



Building the Economy on Community Capacities: the Spence Neighbourhood

Human beings exist wholly within nature as part of the natural order in every respect.” ... “economies aren’t supernatural ... although economists act as if they are” (Jane Jacobs 2000)

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The new Spence Skills Bank, established by the Capacity Inventory Project is located at 563 Ellice Avenue, Winnipeg MB R3B 3C6, Phone: 783-9410 or Fax: 986-7092



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The Capacity Inventory Project represents the time and effort of local residents, a committed steering committee, dedicated interviewers, supportive community-based organizations and generous neighbourhood businesses who believe that people working together at the local level can, with strong determination, make real their vision of a satisfying life for all. This Report records new understanding of the capacities of the Spence neighbourhood. Interpretation of the data and experience gained through the Project is the result of discussion in research meetings and meetings of the CED Committee. The research team must thank our local councillor, Harvey Smith and our MLAs, Robert Altmeyer and Andrew Swan for attending events and contributing in financial and other ways to the success of the Project. A number of local businesses have also supported events: Harry's Foods, MaryJane's Cooking School, Pizza Boyz and X Cues. This Winnipeg Inner City Research Alliance (WIRA) project is funded by the Social Science and Humanities Research Council of Canada (SSHRC) and the Canada Mortgage and Housing Corporation (CMHC). Tom Carter and Jillian Golby have provided continuing support for the Project. Anita Friesen, provided valuable editorial comments.

Explanatory note on structure

Section 1 is the Community Report. It emphasizes the importance of providing information to the 312 residents of the Spence Neighbourhood who contributed their time to this research. It also states in very direct, non-academic language, what has been learned about the capacities that exist in the Spence Neighbourhood. It provides a snapshot of the neighbourhood and shows that there are many talented people in the area with valuable skills, experience and gifts. This research provides some of the information needed for future action – for social and economic development activities that build on existing assets.

The Community Report is meant to stand alone and provide the highlights of the Capacity Inventory Project. If you would like more details on the Project, asset-based community development, and participatory action research you should read Section 2: The Comprehensive Report. If it is not attached to this document please contact the Spence Neighbourhood Association, the House of Opportunities, Menno Simons College or the Winnipeg Inner City Research Alliance for the full report. The newly formed 'Spence Skills Bank' needs the support of residents, businesses and community associations to be successful. The more residents and organizations use it, the more effective it will be in helping to build on the wealth of skills that exist in this unique neighbourhood. Strangely enough, if this and other CED projects are successful, then the community network will grow and word-of-mouth will be enough to connect skilled people to the formal and informal jobs that exist in Spence Neighbourhood.

