive examples; Presentation—organization, clarity, completeness, mechanics (e.g., grammar); (option: oral or “paper”)

- Have students conduct an Internet research project on CED in Atlantic Canada comparing the resources utilized in several projects with the resources that are available and accessible in their communities and use the results of the analysis to paint a picture of the potential that exists for youth participation in CED.

  **Criteria:** Preparation—Internet search, choice of youth CED projects, analysis of projects for resource identification; Analysis—identification of resources in his/her community, comparison of community resources with youth entrepreneurship resources; Evaluation—degree of similarity of community resources with youth entrepreneurship resources; Conclusion—description of the community’s potential for supporting youth entrepreneurship projects; (option; oral presentation)
Connections

Relationship to the Essential Graduation Learnings

Aesthetic Expression

Graduates will be expected to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Economic conditions have long been a catalyst for artistic expression. In the Atlantic region, for example, song has been used abundantly to describe the fisher’s life on the sea. Currently in Nova Scotia the dramatic stage efforts of troupes like Irondale, Eastern Front Theatre, Ship’s Company, and Mulgrave Road Co-op often portray the social and economic ups and downs of community life in the region. Our magnificent land and seascapes are captured in images in pamphlets, posters, and films and on Web site pages.

CED gives students an opportunity to explore and employ the media, which have been and are being used to create images of community life in Atlantic Canada and elsewhere. Students may be expected, for example, to

- demonstrate an understanding of the work of Fathers Tompkins and Coady, and the Antigonish Movement, as the foundation of contemporary community economic development in Nova Scotia (CED Outcome 2.6)
- identify the resources of the community and local area and group them under the headings: natural, physical, human, cultural, and service (CED Outcome 5.1)

Citizenship

Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.

Community economic development is democratic citizenship in action. CED relies upon citizens who recognize the imperative to plan strategically for a future that is sustainable.

Sustainable plans must integrate the social, economic, cultural, and environmental components of community life or risk the negative impact that the neglect of one may have on the others. CED also requires citizens to accept and fulfill their roles by being active and informed in a pluralistic and democratic society.

This curriculum is designed to inform students about the philosophy and process of CED and about citizen action in the CED arena. It is also designed to help them to develop an understanding of economies and communities in transition and to give them an
opportunity to apply knowledge, skills, and perceptions as citizen partners in the CED process.

Students may be expected, for example, to

- define regional disparity and describe how the Maritime Rights Movement addressed it (CED Outcome 2.2)
- recognize the role that leadership plays in the democratic process (CED Outcome 4.3)

**Communication**

*Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.*

It is fair to say that effective communication is one of the essential skills in the CED process. CED requires participants to use a wide range of communications skills: analysis and data interpretation, evaluation, writing, discussion, debate, public presentation, graphing and graphic design, photography, video recording, e-mail, accessing the World Wide Web, and so on. Communication is continuous from the moment participants attempt to identify needs and strengths to the design of a strategy and the implementation of the action plan. This CED curriculum will give students the opportunity to use and develop a wide range of communication skills, including the use of information technologies.

Students may be expected, for example, to

- discuss the fact that communities change over time, for better or worse, and suggest reasons for such transitions (CED Outcome 1.1)
- appreciate the range of CED projects undertaken in Atlantic Canada by comparing CED initiatives; develop a list of project categories that illustrates the range (CED Outcome 6.4)

**Personal Development**

*Graduates will be expected to continue to learn and to pursue an active healthy lifestyle.*

One of the first requirements of the CED process is that participants must learn the true nature of the situation in which their community finds itself. They must do this by working co-operatively with others, putting aside personal agendas and working together for the common good. Decisions they make must be directed towards the creation of a community that will provide for a healthy future—socially, economically, culturally, and environmentally.
This CED curriculum will offer students numerous opportunities to work independently and with others. Students will be required to identify knowledge and skills that they can bring to the CED problem-solving process. These engagements will enable them to develop personally, as individuals, as citizens, and as members of co-operative working groups.

Students may be expected, for example, to

- define poverty and suggest how it can affect individuals, families, and communities (CED Outcome 2.3)
- recognize the role that leadership plays in the democratic process (CED Outcome 4.3)

### Problem Solving

*Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.*

The CED process includes problem solving. Groups and individuals come together in co-operation to organize themselves, identify the community strengths, its problem(s), the resources available, and those needed to address the situation. They then develop and implement a plan. The idea is to keep to an integrated, holistic approach to planning to avoid foreseeable problems and ensure sustainability.

The CED curriculum will give the students the opportunity to experience the challenges facing communities in Atlantic Canada.

Students may be expected, for example, to

- suggest how transition, while brought about by one primary force, e.g., geography (resources), can be revealed in a number of interrelated outcomes for a community — economically, socially, and culturally (CED Outcome 1.3)
- define adult education, co-operative action, a co-operative and credit union; suggest how they are tools that can help people and their communities address economic, social, political, and cultural needs (CED Outcome 2.4)

### Technological Competence

*Graduates will be expected to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Like any other geographic location, the Atlantic region has felt the impact of technology. The Age of Sail has coloured eras in our history. Vacant train stations and abandoned rail lines shed light on our changing reliance on certain forms of transportation. Satellite
dishes and transmission towers symbolize the arrival and adoption of new technologies and have had and continue to have an impact on people’s lives.

This CED curriculum will give students an opportunity to see how technologies, like those above, play a key role in economic activity. They will examine how the application of technology can determine the nature of work and how that, in turn, can affect the economic and social well-being of a community. Inquiry will help them to understand how former and more recent forms of information technology did and do impact on people’s lives.

Students may be expected, for example, to

- through discussion and analysis suggest how the following can be forces, individually or in combination, for transition in communities
  - geography
  - culture
  - economics
  - politics, government
  - society
  - technology (CED Outcome 1.2)
- research and identify economic transitions in their own community and local area; identify and categorize the reasons for and the outcomes of the transitions (CED Outcome 1.4)
- identify the resources of the community and local area and group them under the headings: natural, physical, human, cultural, and service (CED Outcome 5.1)
Relationship to Social Studies General Curriculum Outcomes

**Citizenship, Power and Governance**

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Community economic development acknowledges that there is power in the knowledge that residents have of their own communities. This knowledge gives residents perspectives that allow them to focus on issues, problems, assessments, solutions, etc., in a manner that those from outside the community are unable to do.

CED also acknowledges that development strategies that do not involve citizens at the community level in fact disenfranchise them from the decision-making process. Since a top-down decision-making process usually shapes aspects of their future, socially, economically, culturally, and environmentally, in the long term people have come to rely, not on themselves, but on others to solve their problems for them. CED returns that decision-making process to the community.

This CED curriculum will allow students to understand the role that an informed citizenry is able to play in planning the future directions their community will take and will give them opportunities to experience participation in that process.

**Culture and Diversity**

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Economic activity has a powerful influence on community culture, and vice versa. The type of work that characterizes a community influences perspectives: those of inshore fishers, for example, are much different from those of the miner, factory worker, or public official. The location of one’s work is another influence: rural and urban perspectives differ. “Tools of the trade,” level of education, and ethnic and family backgrounds all shape perspective.

CED requires participation that is inclusive and reflective of the community. It also opens the door for those outside the community to be invited to be part of the planning and implementation process. The diversity of people that CED brings together means that different perspectives, different abilities, different ages, different expectations, different knowledge, and different insights have to be understood and accommodated in the search for a plan for a better future. This is one of the major challenges of the process.
CONNECTIONS

This curriculum will allow students to explore the culture of various communities. It will allow them to deal with issues for which there are diverse perspectives. It will allow them to use their own varying abilities, insights, and experiences in tackling the CED process.

**Individuals, Societies, and Economic Decisions**

*Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.*

Economics can be defined as the allocation of scarce resources to competing interests. CED is democratic economic decision making. Community members are asked to come together to gather the appropriate information, to identify needs, to propose and debate solutions, to make a plan that reflects responsible decisions, and to define actions that will lead to a sustainable future. They decide when they can rely upon themselves and when they must seek the knowledge and expertise of those outside the community—in government, in business, in universities, and in professional organizations.

This curriculum will expose students to co-operative citizen action in the past and the present. They will explore economic activities and conditions that reveal weakness and strength in individual, group, corporate, and government decision making. They will consider the meaning of social action and how CED initiatives are not born solely out of economic concerns. They will experience taking responsibility for decisions that provide for a sustainable future.

**Interdependence**

*Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.*

In the past, decisions about economic initiatives have been based often on criteria that were narrowly focussed. It might have been predicted, for instance, that industrial expansion would have wonderful consequences for employment levels in a community and the surrounding area, although the ecology of the local river would suffer and that construction of a new mall would increase the number of part-time jobs, but nighttime traffic would double.

Somewhat different is the situation in which communities depended on one major source of employment. The downturn in the ground fishery devastated many East Coast fishing communities, which had only one industrial focus and therefore no diversity upon which to rely. International mineral values can buoy a local mining economy or crush it when the market changes.
This CED curriculum will allow students to examine how decision makers have either neglected to recognize the interdependence of social, economic, cultural, political, and environmental realities or succeeded in the difficult task of identifying and accommodating interdependent factors in the design of a sustainable economic plan.

**People, Place, and Environment**

*Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.*

Like many of Canada’s early settlements, communities in Nova Scotia and Atlantic Canada thrived because of geographic factors: soils that supported cultivation, harbours that protected boats and shoreline facilities, forests that provided timber for construction and fuel, rivers that powered sawmills or gristmills. This interplay between site, resource, and human activity continues to this day.

The long-term influence of physical geography on settlement and activity shapes human culture. In Eastern Canada we talk of the culture of Newfoundland, the musical traditions of Cape Breton, the life of the fishing community and the mining town. A new factor shaping community cultures is information technology, which diminishes the influence of geographic distance and allows for home- and community-based enterprise. Such ventures require worldwide electronic access, but may not involve, for instance, the shipment of goods.

In their exploration of CED, students will have the opportunity to assess people-place-environment interaction by examining this dynamic in their own communities. They will also be required to take a fresh look at this interplay to determine what, if any, undiscovered opportunities may be waiting to be revealed through the community assessment process.