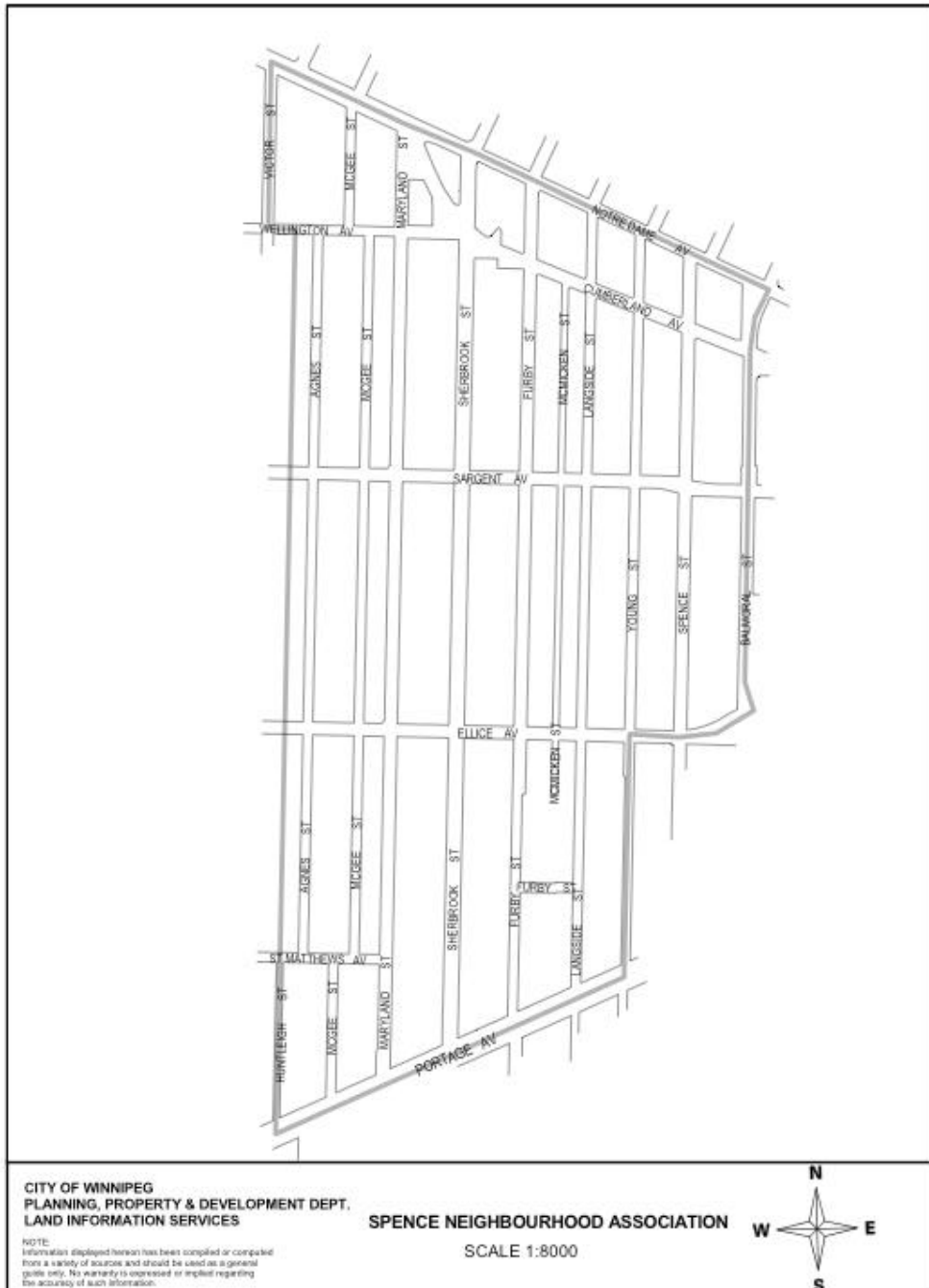
Section 2, the Comprehensive Report provides a detailed account of the method and results of this action research project and attempts to contribute to the growing

understanding of community-based development. It provides a case study of the capacity-focused research that is attracting interest in Canada and other parts of the world (Oxfam, Asset-based Community Development Institute, Evanston IL).



Interviewing and Promoting the Project at community events: (Top) E. Wiebe , J. Hay and E. Whitford; (Middle) E. Merasty and helper; (Bottom) square dancers.

Figure 1: Map of Spence Neighbourhood



Quick Overview of the Capacity Inventory Project

The Capacity Inventory Project has contributed to Community Economic Development in the Spence Neighbourhood by identifying the assets that are a foundation for employment, training, trading and new enterprise in the Spence Neighbourhood. This Project represents a partnership between the university and the community which has drawn on the knowledge and experience of the Spence Neighbourhood Association (SNA), the House of Opportunities (HOO) and members of the Spence Neighbourhood Community Economic Development (CED) Committee. These partners worked with the principal investigator, Judith Harris, from Menno Simons College (a partner in the Canadian Mennonite University) at the University of Winnipeg.

The Goal of the Project was to strengthen resident participation in community economic development.

The Objectives of the Project were to identify capacities of residents of the Spence Neighbourhood; to develop a system connecting the capacity of residents and community-based organizations to organizations and businesses that need workers with those capacities; and to determine the most appropriate organization to host the capacity inventory database.

By the completion date of the Project in December 2004, a computer workstation for the new Skills Bank had been established next door to the House of Opportunities. Residents began to register themselves with the Skills Bank, update their file, search the bank of business and organizational members and print out new business cards at this workstation.

The growing database of resident capacities is a rich resource for the study of the neighbourhood economy. The Skills Bank can answer a range of queries, linking people to jobs, pinpointing training needs, and identifying potential economic associations and businesses.

The Capacity Inventory Project supports the principle of social inclusion, based on a “whole economy” model that acknowledges the value of non-market activities as well as formal market activities. Cash poor neighbourhoods can benefit from barter, mutual aid, voluntarism and household production. The database highlights potential for trading skills and for mentoring. While labour force statistics on the occupational structure of the neighbourhood are detailed by Census Canada and Human Resources Development Canada (HRDC), this data organized by national occupational category, fails to cover the full range of human resources available. The Capacity Inventory is more inclusive, recording the skills of those who are not actively seeking work (including the “discouraged worker” and retirees), of those who face barriers to regular employment, and of those whose skills may not be demanded by the “global economy” but are never-the-less important in the community. These are assets that are valued and registered in the new Skills Bank. Measured against the labour force statistics presented in National Occupational Categories (NOC-s), the Spence economy looks bleak.

This Project attempts to describe more accurately, the “Whole Economy” of the Spence Neighbourhood. The Summary of the Spence Capacity Inventory, Figure 2 (below) presents the results of the 312 interviews conducted by the research group with residents of the Spence Neighbourhood. Some of the 312 people who agreed to be interviewed did not register as Skills Bank members. The sample as of December 2004 is small, 9% of the population, but the database continues to grow with new interviews and additional members.

Skills that are found in maximum percentages of our sample (80% or more) are:

maintenance – cleaning (90%) caring for children (84%); listening (82%) cooking (81%)

Medium to high percentages of the following skills are found (40% -79%):

| | | |
|--|-------------------------------|----------------------------|
| caring for babies (76%) | budgeting (45%) | budgeting (45%) |
| visiting the lonely or ill (73%) | cash register (52%) | data entry (44%) |
| snow shovelling (71%) | writing (52%) | fixing leaky faucets (43%) |
| painting (70%) | health care for elderly (52%) | directing office (42%) |
| cooking (63%) | caring for pet (50%) | fixing fences (42%) |
| internet (63%) | contacting people (47%) | food for 10+ (42%) |
| word processing (62%) | organizing an event (47%) | interviewing (42%) |
| typing (60%) | sales (47%) | floor sanding (41%) |
| baking (59%) | wall papering (47%) | sewing (41%) |
| yard maintenance (59%) | second language (47%) | drywalling (40%) |
| providing companionship (58%) | caulking (46%) | tracking supplies (55%) |
| gardening (56%) | feeding the sick (46%) | |
| caring for children with special needs (55%) | fixing clogged drains (45%) | |
| caring for sick (55%) | maintenance-washing (46%) | |
| committee participation (42%) | business letters (45%) | |
| | leather and beadwork (40%) | |

Low percentages of the following skills were found (less than 20%):

| | |
|----------------------|---------------------------------|
| grant writing (19%) | radio repair (16%) |
| VCR repair (19%) | jewellery repair (14%) |
| web design (19%) | washer/dryer repair (14%) |
| hair dressing (18%) | heating/cooling (11%) |
| traffic repair (18%) | large household equipment (10%) |
| cabinet making (17%) | stained glass (8%) |
| brick laying (17%) | installing alarms (7%) |
| TV repair (17%) | installing pools (6%) |
| pottery (16%) | elevators (3%) |

The value of these skills is determined by demand in the neighbourhood and in the larger “market”. For example, the importance of basic household maintenance skills in SN depends on the demand for this skill locally and in Winnipeg. Real demand must, however, factor in people’s ability to pay. Low-income neighbourhoods may have demand that is not effective – it is not recorded on the market. Residents may also have demands that do not exist in higher income neighbourhoods. A good example is the demand for goods in small quantities since bulk goods are too expensive. There is a greater need for bus service in low-income areas.

The data in Figure 2 show that people in the Spence Neighbourhood are investing in social capital: a high percentage of the population indicate that one of their skills lies in visiting the lonely or sick (75%); large numbers are good listeners (82%), care for children (82%) and babies (75%) and 58% provide companionship. These skills may not lead to employment but they are essential contributors to general wellbeing. This wealth of capacity in the categories of “Family Support” and “Health Care” may be explained by the higher demand for such services in lower income neighbourhoods. The economy, when viewed in its entirety (formal and informal), tends to provide what is needed.

The Spence Neighbourhood economy reflects the great diversity of its residents: artisans with skills from the north and from countries around the world, family support skills that are in demand in the inner city and elsewhere in Winnipeg, and home maintenance and renovation skills to maintain the stock of stately houses that line the streets of the inner city. Statistics Canada and Human Resources Development Canada record and support only those skills that are marketed. The neighbourhood however, can benefit from the whole range of capacities that enrich the community.