**Time, Continuity, and Change**

*Students will be expected to demonstrate an understanding of the past and how it affects the present and future.*

Community economic development has a rich history in Atlantic Canada. The Antigonish Movement, the history of co-operatives, credit unions, and adult education have been formative influences on CED, locally, nationally, and worldwide. The integration of CED in contemporary economic plans in Canada and elsewhere prompts a review of the lessons learned earlier this century.

Chapters in our regional economic history focus on different themes: relationships with Ottawa, regional disparity, the railway, the Age of Sail, to name a few. Community histories are tied to these themes, and often the built environment reflects economic transition: “the
old highway,” the new “government wharf,” the industrial plant erected in 1965.

Experiencing the CED process will take students into the history of their communities. They will have the opportunity to explore cause and effect relationships, to interpret the photographic record, and to listen to the oral history of local economic activity. They will have the opportunity to apply their knowledge and interpretations to the planning process thereby learning the nature of the past–present–future continuum.

**Relationship to Selected Course Outcomes**

*Students will be expected to demonstrate an understanding that people organize into groups to achieve common and specific goals.*

CED, historically and at present, embraces the concept that successful community economic development is fully achieved only when citizens band together into groups to pursue the common goal of planning for a sustainable future.

Through their inquiry into the Antigonish Movement, the formation and spread of co-operatives and credit unions, and newer CED organizations like New Dawn, DIMA, and Coastal Communities Network, students will study the reasons why people form themselves into groups and what these groups then do to achieve their goals.

CED also encourages established community groups to join in and contribute to the CED process. Representing such varied interests as chambers of commerce and outdoor recreation associations, their participation enriches the opportunity to develop plans that promote diversification in future development. By examining the human resources in their communities, students will be able to understand that organizational talents and perspectives, including those of youth, can be integrated into the CED process.

*Students will be expected to demonstrate an understanding that economic development and vitality depend on the choices and actions of individuals and groups.*

Analysing the projects of CED participants will give students insights into the meaning and strength of people organizing themselves, planning co-operatively, and implementing the decisions. For example, an exemplary CED project is the creation of Cape Chignecto Park in Cumberland County, the outcome of eight years of hard work by a group of citizens who were determined to improve the economic future of their community.
By considering the principles that underlie CED and by comparing and contrasting CED initiatives, students will have the opportunity to discover how the goals of vitality and sustainability are achieved through the choices and actions of individuals, groups, and organizations involved in community economic development.

Students will be expected to demonstrate an understanding that people in the past contributed to the development of society.

This CED curriculum will require students to explore the contributions of people, individually and in groups, to the growth and development of communities, Nova Scotia, and the Atlantic region. Fathers Jimmy Tompkins and Moses Coady are internationally acclaimed change agents, especially for people in rural communities and those suffering economic hardship. Citizen groups, political leaders, indigenous peoples and immigrants, entrepreneurs, communities, workers organizations—each contributed in a unique way to the composition of the present.

In their examination of their own situations, students will especially learn of those whom Father Jimmy called the little people—those often nameless women and men who, now and in the past, on their own and collectively, through their daily toilings and shared values, quietly created the character and culture of their communities. In so doing, students may have the opportunity to reconsider and compare the heralded achievements of leaders with the unheralded but critical achievements of the common people.

Students will be expected to demonstrate an understanding that effective citizenship requires a sense of personal commitment, a willingness to act, and a concern for the future.

The CED philosophy and process require a shift from the “outside” to the “inside.” As a result, instead of the community asking the question, “What are they (the provincial government, Ottawa, the “company”) going to do about this?”, it now asks, “What are we going to do about this?”

The we are individuals and groups who accept the challenge of committing together their knowledge, perspectives, talents, and hours over an extended period of time. They must organize themselves, then design a plan and implement actions that will help the community to realize the benefits of a stable and sustainable future. Analysing their situation, creating a plan, and carrying out the actions is a time-consuming process that requires commitment from all sectors of the community, including youth.
This grassroots involvement is the essence of CED and is democratic citizenship at its practical best. Through simulation, community, and service-learning projects, students will have the opportunity to practise actively their citizenship rights and responsibilities.

*Students will be expected to demonstrate an understanding that global interdependence and technological change affect sustainable living and cultural understanding.*

A Halifax container pier orders cranes from China. New England awaits the arrival of Sable Island gas. Visitors from Japan flood to Prince Edward Island to visit the home of Anne of Green Gables.

A young, African Nova Scotian pursues an entertainment career in Los Angeles. From Pleasant Bay in northern Cape Breton to Port Bickerton, 68 public access sites get their communities on-line through SENCEN (the Strait East Nova Community Enterprise Network).

Communities in Nova Scotia and throughout Atlantic Canada are participating in the globalization of social, economic, political, and cultural activity. From home-based enterprise to international business operations, trade, business diversification, telecommunications, and information technology are daily drawing individuals and their communities into this fundamental economic and technological transition. It is a time of tremendous change, which breaks down barriers, opens windows of opportunity, and shapes the future, socially, economically, and culturally.

Through this CED curriculum, students will have the opportunity to examine globalization and its negative and positive influences and to use technology to understand globalization. They will explore the degree to which globalization threatens or enhances the probability of sustainable futures and how it affects our understanding of other people and places.

**Relationship to Selected Specific Curriculum Outcomes**

Each description of the relationship between this CED curriculum and selected specific curriculum outcomes (SCOs) of Atlantic Canada in the Global Community will begin with a selected SCO. This will be followed by selected learning outcomes (LOs) for that SCO. These learning outcomes have been cited because they will help the teacher to sense more clearly the closeness of the relationship or parallel between the CED outcomes and the original specific curriculum outcomes, i.e., the parallel is not always
complete. Teachers are alerted to the fact that, due to the holistic nature of the curriculum, a relationship may exist between an SCO and one or more of the six CED Outcomes.

**SCO 1.4:** The student will be expected to link human activity to the natural resources of the Atlantic region.

The students will be expected to

**LO 1.4.2:** identify the major natural resources found in Atlantic Canada

**LO 1.4.8:** identify a human-made threat to each of the resource industries

**LO 1.4.9:** research the issue of sustainability in one resource industry and suggest the steps that are necessary to achieve this Economic activity in the Atlantic region was and is linked to natural resources. Concerns arise over the use of these resources: the use of agricultural land, the future of coal mining, the slow recovery of groundfish stocks, management of forest resources, the debate over hydrocarbon exploration on Georges Bank. On the other hand, there is excitement over the development of the offshore gas and oil reserves, innovative aquaculture projects, an increase in eco-tourism, an emphasis on value-added products, and new markets for forest products.

As they examine global, regional, and community-based economic activity, including CED projects recently undertaken, students will have an opportunity to understand the problems and promises of using the natural environment for economic purposes, how the concept of sustainability relates to them, and how partnerships in the co-management of natural resources are being formed between corporations, community-based organizations, private citizens, and the government.

**SCO 2.6:** The student will be expected to demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada.

Students will be expected to

**LO 2.6.1:** understand the extent to which geography/location affects the traditional occupations of Atlantic Canadians

**LO 2.6.3:** determine how traditional occupations are linked to physical location in Atlantic Canada
LO 2.6.4: determine the extent to which occupations affect lifestyles of people and their recreational and leisure activities

Community economic development allows citizens to weigh the pros and cons of proposed economic activity. Sometimes options are rejected because the changes they would bring would adversely affect lifestyle. Many communities in the region have stories about how life changed after the collapse of a fishery. Others can talk about how life took a turn for the better when the community organized for development.

On a larger scale, we talk about rural and urban lifestyles and the cultures they create. We talk of the culture of the fishing community and the culture of the farm town. We use the term city life and picture all those desk jobs. We use the terms Acadian culture, Maritime culture, and Newfoundland culture. All of these in one way or another were created in part by the kind of work we do, where we do it, and how work requires us to interact with others and the natural environment.

In many instances the entire history of a community or geographic region is linked primarily to a single economic activity, e.g., Canso to fishing and the Annapolis Valley to farming. This creates culture and cultural expression.

Because the CED process requires citizens to acknowledge “who they are” as a community and to describe the kind of life they want or don’t want to lead in the future, students through this curriculum will be able to examine closely the relationship between culture and economic activity and will be able to examine that relationship in different settings in the region.

SCO 2.7: *The student will be expected to demonstrate an understanding of the local and global forces that cause cultures to constantly change.*

Students will be expected to

LO 2.7.1: recognize that culture is constantly changing

LO 2.7.3: determine the extent to which a culture in her/his area changed in the first half of the 20th century and compare it with the change the same culture has experienced in the past 10 years

LO 2.7.6: determine the extent to which political and economic circumstances affect cultural change
LO 2.7.10: determine the extent to which it is important for people to maintain links between the old and the new in their culture

Central to community economic development is a planning process in which citizens recognize who they are and where they wish to go. This part of the process, therefore, involves a consideration of the past, present, and future, and this cannot be done without considering culture.

Heritage is a precious component of many communities in Atlantic Canada. In recent time the flourishing of local fairs and festivals can often be traced to a resurgence in appreciation for the past. Mahone Bay’s Wooden Boat Festival and the Highland Games of Antigonish illustrate this fact. This resurgence is also reflected in the vibrant interest in family genealogies, the strength of many local community museums, and the vibrant music industry of Atlantic Canada.

The forces that create heritage and bring about cultural change are many. This CED curriculum will give students an opportunity to examine cultural changes that have affected their communities in the past and to consider the forces, including globalization and information technology, that shape their culture, now and in the future. They will also have the opportunity to consider the roles that heritage, culture, and cultural expression can play in community economic development.

SCO 2.8: The student will be expected to explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions.

The student will be expected to

LO 2.8.1: define lobby group, NGO, power of the ballot, political activism, and party politics

LO 2.8.4: through analysis of a current issue, understand that political empowerment involves individuals and groups taking actions in influence decisions

LO 2.8.5: identify actions citizens can take to become politically empowered

LO 2.8.6: cite current examples of political action taken by citizens at the local, regional, and national levels

The practice of CED arose out of a political issue: who is best suited to decide the future direction of a community—socially, economically, culturally, and environmentally? The answer is the
community. Key to what is the ability of the community to organize itself to ensure its future.

How a proposed economic venture will affect a community is an issue. Should Georges Bank be opened up for hydrocarbon exploration? The fishers and the communities fear ecological disaster and resource degradation. Where should the natural gas pipelines go? Recreation enthusiasts, eco-tourism operators, and biologists fear for pristine wilderness. Should the open-pit mine be permitted? Residents fear dust and runoff problems.