This people-centred (rather than production-centred) perspective is the foundation for a more inclusive society. It requires a more “relation-intensive” approach to employment and an appreciation for the many varied ways in which people can provision themselves and their families. The newly established “Spence Skills Bank” consists of a functioning database, resident members who have agreed to enter their skills, and businesses and community associations who have agreed to be member organizations. The challenge now is to effectively use, expand, and learn from this emerging database of information for the benefit of the neighbourhood and as a basis for further research into community-based development.

Figure 2: Summary of Capacity Inventory

| SKILLS | No. | % | SKILLS | No. | % | SKILLS | No. | % |
|-------------------------|-----|----|--------------------|-----|----|---------------------|-----|----|
| ART | | | RECREATION | | | SMALL REPAIR | | |
| Dancing | 94 | 30 | participate in | 188 | 60 | jewellery | 42 | 14 |
| Singing | 97 | 31 | lead activity | 106 | 34 | radios | 50 | 16 |
| playing instrument | 77 | 25 | MAINTENANCE | | | TVs | 52 | 17 |
| making jewellery | 71 | 23 | cleaning | 280 | 90 | VCRs | 58 | 19 |
| graphic arts | 73 | 24 | washing | 144 | 46 | motor vehicles | 82 | 26 |
| leather/beadwork | 125 | 40 | snow shovelling | 221 | 71 | household equip. | 30 | 10 |
| making stained glass | 26 | 8 | fix clogged drain | 139 | 45 | washers/dryers | 43 | 14 |
| Pottery | 49 | 16 | fix leaky faucet | 133 | 43 | heating/cooling | 37 | 12 |
| Painting | 116 | 37 | caulking | 142 | 46 | elevators | 9 | 3 |
| Sewing | 129 | 41 | floor sanding | 129 | 41 | FOOD | | |
| Writing | 161 | 52 | wood stripping | 111 | 36 | cooking | 254 | 81 |
| Knitting | 70 | 22 | painting | 217 | 70 | food for 10+ people | 131 | 42 |
| Drawing | 117 | 38 | wall papering | 148 | 47 | catering | 91 | 29 |
| Photography | 111 | 36 | fix porch | 107 | 34 | bartending | 82 | 26 |
| FAMILY SUPPORT | | | fix fence | 131 | 42 | butchering | 70 | 22 |
| visit the lonely or ill | 228 | 73 | fix locks | 98 | 31 | baking | 184 | 59 |
| Listening | 257 | 82 | garage | 87 | 28 | OFFICE | | |
| care: children | 263 | 84 | furniture repair | 98 | 31 | typing | 186 | 60 |
| care: babies | 236 | 76 | RENOVATIONS | | | operate equip. | 80 | 26 |
| care: special needs | 170 | 55 | tiling | 99 | 32 | business letters | 139 | 45 |
| Cooked | 196 | 63 | drywall | 124 | 40 | tracking supplies | 171 | 55 |
| cared for pet | 157 | 50 | plumbing | 88 | 28 | bookkeeping | 117 | 38 |
| HEALTH CARE | | | electrical | 72 | 23 | directing office | 130 | 42 |
| Elderly | 163 | 52 | bricklaying | 54 | 17 | budgeting | 140 | 45 |
| mentally ill | 112 | 36 | cabinet making | 53 | 17 | interviewing | 130 | 42 |
| Sick | 171 | 55 | insulating | 112 | 36 | COMPUTERS | | |
| Disabled | 145 | 46 | plastering | 106 | 34 | word processing | 192 | 62 |
| Feeding | 144 | 46 | soldering | 72 | 23 | data entry | 136 | 44 |
| Bathing | 102 | 33 | laying concrete | 84 | 27 | internet | 196 | 63 |
| Companionship | 182 | 58 | floor coverings | 92 | 30 | excel | 122 | 39 |
| COMMUNITY WORK | | | chimneys | 39 | 13 | access | 80 | 26 |
| change a policy/law | 72 | 23 | heating/cooling | 36 | 12 | web design | 59 | 19 |
| Survey | 121 | 39 | siding | 85 | 27 | SECURITY | | |
| contact people | 147 | 47 | windows | 99 | 32 | guarding | 69 | 22 |
| organize an event | 148 | 47 | swimming pools | 17 | 6 | traffic control | 56 | 18 |
| write grant proposal | 60 | 19 | GARDENING | | | Installing alarms | 22 | 7 |
| committee partic. | 130 | 42 | gardening | 176 | 56 | MISC | | |
| TEACHING | | | yard maintenance | 183 | 59 | driver's license | 92 | 30 |
| volunteer: children | 93 | 30 | SALES | | | hair dressing | 55 | 18 |
| Tutor | 102 | 33 | cash register | 161 | 52 | second language | 141 | 47 |
| Teach | 84 | 27 | sales | 148 | 47 | supervising | 140 | 45 |
| | | | small business | 48 | 16 | | | |