Through their examination of economic development issues, students will be able to demonstrate that active, participatory citizenship through the CED process allows community members to be at the centre of democratic decision making, thereby shaping a grassroots political culture.

**SCO 3.4:** *The student will be expected to examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada.*

The student will be expected to

**LO 3.4.1:** distinguish between primary, secondary, tertiary, and quaternary sectors of the economy

**LO 3.4.5:** determine the effect that environmental awareness and health consciousness are having on primary industries

**LO 3.4.11:** determine the potential for further development of the four main types of industries in Atlantic Canada

The CED process requires participants to identify the resources that may be embraced in a plan for a brighter, sustainable future. These resources are people, heritage, natural resources, services, culture, and infrastructure.

By examining the resources of their communities and *rethinking* what those resources might be, students will engage in a process fundamental to community economic development. Their youthful perceptions, distinctive from those of the adults with whom they associate, will be particularly valuable to a process that requires a holistic approach to planning and implementation.
SCO 3.5: The student will be expected to analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians.

The student will be expected to

LO 3.5.1: identify economic opportunities available to the youth of Atlantic Canada

LO 3.5.2: determine the effect of individual/local attitudes on the economic well-being of Atlantic Canada

LO 3.5.4: identify economic trends and patterns that are evident throughout Atlantic Canada

LO 3.5.7: assess the extent to which regional disparity exists in Atlantic Canada, in Canada, and in the global community

LO 3.5.9: assess the extent to which lifelong learning and personal development will be required of Atlantic Canadians

LO 3.5.13: evaluate the role of government in dealing with the economic challenges facing Atlantic Canada

LO 3.5.14: evaluate the role of individuals and groups in dealing with the economic challenges facing Atlantic Canada

The gradual elimination of trade barriers, the growth of service industries worldwide, the global expansion of computer and telecommunications technology, and the adoption of a lifelong learner education ethic are four economic patterns that are changing the way entrepreneurs, larger business enterprises, and governments approach economic development. These factors create a composite, dynamic economic picture. They are very much at play within the Atlantic provinces and, as in the rest of Canada, have already changed the economic profile of the region. Change is viewed as a challenge in CED because of the opportunities it provides for diversification within community economic activity. A number of these opportunities, particularly in the service industries, are available to youth, and organizations like 4-H have long provided them. More recently, Nova Scotia’s Youth Entrepreneurial Skills Program has revealed the range of skill, talent, and positive attitude that can be found within the ranks of our younger citizens: the Post Road Tea Room (Mount Uniacke), Pronto Screen Printing (T-shirts) (Halifax), 600 Pixels Production Studio (Web pages) (Halifax), McAdoo’s Lawn and House Care (Annapolis Valley).
This CED curriculum will permit students to examine the economy of their community from a variety of perspectives: historically, locally, provincially, regionally, nationally, internationally, and globally. This will help them to become aware that community economic development, rather than being something that precludes them, in fact invites them as individuals and as a valuable component of the community to be active partners in meeting the challenges that face Atlantic Canada.

**SCO 3.6:** The student will be expected to identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities.

The student will be expected to

**LO 3.6.1:** define the term global economy

**LO 3.6.3:** determine the extent to which the global marketplace is affecting the lives of students

**LO 3.6.6:** identify businesses in his/her area that reflect new opportunities in the global community

**LO 3.6.11:** appraise the impact that global interdependence may have on the future economic climate in Atlantic Canada

Atlantic Canada can rightly claim to have been part of a global economy for more than 500 years. Although the details may be different, there are linkages today that continue to connect many Atlantic Canada communities to other communities around the world. Whether it be Cheticamp selling Mi. Carême masks through the Internet or ambulances being shipped from Yarmouth to Iran or exchange of ideas and information about community management of fishery between Digby and Sri Lanka, trade in goods, services, and knowledge continues to bind our region to others on a global scale. Students will have the opportunity to explore these connections, and the variety in which they exist, through this CED curriculum. Their inquiry will take them from the large ports of the region into the private homes of entrepreneurs. They will emerge with a new understanding of how Atlantic Canadians perform on the global stage, and what opportunities await them in the future.
SCO 4.1: The student will be expected to develop a concept of technology and explain its regional and global applications.

The student will be expected to

LO 4.1.2: recognize how technology is used daily by students and Atlantic Canadians of all ages

LO 4.1.5: understand the term information highway/Internet and how it can affect people

LO 4.1.6: appreciate how technology in general has changed people’s understanding of the world

In the same way that the railway linked post-confederation Canada and helped to drive its economic development, earth satellite and information technology have linked most parts of the globe and are components of a technology engine that drives the modern global economy. Its availability, accessibility, and portability mean that the potential exists for the technology to reach into communities and homes anywhere. Atlantic Canada has embraced this technology, and it has become, as elsewhere, a catalyst for much new enterprise and community economic development.

Home, school, and government initiatives, such as SENCEN sites, allow students and their families to be linked to this new global network. This CED curriculum will allow students to see how it is applied to the economic life of their community and how they, through their own and future expertise, might join in the further development of that economy.

SCO 4.2: The student will be expected to describe the historical application of technology in the Atlantic region.

LO 4.2.3: The student will be expected to identify a technological innovation that had an impact on the Atlantic region prior to 1950 and assess its importance to the people of the day.

There are many examples of technological innovation that have roots in Atlantic Canada. Among them are Alexander Graham Bell’s experiments with flying machines in Baddeck and Abraham Gesner’s discovery of kerosene.

Understanding transition and the role of the past in the present and future are embraced in the outcomes of this CED curriculum. Students will have the opportunity to consider the transient nature of technological currency and advantage, and how the reality of technological change is just as much a part of life now as it was in
the past. The accomplishments of scientific research in our area, the applications of new technologies in transportation, the innovative uses of telecommunications technology—considering these and other examples will provide a foundation for thinking about how, and in what form, technology might be applied to their own local or regional circumstances.

SCO 4.3: The student will be expected to demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada.

The student will be expected to

LO 4.3.5: identify success stories in Atlantic Canada related to the use technological innovations in the workplace

LO 4.3.6: appreciate how technology impacts on the standard of living in his/her community/region and Atlantic Canada in general

LO 4.3.7: understand how technology in the workplace has affected migration, immigration, and emigration

In stark contrast to the historical need for mills to be placed on waterways, many modern technologies have reduced reliance on specific geographic characteristics. This means that other factors, such as the opportunity for a post-secondary education, a peaceful lifestyle, easy access to wilderness hiking, and proximity to urban amenities, are capable of attracting enterprising individuals and businesses in addition to offering new opportunities to long-time residents.

Exploration into the fields of technology that are currently part of community economic development in Atlantic Canada will allow students to study and assess the ancient relationship between tools, jobs, and personal and community prosperity.

SCO 5.1: The student will be expected to explore his/her concept of world view and explain the factors that influence and are influenced by it.

A major effect of affordable access of telecommunications technologies—home satellite dishes, wireless global telephone communication, e-mail, and Internet services—means that the world, in ever-increasing informative detail, can be brought into the home, the school, the college and university, and the workplace. Communities worldwide can become known to each other. Geographic isolation no longer has to interfere with information access nor is contact time determined by flight schedules or time of
day. Literally, the world can be at anyone’s fingertips, 24 hours a day.

The information available to people, including youth, and the amazing ease of accessing it have changed the way we think about our world: the jobs to be considered, the people to contact, the goods and services to be produced, the cultures to learn about, the type of entertainment to choose, how our communities fit or don’t fit into that picture.

The cumulative effects of these and other developments, together with the established influence of social, cultural, and historical factors, has had a significant impact on how we view the world. It has also had an impact on how we view ourselves, individually and collectively. These impacts can create opportunity. In this CED curriculum students will have numerous opportunities to explore the meaning of globalization in concrete and abstract terms and how that globalization affects the way they see their present and future world.

SCO 5.2: *The student will be expected to examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems.*

The student will be expected to

LO 5.2.1: define what is meant by system, interdependence, and global village

LO 5.2.2: explore ways in which political, economic, technological, and cultural systems create interdependence in the world today

The value of Sable Island natural gas and Hibernia oil are determined by the global market economy. They are part of an interconnected economic system. News of the devastation of Central America by Hurricane Mitch in 1998 prompted schools throughout Atlantic Canada to collect food and personal care products for relief shipments. They became part of an international humanitarian aid system linked by a global telecommunications system. While many await with eager anticipation the distribution of Sable Island gas, some bemoan that its use will contribute to the continuous degradation of the planet’s atmosphere. The concern is about local ecological and global environmental systems.

Through this CED curriculum students will have the opportunity to assess the degree to which their communities, their province, and the Atlantic region participate in and are affected by membership in a much larger global framework.
Appendices
Appendix A

The Learning Environment

Opportunities for Cross-Curricular Study

To create sustainable and diversified communities is a goal central to community economic development. Not to do so is to ignore the lessons learned by the numerous one-industry towns that have suddenly, or at the end of a long decline, found themselves in the perilous position of being without their major employer.

As illustrated in the historical sketch and elsewhere in this document, CED initiatives in the Atlantic region cover a wide spectrum.

If one were to take the Essential Graduation Learnings, which all subject areas must address in their courses of study, and apply them to the range of CED undertakings throughout Atlantic Canada, it would become very clear that virtually every subject area is represented. Add to CED initiatives those development projects that fit into other economic development strategies, and schools throughout Atlantic Canada, through Atlantic Canada in the Global Community, are provided with the opportunity to craft a cross-curricular study that will provide students with a holistic image of life in the region: socially, politically, economically, and culturally.

The nature of this raw material also supports a rich learning/teaching environment. Independent, individual, and group study, field trips, guest speakers, writing in drama and music, public speaking and debate, statistical analysis, simulation games, community service, creative essay writing, laboratory science, word processing and other computer applications, Internet and e-mail projects, fine art applications, public forums: these reflect not only the range of classroom practices that CED resources can support, but also the subject areas that cross-curricular study would integrate.