POLICY AND RESEARCH RECOMMENDATIONS

Policy Recommendations

- ◆ **Support for training, jobs and working arrangements that meet people “where they are at”**
 - ◇ widen the field of employment programs to encourage jobs that are flexible, meaningful and appropriate for “where people are at”, for example odd jobs and temp jobs
 - ◇ increase access to child care and recognize that parents may need to get to interviews and other appointments on short notice
 - ◇ subsidize bus transportation to jobs and provide free transportation to work sites
 - ◇ support volunteer placements that provide a combination of learning and honoraria
- ◆ **Welfare regulations and programs:** encourage rather than penalise people who are trying to get back into the work force and those who are trying to make ends meet.
- ◆ **Creating space for legitimate informal activity**
 - ◇ acknowledge the importance of the informal sector to community development and sustainable livelihoods
 - ◇ allow people time to meet needs in the informal sector by supporting job-sharing and other creative work arrangements
 - ◇ encourage/promote community gardening by establishing policy at the municipal level
 - ◇ invest in community space for meetings, discussions and organizing
- ◆ **Employment Intermediaries:** support employment intermediaries such as House of Opportunities, Opportunities for Employment, Core Temporary Services and the Skills Bank that foster development of soft as well as hard skills (also see Lowen et al 2005)

Research Recommendations

- ◆ **Giving Back to the Community:** Research projects like government programs have the option of investing funds in the community by following CED principles, a “best practices” approach that reaps benefits in more accurate data collection and in extending the reach of the project.

- ◆ **Social Incubators:** further analysis is needed of strategies for incubating associations, clubs and micro-enterprise in low-income areas. Hiring entrepreneurs to lead crews, is an option being explored by the Skills Bank.

 - ◆ **Exploration of Alternative Work Arrangements:** there is a lack of information on needs and opportunities for alternative work arrangements that allow greater flexibility for the employee.

 - ◆ **Whole Economy Policy Analysis:** research is needed into the workings of legitimate informal sector activity and policy that would create space for non-market activities that support community livelihoods.

 - ◆ **Market Surveys for Enterprise:** potential new small businesses or co-operatives that build on Skills Bank Capacity Inventory include landscaping, cleaning or insulating crews, artists' co-operative, recycling construction materials, co-operative bakery, sewing and tailoring co-operative, moving or delivery van service, supply of business services on part-time basis, and inner city research services.

 - ◆ **Entrepreneurial Skills:** study of motivational strategies for residents of the inner city

 - ◆ **Stages Models for Preparing Workers:** examine the continuum of steps in working with "clients" by tracking 100 clients.
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Section 1: The Community Report

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1. WHAT IS THE CAPACITY INVENTORY PROJECT

INTRODUCTION

1.1 Background

The Capacity Inventory Project is “action research”. That means that it is both a university – community research project and a project that will have very practical results for residents. This project will help residents to understand the many different skills or capacities that exist in the Spence Neighbourhood but its aim is also to match skills to jobs.

There are three partners involved: the Spence Neighbourhood Association (SNA), the House of Opportunities (HOO) and Menno Simons College (MSC), a member of the Canadian Mennonite University located at the University of Winnipeg. The Project is funded and supported by the Winnipeg Inner-City Research Alliance (WIRA) through the University of Winnipeg.

The idea for the inventory came from residents who realized that community economic development must be based on the skills available. Residents at Spence Neighbourhood meetings said that their neighbours had many skills. They were for example artists, electricians, child-care providers and community activists. But there was no list of who had what skills. At the same time, there was a feeling that there were businesses, residents and organizations in need of these skills.