Opportunities for Service Learning in the CED Context

Service learning involves students in real life settings where they may apply academic knowledge and previous experience to meet real community needs.¹

Service learning is a method whereby students learn and develop through meaningful participation in student-defined and organized community service that

- reinforces and extends the students’ classroom learning and facilitates student achievement of curriculum outcomes
- responds to and is designed to address an identified community need
- provides students with opportunities to enhance academic, social, career, and personal management skills
- helps foster affective learning, teamwork skills development, and civic responsibility
- provides structured time for the students to reflect critically on their service experience
- offers an opportunity for community recognition

A critical step in planning a true service learning experience is to distinguish it from community service and volunteerism. An example of community service in the Atlantic region is when a community or government agency requests schools to get the names of students to assist seniors with sidewalk snow removal. Volunteerism can include community service but embraces any number of actions where people simply volunteer their time and effort to assist someone, or some group, or meet some need.

Service learning blends characteristics of community service and volunteerism with goals of the education program: knowledge, skills, values, and attitudes. The learning takes place in two general directions. Learnings that have already been gained in the formal school setting are further developed and enriched by applying them to a service-learning project. The learning can also take place through the project itself whereby additional “new” knowledge, skills, etc., are added to what was introduced in the classroom.

Resource materials consistently cite four components to service learning: preparation, action, reflection, and celebration. Of the four, reflection has a particular significance:

Reflection integrates service and learning and distinguishes service learning from volunteerism and community service activities. Reflecting on the service experienced helps students understand the meaning and impact of their efforts and links what they have learned with what they have done. Without reflection, students may simply go through the motions of service but remain cognitively unaffected by the experience and left with their personal ignorance and biases reinforced or unexamined.

An operational definition of reflection is the active, persistent, and careful consideration of the service activity: the student’s behaviour, practices, and accomplishments. Students meditate, muse, contemplate, ponder, deliberate, cogitate, reason and speculate about their service experiences. Reflection means asking basic questions of oneself: What am I doing and why? What am I learning?2

While individual teachers, particularly those in social studies, integrate service learning into their year’s plan, it is worth noting that many service-learning initiatives promote the cross-curricular study mentioned previously:

... the elementary schools started the adopt-a-stream movement helping to reclaim important environmental gifts. At the same time, their service involved mastering a great deal of scientific knowledge (stream, habitat, ecology), language arts (writing public information tracts, writing to city council), social studies (getting community support for the project), geography, critical thinking and practical arts (building a fish ladder, a weir, etc.).3

The benefits of service learning go beyond the knowledge and skills conventionally associated with science, social studies, and other curricular programs. For the students, service learning has proven to be a contributor to personal, social, and intellectual growth, and to active citizenship and participatory democracy, and as a preparation for the world of work. For the school there is the benefit of renewed and refreshed student attitudes toward learning and the school experience in general, parent involvement, partnerships with various sectors of the community, and revised community perceptions of the school and its young people.

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2Fertman, Service Learning for All Students, 15.

3Duckenfield and Wright, Pocket Guide to Service Learning, 3.
Finally, for the community itself, there is the immediate growth of a positive relationship with two of its key constituents—its schools and its young people. There are the further benefits of an enhanced citizenry, an expansion in human resources, the improved fabric of the built and natural environment, and the prospect of a brighter future. In light of these advantages, it is clear that community economic development is an aspect of community life that could benefit from, and bring benefit to, service learning.
Appendix B

Community Economic Development: A Historical and Contemporary Setting

Community economic development (CED) is a process where people in communities work together to overcome challenges, build on community strengths and create a diversified sustainable local economy.

Background: Communities in Transition

The historical and geographic landscapes of Canada bear witness to the winds of change that for centuries have sculpted patterns of human settlement throughout our nation. Archaeological sites of the continent’s First Peoples, fortifications in our National Historic Parks, miners’ museums, and rails-to-trails projects: all reveal transitions that continue to shape the history of Canada and its communities.

Communities in Nova Scotia and elsewhere in Atlantic Canada have shared in these transitions. During the late 16th century, an industrious Basque whaling station flourished at Red Bay, Labrador. Propelled by the American Revolution, Black Loyalists established Birchtown near present-day Shelburne. At Kings Landing interpreters recreate everyday life in the 18th and 19th centuries in New Brunswick. Across the Northumberland Strait, older Islanders fondly remember the Abbie off-loading rail stock at Borden, PEI.

Today, Borden/Carleton enjoys its status as one terminus of the spectacular Confederation Bridge which links Prince Edward Island to New Brunswick. At the construction and fabrication site in Bull Arm, Newfoundland, work proceeds on the Terra Nova offshore oil project. Goldboro, on Nova Scotia’s Guysborough Shore, has reaped benefits as the landfall site for Sable Island natural gas. Communities throughout Atlantic Canada are reaching out to the world through the Internet, while our multicultural heritage continues to be enriched by the arrival of immigrants from all over the world.

Contexts

Why do our community histories reveal stories of birth, growth, longevity, and decline? There are contexts which help to explain how settlements are born, thrive, reach plateaus, and, sometimes, wane and disappear. Three brief, but by no means complete, illustrations follow.

Economic Geography

Natural wealth has long attracted settlement and investment to Atlantic Canada. With superb industry the Acadians transformed Nova Scotia salt marshes into productive farmland. In the wake of Cabot, the shores of Newfoundland became dotted with communities that for centuries would harvest riches from the inshore and offshore waters. New Brunswick and Nova Scotia are sprinkled with communities that were founded or came to thrive on the mining of coal, salt, zinc, gold, potash, clay, and limestone. Scores of communities rely upon the rich soils of Prince Edward Island that have come to produce millions of tonnes of potatoes annually.

Not all resources are renewable, not all practices are sustainable, and a global marketplace influences value. And so Atlantic Canada is reeling under the drastic decline of the fishery. Oil and natural gas compete for markets that were once the preserve of the coal mining industry. Steel, and more recently fibreglass, have replaced wood as the material of choice for the hulls of ships, fishing boats, and pleasure craft.
Changes in the nature, value, use, and/or availability of natural resources bring changes to the communities that rely upon them. On Nova Scotia’s South Shore, the people of Kemptville (tin), Port Mouton (fish), and East River (hardwood) know these changes intimately.

Technology

Transportation is vital to the life of a community. Maps of 19th century Atlantic Canada reveal a pattern of coastal settlement that primarily relied upon sea-borne transportation. Then came roads, railways, and steamships. Cars, trucks, and airplanes followed. The technologies that allowed for new transportation routes and the conveyances that used them changed the settlement patterns of our region and nation. Speed, convenience, even aesthetic appeal, joined other criteria in defining strategic location. Current telecommunications technologies mean that virtually any community, any home, in Atlantic Canada can be the site of a business enterprise thanks to affordable access to the information highway.

Thus Sydney is home to a flourishing multi media sector, visitors bound for the Museum of Technology head to Stellarton on a new four-lane highway, and in neighbouring PEI entrepreneurs experiment with hovercraft service to the Magdalen Islands.

Politics

Newfoundland, New Brunswick, Prince Edward Island, Nova Scotia; St. John’s, Fredericton, Charlottetown, Halifax: names like these reveal the fundamental transition brought by European settlement of eastern Canada. By the time Confederation was achieved in 1867, our regional character had been further defined by the American Revolution, the War of 1812, and Responsible Government and the American Civil War.

The politics of the newly created Canada would be shaped by the vision that all regions would share the benefits of belonging to this geographically huge and diverse country. Sir John A. Macdonald’s National Policy was the first of many devices crafted to address the political and economic health of the nation, its regions, provinces, and territories.

As Canada grew and developed, it became clear that political strength and economic prosperity were not evenly distributed across the land. In the 1920s our local political leaders initiated the Maritime Rights Movement in an effort to make Ottawa confront the disturbing disparity that had developed between the region and other parts of Canada. The Maritime Freight Rates Act (1928), the Royal Commission on Dominion-Provincial Relations (1939), the Royal Commission on Canada’s Economic Prospects (1957), the (federal) Department of Regional Economic Expansion (1969), and the Atlantic Canada Opportunities Agency (1987): all addressed disparity among Canada’s diverse and disparate regions. Within Atlantic Canada, the health and sometimes the existence of communities were directly or indirectly determined by the design and implementation of government policy.

Who Decides?

In the face of “macro” contexts and local unique conditions, who has made the decisions that have brought transition, be it development or decline, to communities in Atlantic Canada?
Government

Whether one level moves unilaterally, or two or three work collaboratively, government activity has had a profound impact on communities. Closure of Canadian Forces Bases, decentralization of government departments, creation of development agencies, training and employment programs: these are but a smattering of the policies and programs of government that have affected communities.

Federal government: relocating Search and Rescue services from CFB Summerside to CFB Greenwood; decentralizing departmental operations (Revenue Canada to St. John’s); fisheries quotas; transfer payments; the Atlantic Canada Opportunities Agency; Human Resources Development Canada community development programs.

Provincial government: highway realignments; Community Opportunities Fund; Nova Scotia Business Service Centres; Community Economic Development Investment Fund program; opening and closing regional offices; export marketing training for small business; tourism support and promotion (the Nova Scotia Marketing Agency; resorts in Digby and Ingonish).

Municipal governments: support and promotion of private enterprise; community economic development planning; parks and recreation; co-funding regional development agencies with the provincial and federal governments.

Private Sector

Large-Scale Regional Enterprise: McCains Foods (HQ), Florenceville, NB; Cavendish Farms (an Irving company), Kensington, PEI; Empire Group (Sobeys) (HQ), Stellarton, NS

Local Business and Entrepreneurial Ventures: Freeman’s Lumber, Greenfield, NS; GN and Chester Plastics, Chester, NS; Jost Wines, Malagash, NS; Ven Rez School and Office Furniture, Shelburne, NS; Tri-Star Ambulances, Yarmouth, NS

Foreign Business Operations: e.g., Volvo (Sweden) leaving Halifax; Stora Forest Industries (Sweden/Germany) expanding in Port Hawkesbury; Bowater Mersey (Great Britain), long-established in Liverpool; Northern Fibre (Nova Scotia/Japan) becoming operational in Sheet Harbour).

This list of decision makers is not complete nor is it intended to address the complexities of intertwined local, regional, national, and global economic issues, trends, and realities. It does, nevertheless, illustrate the range and diversity in the decision-making processes that affect Atlantic Canadian communities. It also reveals the variety of involvement and enterprise that contribute to regional economies. It can serve to remind us of the economic blows delivered by bad news such as the closure of CF Bases Summerside and Cornwallis and the euphoria of good news exemplified by the positive community response to the challenge imposed upon it.

Analysis of the decisions behind the list can also reveal the pervasive absence of grassroots participation in decision-making processes. The predominance of the “top down” approach has most often meant that those who are directly affected—employees, their families, the community—have been left out. Under this condition transition is something that happens to communities.

Community economic development presents a way that citizens can begin to take back control over what happens in their communities. To do CED, people have to organize themselves, identify their strengths, and
be willing to take on planning and decision-making roles. This enables them to manage, counter, and even challenge transitions in the economic environment.

Community Economic Development in Atlantic Canada

A Brief History

Addressing economic issues at the grassroots is not new to Atlantic Canada. Co-operative organizations, originating in Europe in the 1840s, appeared in British North America during the same decade. The first co-operative society in Canada was established in Stellarton in 1861. One of Canada’s first coal miner’s unions was formed in Springhill in 1879: the Pioneer Lodge of the Provincial Workman’s Association. In neighbouring Prince Edward Island, a people’s bank was set up by farmers in Rustico in 1864.

The most well-known, local precursor of today’s grassroots CED efforts was the work of Father Jimmy Tompkins, Father Moses Coady, and the Antigonish Movement.

During his 20 years (1902–1922) at St. Francis Xavier University, Father Jimmy tirelessly campaigned for the rural poor of eastern Nova Scotia—fishers, farmers, and miners. He saw education, particularly adult education, as key to reversing their deplorable circumstances: “Conditions would be remedied only by the people rising to an appreciation of the seriousness of the situation and setting their intelligence to seek a rational solution ... “Education I should put down as the first and most necessary remedy ... ”4 The plight of poor Nova Scotians became even worse when the spring of 1920 ushered in economic depression in Nova Scotia. Unemployment went on the rise, workers and their families opted to leave the province, and standards of living declined further. It was in this context that “Educational Extension” (adult education) came to the St. Francis Xavier campus in the form of the first People’s School.

In 1922 the church posted Father Jimmy to the remote parish of Canso. In the ensuing 13 years the economic and social well-being of his impoverished parishioners, primarily fishers and their families, was transformed by his ideals of adult education and co-operative action. His leadership and inspiration “lay in his ability to identify the ‘little fellows’ ... and to encourage them to make the best use of their abilities. He would support them, but he would also expect these able people to find solutions for themselves and their communities.” In 1935, Father Jimmy moved to Reserve Mines in Cape Breton. There his work with the miners and their families resulted in Nova Scotia’s first public library and the province’s first co-operative housing effort at Tompkinsville. As in Canso, adult education remained Father Jimmy’s principal strategy.

Father Jimmy Tompkin’s successful pioneering work with study groups and co-operatives (and later, credit unions) inspired St. Francis Xavier to establish its Extension Department in 1928. The department’s first chair was Father Moses Coady who, like his cousin Father Jimmy, was a long time, fervent believer in adult education and co-operative action. The work of these two priests and others who followed in their footsteps became known as the Antigonish Movement, a movement whose great achievement “was the way in which adult education was linked to the formation of local organizations that gave people control over their lives


5Ibid, 101.
through co-operation.6 “Poor workers had to understand the reasons for their plight—and take responsibility for making a better life for themselves, their families, their communities. Age-old patterns of dependency had to be broken.”7

It did not take long for the movement to establish itself firmly in the region, and thereafter it became well known throughout North America. In 1959, as a result of its subsequent international reputation, St. Francis Xavier opened the Coady International Institute. Today, the institute carries the message of adult education, co-operation, and self-help to countries around the world.

This brief sketch of the Antigonish Movement illustrates the potential of setting aside the “top-down” approach and of marshalling the resources of the local community. This history must be considered when studying current approaches to CED, for the concepts and creations of the Antigonish Movement continue to be taken up by people in communities long after the movement’s hey day.

In the late 1960s, after a particularly bad fishing year, the people of the Evangeline region of Prince Edward Island held a meeting in a parish hall to work out how to protect their community from the volatility of the fishing industry. Already having some experience with co-operatives in the fisheries sector, the people decided to apply the co-operative model to other enterprises and create new community-owned businesses. Over the ensuing years, they constructed a pioneer village, a co-op restaurant and dinner theatre, a children’s clothing factory, a co-operatively owned wood lot, a sawmill, and a co-operative funeral home. By 1992, “through self-help, co-operation and the interdependence of many parts, the community [owned and controlled] most of its local resources, thus providing a promising and sustainable future for its children.”8

New Dawn Enterprises in Sydney, Nova Scotia was founded in 1976. New Dawn is rooted in the philosophy and practices of the Antigonish Movement. Since 1976, a $20 million organization has arisen from its mission of “establishing and operating ventures that contribute to the creation of a self-supporting community.”9 One of its great achievements has been to provide housing to those with below-average incomes. Among others who benefit from New Dawn Enterprises are the mentally challenged, seniors, and those needing institutional care. In fact, all Nova Scotians (and Canadians) have indirectly benefited insofar as “the community economic development ventures that started with New Dawn have created a history of local achievement through which both local residents and government officials have learned much about working together in mutually beneficial ways.”10

The continual growth in government spending that characterized the preceding 30 years came to a halt in the early 1990s. Ballooning debts and deficits compelled federal and provincial politicians to invoke restraint

6Ibid, 95.

7Ibid, 96.


policies that focussed on extensive reductions in government spending. Adding to the difficulties in the rural areas was a continued pattern of out-migration. Young adults and families, sensing a lack of opportunity and the prospect of a bleak future, continued to leave their communities for the perceived social, economic, and cultural advantages to be found in larger urban centres. A third factor was the impact of globalization on many aspects of daily life. In this changing, and often harsh, social and fiscal environment, governments reviewed options in their economic development strategies, including the role played by CED.

While governments reviewed their options, citizens continued to challenge the idea of the top-down approach to social and economic development by working together to improve life in their communities and by lobbying government for change.

In Nova Scotia, a major catalyst for focussing government interest on CED was Creating Our Future, a 1991 report prepared by the citizen-based organization Voluntary Planning. Identifying CED as an important component of the province’s economic strategy, the report offered two objectives:

“1) To recognize the importance of the community economic development approach as a vehicle for the implementation of an economic development strategy at the community level ... and
2) To ensure communities have the capacities to undertake community economic development.”

In taking the position it did, the report took “CED out of the margins of society—remote communities and disadvantaged groups—and [put] it right into the middle of the economic development process.” The report also acknowledged “that in addition to fostering economic development, CED groups often focus on strengthening the social and cultural life of their communities, which in turn creates a better climate for business and community development too.”

Today, support for the process of CED is an integral part of provincial and federal economic development strategies.

**CED Principles**

What, then, are the essentials of community economic development? In spite of the fact that its many definitions and interpretations encouraged one commentator to describe CED as a “slippery, amorphous concept,” it does follow some basic principles:

**CED is driven by the people who live in the community.** CED is development of the community, by the community, for the community. “Experts” from outside don’t take charge. The community takes the lead right from the beginning.

**CED is a process.** If a community is to do CED, the people have to get together, organize themselves, and develop a plan. Often they do this by identifying their strengths and assets and deciding how these can be used to help the community become stronger, socially and economically. Communities may turn to a CED practitioner, a person who helps the community figure out what it wants to do. But the goals that are set and the things that need to be done are decided upon and carried out by the people who live in the community.

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CED is long term. CED doesn’t happen overnight. Successful CED means that people stay involved, that they get organized and that they keep reaching for their goals.

CED is a holistic approach to development. CED includes both social and economic development. It’s sensitive to the local culture and the natural environment. According to the Nova Scotia Women’s CED Network, “Money is not the only ‘bottom line.’ In CED, there is more than one ‘bottom line’ ... people, their community, their culture and the environment are all important.”

CED is inclusive. Every community is made up of people with different interests and needs. Having a CED plan that meets the needs of the whole community means consulting and involving all members of the community. As an American guide to community development says, “it is not enough for a nine-member Board of Directors or a group of 20 residents to set neighbourhood priorities and hope that everyone else will show up to help out. If you want people to be involved, ask them first what their goals are.”

CED is the development of people. Key to the success of CED are committed leaders and participation by a broad range of community members. Sometimes in order to participate and to be effective, people need to learn how to organize themselves, how to work together, and how to co-operate. They may also need training programs and education to help them achieve their goals. “People development” helps the community take control of its future.

CED is founded upon sustainability: When a community is deciding what they want to do, they have to ask questions about sustainability. For example, does our future well-being depend on conserving our natural resources? Does our project build on the strengths of our community? Do many people in our community support the same vision for the community? Are the people likely to support the work over a long period of time? Can the initiative be sustained economically?

CED is innovative. The CED process requires participants to ask not only “what is ... ?” and “why?,” but also “what if ...?” and “why not?” This means finding new ways to use both our human, natural, and material resources to create new opportunities.

CED aims for diversification. Diversification means creating economic opportunities in a variety of different, smaller sectors, rather than relying on one single industry. This allows communities to ride out the boom-and-bust cycles so common when a town or region has only one major industry or employer.

CED is collaborative. In order to accomplish their goals, communities often build partnerships with other communities, with educational organizations, government, and regional development agencies. Partnerships like these give people access to knowledge and resources that might not be available in their own community.

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12Janet Rhymes, CED Network, Making Women’s Involvement in Community-based Economic Development (CED) easier and more effective, Women’s CED Network booklet, 1999, 3.

The Creative Power of CED

Accepting the challenge of plotting their own courses to a brighter, sustainable future, individuals, groups and communities have designed and implemented a range of projects that illustrate the creative power and potential diversity of community economic development.

The residents of Annapolis County initially reeled under the closing of CFB Cornwallis in 1994. By 1999, however, the successor Cornwallis Park Development Association was able to move beyond its funding support from the Atlantic Canada Opportunities Agency and entrust the future of the park to Kespuwick Developments, a community-owned organization. In the intervening five years a range of initiatives brought the first manifestations of economic stability and recovery to the area: Shaw Wood was manufacturing furniture for IKEA; Darmos Enterprises International Limited was making foam toys; Fundy Fibreglass manufactured products that range from all-terrain vehicle bodies to wall and floor panels for dairy operations; Canada established the Lester B. Pearson International Peacekeeping Training Centre. Other entrepreneurial and organizational efforts, the successful sale of former base housing and continuing efforts to attract enterprise, have led to the creation of a new and viable community. Indeed, civilian employment now exceeds the level that existed when the park was an operational military base.

At the other end of the province a downturn of another sort has been offset by award-winning community economic development. Founded in 1713, the predominantly Acadian communities of Isle Madame had based their economy primarily upon the harvest of the rich North Atlantic fishery. This came to an end in 1994 when, faced with dangerously depleted stocks, the federal government imposed the ground fish moratorium on the entire east coast of Canada. This blow eliminated one-third of the island’s jobs, the finality of which was symbolized by the razing of the fish plant in 1995.

Once the initial shock had worn off, a group of community leaders sat down to figure out what to do. Community meetings followed. Regional staff from various government departments and CED practitioners from the area’s regional development authority were enlisted to help. Eventually a plan was developed to which all island residents had an opportunity to provide input, and Development Isle Madame (DIMA) was born. DIMA is a non-profit, community-owned limited company charged with pursuing an agenda established by island residents. Its mission statement is as follows:

\[\text{Development Isle Madame Limited is dedicated to aid, organize, and foster the necessary social and economic changes on Isle Madame to ensure its future prosperity. Our primary goal is to help in the creation of quality long term sustainable jobs for the residents of Isle Madame.}\]

Over the ensuing years, DIMA has focussed on working with island residents to diversify and create new opportunities in the island economy. They’re pursuing eco-tourism, aquaculture, information technology, small manufacturing. They’re also taking a hard look at the traditional fishery and finding ways to ensure that new fishing quotas remain in the community’s hands instead of being sold off to outside interests. It has taken years of hard work and dedication, but it is now clear that the people of Isle Madame “have learned how to handle the tensions and pressures that change makes inevitable.”

\[\text{14}\]

\[\text{15}\]


\[\text{Ibid, 129.}\]
Creative problem solving is bringing new opportunities and new ways to sustain and be sustained by the natural beauty of our environment. A number of years ago a variety of factors led to the abandonment of rail lines across Canada. In Halifax County this has spawned four volunteer groups such as the St. Margaret’s Bay Area Rails to Trails Association. An energetic group of citizens, including an active youth component, are forging ahead with plans that will see the old rail bed resurrected as an all-season, recreational, multi-user trail for local residents and tourists.

To the northwest, Cumberland County’s Cape Chignecto Park draws outdoor enthusiasts from all over the world. With 45 kilometres of challenging hiking trails, Chignecto is Nova Scotia’s largest provincial park; it’s also spectacularly beautiful. Once slated to be cleared for pulpwood, the province of Nova Scotia handed over management of the land to the community after a diligent group of community members, “determined to improve the economic future of their community,” decided that the land could be put to better use. Over a decade, they worked to establish the park. Today, “they have created a resource which not only is paying into a local unemployment rate of 50%, but is also earning a reputation as a world-class eco-tourism destination.”

Globalization of the market place underlies two entrepreneurial success stories in the economic development of Yarmouth. Tri-Star Industries Ltd. specializes in ambulances. Its international business focusses on emergency health goods and services. Growing markets include Nova Scotia’s age-old trading partners, the Caribbean and New England. Another economic development, with growing international links, is the revitalization of the former Dominion Textiles plant. Refurbished under the wing of the local regional development authority, the facility now greets over two hundred and fifty employees and houses a variety of manufacturers who serve markets throughout North America and as far away as China.

At the other end of the province, young Cape Bretoners are carving out a reputation for excellence in information technology. From the digital media wizards creating Web sites, animated T.V. series, and software at Sydney’s Silicon Island to the young people linking rural communities to the Internet through Strait East Nova Community Enterprise Network (SENCEN), Cape Breton is an example of the opportunities that lie within our reach, regardless of geography.

Hundreds, in some cases thousands, of hours of organization, planning, and plain hard work are a natural part of the CED process. The aforementioned examples only begin to get at the enterprise, innovation, and co-operation involved. However, they do illustrate why community economic development must be embraced as a significant component of economic development in Nova Scotia and the rest of Atlantic Canada.

CED’s Support System

Today, communities throughout the Atlantic Provinces are turning to CED as one way of working towards a more secure and sustainable future. A plethora of programs and organizations help them in their efforts.

Federal government support for CED is reflected in such programs as the National Rural Secretariat housed under the auspices of the federal Department of Agriculture. Local offices of Human Resources Development Canada administer training and community development programs across the Atlantic region. The Atlantic

Canada Opportunities Agency funds Community Business Development Corporations (CBDCs) in each of the four provinces.

All four Atlantic Provinces have provincial departments that promote CED. Prince Edward Island and Nova Scotia have divisions devoted to Community Development and Community Economic Development respectively. In Newfoundland, New Brunswick, and Nova Scotia, government-supported regional development agencies co-ordinate and facilitate CED on a regional basis. Programs like Nova Scotia’s Community Economic Development Investment Fund initiative allow citizens to make RRSP contributions and receive an equity tax credit for investing in business ventures in their own communities.

Municipal government support for and participation in CED is essential; many municipalities contribute to the process by co-funding regional development agencies with other levels of government. Some municipalities are spearheading CED by setting up economic development divisions within municipal government, and encouraging their citizens to get involved in CED planning.

Then there are the citizen-based, not-for-profit organizations like the Nova Scotia Women’s CED Network and the Coastal Communities Network. The Women’s CED Network has local chapters that help women to become involved in community projects and businesses. The Coastal Communities Network provides a forum for community groups to share their ideas and resources, lobby government and develop strategies for sustainable community development.

Educational institutions, such as universities, community colleges, school boards, and literacy organizations play an important role in CED. Training and education help build the capacity of citizens to be active participants in shaping their own destiny. Educational institutions also facilitate the CED process by working directly with communities. St Francis Xavier University’s Extension Department, for example, works in communities across the province, helping citizens learn how to get organized to do CED. Other institutions offer certificates, diplomas, and degrees in community economic development.

Partnering and co-operation are characteristic of CED. The organizations mentioned here are often, if not usually, found working collaboratively with Atlantic Canadians, helping them build a stable and sustainable future.

CED and the Future

Silver Donald Cameron, the writer and CED activist who calls Isle Madame home, sums up what CED is all about:

CED is people-centred economics, drawing its energy from the people who need it most ... (it) challenges basic assumptions about what the economy is, what its purpose should be, how it is organized and shaped ... We should embrace it as our future, and pursue it with resolution.17

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Appendix C

CED: The Essentials

Community Economic Development (CED) is a process whereby people in communities work together to overcome challenges, build on community strengths, and create a diversified sustainable local economy. In order for our CED work to be successful, we need to keep in mind some basic principles:

CED is driven by the people who live in the community. CED is development of the community, by the community, for the community. “Experts” from outside don’t take charge. The community takes the lead right from the beginning.

CED is a process. If a community is to do CED, the people have to get together, organize themselves, and develop a plan. Often they do this by identifying their strengths and assets and deciding how these can be used to help the community become stronger, socially and economically. Communities may turn to a CED practitioner, a person who helps the community figure out what it wants to do. But the goals that are set and the things that need to be done are decided upon and carried out by the people who live in the community.

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CED aims for diversification. Diversification means creating economic opportunities in a variety of different, smaller sectors, rather than relying on one single industry. This allows communities to ride out the boom-and-bust cycles so common when a town or region has only one major industry or employer.

CED is collaborative. In order to accomplish their goals, communities often build partnerships with other communities, with educational organizations, government, and regional development agencies. Partnerships like these give people access to knowledge and resources that might not be available in their own community.
Appendix D

CED Resources

Introduction

This list of resources is current as of publication; however, some resources especially Internet and human, will change over time. This is of particular note in reference to Internet Web sites. Though the sites were functioning as of publication, some will change. Teachers are responsible for checking these Web sites before students access the sites as sites may change and new information posted on sites may not be suitable. Teachers must follow Department, schools board and school policies pertaining to Internet use. In particular, teachers must follow the Internet Acceptable Use Policy for Nova Scotia Schools available at http://doc-depot.ednet.ns.ca accessed through the Department of Education home page (www.ednet.ns.ca).

Teachers should also refer to Community-Based Education Policy Guidelines (December, 1999) available from the Department of Education, that are to be followed if students as part of the CED curriculum are working with community groups outside of school These guidelines are intended to ensure a successful learning experience for students and their teachers.

The following pages represent a selection of visual, print, Internet, and community resources that teachers may wish to access when teaching the CED curriculum. While every effort has been made to identify useful resources, these represent only a selection of what is available in Nova Scotia and worldwide. In particular, teachers should access Internet-based resources through the Web site developed by the Department of Economic Development at http://ced.gov.ns.ca.

Visual Resources

Father Jimmy’s Heirs: A CED Album (V2349)

This Nova Scotia-produced 14-minute video integrates the founding efforts of Father Jimmy Tompkins and the Antigonish Movement with current CED efforts in Nova Scotia. It provides the viewer with illustrations that clarify both what CED is and what CED is not. Clear and to the point, it serves as a useful introduction for a discussion on the essentials of community economic development.

Cheticamp Experience (V1253)

20 min 1988
Year 1988 SA
Series Community Business Series (2060)

The program provides a case study of community development in Cheticamp, NS. Cheticamp example of innovative community business and ethnic minority survival. The community business complex organized a series of co-operatives which are a natural expression of the character and personality of this Acadian community. The program uses an organise model as a framework for examining successful community business development. Study guide included.
Mondragon (V1254)  
13 min 1991  
Series Community Business Series (2060)

This fourth program in the series examines a community development corporation located in Mondragon, Spain. The corporation employs over twenty-two thousand workers and does billions of dollars in business. Situated in the mountainous area of Northeastern Spain, accessible by winding mountain roads, with no harbour, airports of railway—this unlikely place supports a successful international business which is far from marginal. This case study embodies a successful community economic development strategy for use in rural and small town areas which some conventional planners have accepted will decline as urban centres flourish. Study guide included.

New Dawn Enterprises (V1252)  
21 min 1991 JS  
Series Community Business Series (2060)

New Dawn Enterprises Limited of Cape Breton may be the oldest community business corporation in English speaking Canada. With $10 Million, New Dawn includes apartment buildings, a guest home for the elderly, a home care company and a number of new and emerging businesses. New Dawn has a long history as an experimental form of business. The evolution and change this corporation has experienced is examined as a case study of a community development corporation. This mandate of the corporation is the creation of a self-supporting community through local development. All profits from its business revenues are reinvested towards the fulfilment of this mandate. Study guide included.

The Concept in Operation (V1251)  
13 min 1991 SA  
Series Community Business Series (2060)

The program describes the general historical context for community oriented economic groups and how they have evolved. The implicit educational process whereby a community learns to develop a community economic corporations is outlined. Suggestions are provided to assist viewers interested in setting up a new community business. Study guide included.

The Great Northern Peninsula Development Corporation (V1255)  
19 min 1991 SA  
Series Community Business Series (2060)

The Great Northern Peninsula Development Corporation of Northern Newfoundland is a particularly useful case study of the effects of geography upon the social and economic life of small, resource based economic communities. Located in a region of disparity, this citizen based economic initiative tackles the basic problem of non-metropolitan community in a supplematic fashion based on the methods of modern corporate technology, and is a relatively mature form of community economic development. Study guide included.

Copies of both the Father Jimmy’s Heirs video and the Community Business series can be obtained through the Learning Resources and Technology Division of the Department of Education at (902) 424-2440.
Print Resources—Books

Father Jimmy: The Life and Times of Father Jimmy Tompkins, James Lotz and Michael Welton, Breton Books, Wreck Cove, Cape Breton, B0C 1H0, 1997

Father Jimmy: The Life and Times of Father Jimmy Tompkins is a short, very readable, fact- and story-packed account of a remarkable priest and pastor; his cousin, Father Moses Coady; and their offspring, the Extension Department at Saint Francis Xavier University and the Antigonish Movement. A quick read, this resource provides readers with all the information they need to understand the relationship between the Antigonish Movement and current community economic development efforts.

Perspectives on Communities: A Community Economic Development Roundtable, Gertrude Anne MacIntyre, Editor, UCCB Press, PO Box 5300, Sydney, NS B1P 6L2, 1998

A rich mixture of fact, illustration, opinion, discussion and prediction, this collection of thirteen essays provides the reader with a substantial and absorbable introduction to community economic development, based primarily upon the Nova Scotia experience. It is organized into four sections: Part 1: Foundational Concepts in Community Economic Development; Part 2: Empirical Cases in Community Economic Development; Part 3: Technology and Community Economic Development; and Part 4: Research and Development in Community Economic Development. Reading these essays will go a long way in preparing teachers to implement the CED curriculum. It also has a rich bibliography.

Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community’s Assets, John P. Kretzmann and John L. McKnight, ACTA Publications, 4848 N. Clark Street, Chicago, IL 60640-4711, 1993

Now in its tenth printing this book is being used by thousands of community groups, educational institutions, and government agencies through the USA and Canada as a blueprint for a new approach to community building. The book suggests that communities cannot be rebuilt by focussing on their needs, problems, and deficiencies. Rather, community building (as in CED) starts with the process of locating the assets, skills, and capacities of residents, citizens’ associations, and local institutions. Several copies of this book are housed in the collection of the Nova Scotia Community College’s CED Centre in Truro. The first chapter may also be found on the following Web site: www.nwu.edu.

Print Resources—Magazines and Periodicals

Note: Many of Nova Scotia’s Regional Development Authorities publish newsletters. Contact your local RDA for more information.

Coastal Community News

The coastal community news is the official magazine of Nova Scotia’s Coastal Communities Network (CCN). CCN brings together community organizations, educational institutions, businesses, fishing organizations, government representatives, social justice groups, and churches. CCN’s mandate is to encourage dialogue, share information and develop strategies and action plans to promote the survival and development of Nova Scotia’s coastal and rural communities. The magazine is published six times a year.
For a free subscription, e-mail the CCN coordinator at coastalnet@auracom.com or the CCN Communications Officer and editor of the news at ccnews@auracom.com.

Back issues can be found on CCN’s Web site at www.cnn.com

The Nova Scotia Quarterly

Published by the Department of Economic Development, this magazine celebrates economic innovation and achievement throughout Nova Scotia. CED initiatives are regularly featured, and information on how to make contact with CED practitioners is often included. An on-line version is published on the Internet at www.gov.ns.ca/ecor/pubs/gr/online, and a free subscription can be requested by telephone (902) 424-8921 or fax (902) 424-7008.

Nova Scotia: Open to the World

Published by Atlantic Progress (the official magazine of the Atlantic Chambers of Commerce) and the Nova Scotia Marketing Agency, this magazine focuses upon economic initiatives which look outward to the world marketplace or invite that marketplace to look at Nova Scotia. Each issue contains a section called “Community Spotlight,” and often features CED initiatives. Inquiries about subscriptions can be faxed to 902-494-0997 or sent by e-mail to dsmith@app.ca.

Black to Business

This official periodical of the Black Business Initiative (BBI) is published quarterly in spring, summer, fall, and winter. Its goal is “to support the BBI as it fosters a dynamic and vibrant Black presence within the Nova Scotia Business Community.” Included on the menu is “Business is Jammin,” a BBI program aimed at young Black Nova Scotians. The Black Loyalist Heritage project at Birchtown in Shelburne County is an example of a CED initiative promoted by BBI.

Web site: http://bbi.ns.ca
E-mail: bbi@cbsc.ic.gc.ca

Nova Scotia Business Journal

This monthly newspaper is a tabloid that serves the various business sectors of Nova Scotia. Articles about CED initiatives, RDA activities, and other stories concerning the economic development of Nova Scotia regularly join other business news. The January, 1999 edition featured CED prominently and carried a special supplement on Cornwallis Park, the CED initiative that addressed the closing of CFB Cornwallis. The telephone number for the Nova Scotia Business Journal is (902) 468-8027.

Diversifications

The newsletter for the Canada/Nova Scotia COOPERATION Agreement on Economic Diversification is printed in both official languages under one cover and is published twice a year. The Agreement is co-managed by ACOA and the Department of Economic Development. Its objectives, which collectively promote a healthier economy through diversification, include “improving the business climate, identifying strategic sectors, creating an entrepreneurial culture and lasting jobs in all regions of the province.” As stated
in Appendix C: CED: The Essentials, diversification is integral to sustainable community economic development. The Web site address for *Diversifications* is [http://eda.gov.ns.ca](http://eda.gov.ns.ca).

**Internet Resources**

The Internet houses a wealth of information on community economic development—in Nova Scotia and across the world. The Web sites noted on the following pages are but a selection of the excellent resources available on-line. Many of the sites listed below provide extensive links to other sites, allowing you to navigate your way through CED across the globe.

**Nova Scotia Sites**

*Nova Scotia Government Sites*


This should be your first stop on-line for information about CED in Nova Scotia. This Web site provides a comprehensive introduction to and overview of CED in Nova Scotia. It includes a description and principles of CED, an explanation of the CED support structure in the province, Nova Scotia success stories, and an extensive list of links to key CED organizations and Web sites in Nova Scotia and across the world.

Community Economic Development Division: [www.gov.ns.ca/ecor/ced](http://www.gov.ns.ca/ecor/ced)

CED Cooperatives Branch: [www.gov.ns.ca/ecor/ced/coop](http://www.gov.ns.ca/ecor/ced/coop)

(Contact Fred Pierce by e-mail: fpierce@gov.ns.ca)

Youth Programs: [www.gov.ns.ca/ecor/incent](http://www.gov.ns.ca/ecor/incent)

Youth Entrepreneurial Skills Program: [www.gov.ns.ca/ecor/ced/yes](http://www.gov.ns.ca/ecor/ced/yes)

CEED—Centre for Entrepreneurship Education and Development, Department of Education: [www.ceed.ednet.ns.ca/Who](http://www.ceed.ednet.ns.ca/Who)

*Nova Scotia’s Regional Development Authorities*

Nova Scotia’s Regional Development Authorities are tasked with coordinating and facilitating community economic development on a regional basis. See below for local offices and contact information.

**Antigonish Regional Development Authority**

20 St. Andrews Street
Antigonish NS B2G 2H1
Phone: (902) 863-3330
Fax: (902) 863-4095
E-mail: arda@ns.sympatico.ca
Web: [www.antigonishrda.ns.ca](http://www.antigonishrda.ns.ca)

**Cape Breton County Economic Development Authority**

338 Charlotte Street, 3rd Floor
Sydney NS B1P 1C8
Phone: (902) 562-2201
Fax: (902) 562-2866
E-mail: info@cbceda.org
Web: [www.cbceda.org](http://www.cbceda.org)
Colchester Regional Development Agency
PO Box 181
Truro NS B2N 5C1
Phone: (902) 893-0140
Fax: (902) 897-1157
E-mail: corda@north.nsis.com
Web: Not yet available

Cumberland Regional Economic Development Association
35 Church Street, Box 546
Amherst NS B4H 4A1
Phone: (902) 667-3638
Fax: (902) 667-2270
E-mail: cerc@creda.net
Web: www.crea.net

Guysborough County Regional Development Authority
PO Box 49
Guysborough NS B0H 1N0
Phone: (902) 533-3731
Fax: (902) 533-2064
E-mail: guysrda@atcon.com
Web: www.gcrda.ns.ca

Halifax Regional Development Authority
Unit 9, 11 Glendale Avenue
Lower Sackville NS B4C 3P2
Phone: (902) 869-4040
Fax: (902) 869-4091
Toll-free: 1-800-650-0039
E-mail: hrda@chebucto.ns.ca
Web: www.hrda.ns.ca

Hants Regional Development Authority
Hants East Office
PO Box 13
Elmsdale NS B0N 1M0
Phone: (902) 883-3388
Fax: (902) 883-3024
E-mail: hantsrda@cnova.net
Web: www.hantsrda.ns.ca

Hants Regional Development Authority
Windsor Office
Box 2313
Windsor NS B0N 2T0
Phone: (902) 798-2284
Fax: (902) 798-3254
E-mail: reese.morash@wcec.ednet.ns.ca
Web: http://fox.nstn.ca/~hantsrda

Kings CED Agency
Kentville Office
28 Aberdeen Street, Suite 5
Kentville NS B4N 2N1
Phone: (902) 678-2298
Fax: (902) 678-2324
E-mail: kingsced@fox.nstn.ca
Web: www.kings.nova-scotia.com

Lunenburg/Queens Regional Development Authority
Bridgewater Office
PO Box 39
220 North Street
Bridgewater NS B4V 2W6
Phone: (902) 543-0491
Fax: (902) 543-1156
E-mail: lqrda@atcon.com
Web: www.lqrda.ns.ca
Lunenburg/Queens Regional Development Authority
Chester Office
PO Box 512
186 Central Street
Chester NS B0J 1J0
Phone: (902) 275-5840
Fax: (902) 543-1156
E-mail: lqrda@atcon.com
Web: www.lqrda.ns.ca

Lunenburg/Queens Regional Development Authority
Liverpool Office
PO Box 1223
16 Harley Umphrey Drive
Liverpool NS B0T 1K0
Phone: (902) 354-5658
Fax: (902) 543-1156
E-mail: lqrda@atcon.com
Web: www.lqrda.ns.ca

Lunenburg and Caledonia
By appointment only
1-800-303-1541

Pictou Regional Development Commission
980 East River Road
New Glasgow NS B2H 3S5
Phone: (902) 752-6159
Fax: (902) 755-2722
E-mail: prdc@fox.nstn.ca
Web: www.prdc.com

South West Shore Development Authority
Yarmouth Office
PO Box 131
Yarmouth NS B5A 4B1
Phone: (902) 742-3210
Fax: (902) 742-3107
E-mail: swsday@auracom.com
Web: www.swsda.com

South West Shore Development Authority
Barrington Office
PO Box 237
Barrington NS B0W 1E0
Phone: (902) 637-2847
Fax: (902) 637-1954
E-mail: swsdab@auracom.com
Web: www.swsda.com

South West Shore Development Authority
Shelburne Office
PO Box 189
Shelburne NS B0T 1W0
Phone: (902) 875-2915
Fax: (902) 875-4199
E-mail: swsdas@auracom.com
Web: www.swsda.com

Strait-Highlands Regional Development Agency
Port Hawkesbury:
32 Paint Street, PO Box 2200,
Port Hawkesbury NS B0E 2V0
Phone: (902) 625-3929
Fax: (902) 625-1559
Toll-free: 1-800-546-3390
E-mail: vmacdona@strait-highlands.ns.ca
Web: www.strait-highlands.ns.ca

Strait-Highlands Regional Development Agency
Baddeck:
PO Box 507
Baddeck NS B0E 1BO
Tel. (902) 295-1777
Fax: (902) 295-1864
E-mail: cafuller@auracom.com
Web: www.strait-highlands.ns.ca
Community Organizations in Nova Scotia

Coastal Communities Network www.coastalcommunities.ns.ca

The Coastal Communities Network (CCN) provides a forum to encourage dialogue, share information, and create strategies and actions that promote the survival and development of our coastal and rural communities. CCN qualified as a finalist in the 1998 Nova Scotia CED Awards. See also CCN’s print publication, The Coastal Communities News.

Strait East Nova Community Enterprise Network (SENCEN) www.sencen.ednet.ns.ca/

An information technology partnership of the Strait School Board and the Strait Highlands, Antigonish, and Guysborough Regional Development Authorities, SENCEN won the 1998 Nova Scotia Award for Innovation in CED.

Development Isle Madame www.islemadame.com/dima/

Another award-winning CED organization, Development Isle Madame aids, organizes, and fosters social and economic changes on Isle Madame.

Nova Scotia 4-H http://agri.gov.ns.ca/4h

The 4-H program in Nova Scotia began in 1922, in Heatherton, Antigonish County. From its start with calf and garden projects, today’s 4-H Clubs offer over 40 different projects, and numerous opportunities for friendships, scholarships, travel, and learning skills that will last a lifetime. Over the years, the motto of the
program, “Learn To Do By Doing,” has not changed—nor has the belief in the accomplishments of young people, or the goal to encourage today’s members to become tomorrow’s leaders.

IDEA Nova Scotia—Initiative for Developing Entrepreneurial Activity for Persons with Disabilities

www.entrepreneurshipdisability.org

Sponsored by the Abilities Network, this site offers a wealth of information on entrepreneurship, particularly for and by persons with disabilities. The Profiles page features Nova Scotians with disabilities who have established their own businesses.

CED Centres and Institutes in Nova Scotia

Community Economic Development Institute and Tompkins Institute, University College of Cape Breton

www.uccb.ns.ca/

Father Jimmy Tompkins went to Reserve Mines, Cape Breton, after his stint in Canso and continued his work in community economic development. A housing co-operative was a major focus there. In more recent times, New Dawn Enterprises has continued the CED work begun by Tompkins. It is in this rich context that UCCB, with its initiatives such as the Community Development Research Project (http://www.uccb.ns.ca/eca/) and the Tompkins Institute’s work in Mexico, has become a international leader in CED education. Like the CED Centre at the Nova Scotia Community College in Truro, UCCB’s CED Institute is a source for material and human resources information.

The Coady International Institute, Saint Francis Xavier University http://www.stfx.ca/institutes/coady/

This Web site has a number of items on its menu, including History and Philosophy of the Institute, Programs, Partners and Linkages, and Co-operative Development.

Canada Sites

Provincial Government Sites

All four Atlantic Provinces have government departments (ministries) devoted to economic development. These government departments contain divisions dedicated to economic and community development. Some of these departments and divisions produce magazines and/or newsletters which focus on CED initiatives, locally, provincially and elsewhere. In most cases, resources in all these operations can be accessed using the Internet.


This should be your first stop on-line for information about CED in Nova Scotia. This Web site provides a comprehensive introduction to and overview of CED in Nova Scotia. It includes a description and principles of CED, an explanation of the CED support structure in the province, Nova Scotia success stories, and an extensive list of links to key CED organizations and Web sites in Nova Scotia and across the world.

Prince Edward Island—Department of Development, Community Development

www.gov.pe.ca/development
New Brunswick—Department of Economic Development, Tourism, and Culture www.gov.nb.ca/edt/

New Brunswick—Regional Economic Development Commissions www.cbsc.org/nb/

Newfoundland and Labrador—Department of Development and Rural Renewal www.gov.nf.ca/drr/
Also: www.gov.nf.ca/drr/ (go to Economic Zones and Contacts)

Newfoundland and Labrador—Economic Development www.linkproject.nf.ca

Federal Government Sites

Atlantic Canada Opportunities Agency (ACOA) www.acoa.ca/e/index.shtml

ACOA is the federal government’s economic development agency for Atlantic Canada.

Canadian Rural Partnership www.agr.ca

The Canadian Rural Partnership is a federal government initiative whose goal is to enhance quality of life in rural communities and better equip them to compete in a global economy, so that rural communities are able to contribute fully to the growth and stability of Canada.

Co-operatives Secretariat www.agr.ca/policy/coop/

Co-operatives Secretariat is an agency of the federal government. It provides information on co-operatives in Canada (primarily) and elsewhere.

Enterprise Cape Breton Corporation—ECBC www.ecbc.ca

ECBC is the federal government’s economic development agency in Cape Breton. Check out www.capebretonbusiness.com for information on their CED programs.


A major thrust of HRDC in Nova Scotia is community-capacity building—helping communities to develop the ability to become more self-sufficient.

Industry Canada—Connecting Canadians www.connect.gc.ca/

Connecting Canadians is the federal government’s vision and plan to make Canada the most connected country in the world. A good site to find out about programs to help communities discover the opportunities available and advantages of becoming connected to information technology.

CED Centres and Institutes/Community Organizations in Canada

The Community Economic Development Centre, Simon Fraser University www.sfu.ca/cedc/

A very rich resource, the menu for this site includes Definition: What is CED?, Co-operatives and CED, and Stories of CED
Centre for Community Enterprise www.cedworks.com/

This British Columbia site lists a number of CED-related items including Local Empowerment, Co-operatives, Sustainable Development, CED Links, and information about its magazine, *Making Waves*.

Canadian Co-operative Association (CCA) www.coopcca.com/youth/

The Canadian Co-operative Association (CCA) is the national umbrella organization of Anglophone co-operatives. The CCA supports and promotes co-operative enterprise in Canada and around the world. Included on this site is an excellent introduction to co-operatives and how they operate.

Geode http://w3.tyenet.com/geode/

Geode is a community-based, non-profit organization that organizes and educates people interested in sustainable economic opportunities in the Sudbury, Ontario, region. The value of this site is its clear, accessible language in explaining CED and its associated principles.

Rural and Small Town Programme—Mount Allison University www.mta.ca/rstp/

The Rural and Small Town Programme (RSTP) is an independent university-based research centre dedicated to exploring and resolving social, environmental, and economic issues facing small communities in Canada.

**International Sites**

*CED Centres and Institutes/Community Organizations Internationally*

The Asset-Based Community Development (ABCD) Institute www.nwu.edu/IPR/abcd.html

Pioneer of asset-based community development John McKnight heads this Institute located at Northwestern University in Chicago.

The Enterprise Development Web site—Community Economic Development www.enterweb.org/

This page lists, describes, and rates electronic resources related to community economic development. Several Canadian sites are among those featured. “Version francaise” available

International Institute for Sustainable Development http://iisd1.iisd.ca

This site is Canadian-based, but internationally focussed.

The World Wide Web Virtual Library Sustainable Development www.ulb.ac.be/

Hosted by the Université Libre de Bruxelles, this is a useful gateway to on-line resources on Sustainable Development.
Community Resources

CED is a process that depends on the participation and enthusiasm of a broad representation of the community. In the regional in-services held in the fall of 1999 for the CED curriculum supplement, over one hundred Nova Scotians involved in CED at a variety of levels came out to meet teachers and discuss how they could support teachers in implementing this curriculum in grade 9 social studies.

Students can draw on a variety of community resources to support and enhance their learning. Teachers are encouraged to contact their local Regional Development Authorities (see pages 87–89) and community organizations (see pages 90–91) to access those individuals who are willing to

- speak to class about a CED project
- talk to students about CED principles and opportunities
- talk to students about their CED organization, its mandate, and initiatives
- help teachers identify local CED projects and resources
- involve students in a CED project