The three research partners decided to work together to identify neighbourhood skills and to create a user-friendly computer database that would link residents to groups, businesses and neighbours looking for their skills. The Capacity Inventory Project has been steered by the SNA Community Economic Development Committee, which is comprised of Spence residents and community development workers.

Residents may remember from the summer of 2004 that the three main activities that made up the Capacity Inventory Project were: interviews, computer database design, and the Skills Bank launch.

Four key working definitions are central to the research:

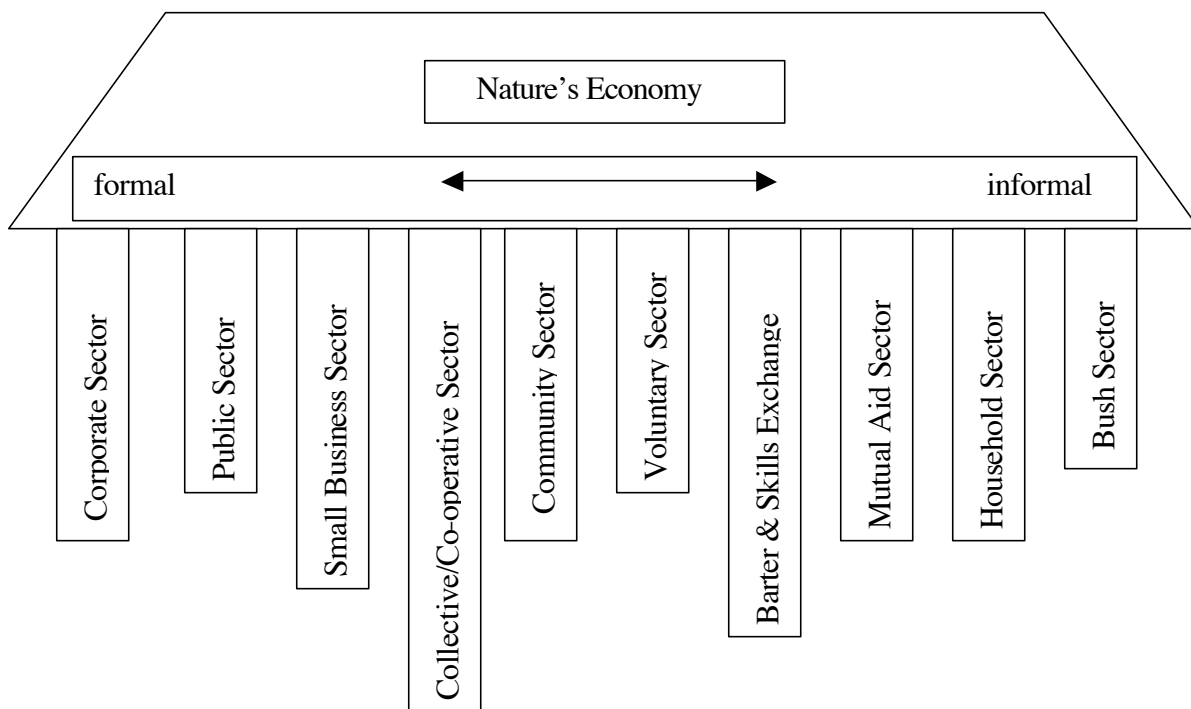
Community Development: a process of endogenous change that leads to greater satisfaction of universal values: life sustenance, self-esteem, and freedom. (based on Goulet, 1995, 41)

Asset-based Community Development: Community development strategy that starts with what is present in the community, the capacities of residents and workers, the associational and institutional base of the area – not what is absent or what is problematic, or what the community needs. (Kretzman and McKnight 1997)

Capacity: Power, faculty or talent that all men and women have, whether rich or poor even though it may not be apparent to others or to the individuals themselves. (Eade 1997)
 Communities may have capacity at the individual and at the collective or organizational level. Capacity may find expression in formal employment, in household and voluntary work or may remain unused.

Whole Economy Model: A representation of the economy that goes beyond what is produced in the formal, money-based market. Ross and Usher (1986) include a range of sectors from household through mutual aid and co-operative to the corporate sector. The informal sector is more creativity intensive and is based on trust, reciprocity and altruism. The formal sector is capital intensive and is based on values related to profit maximization and individualism. The model below, adapted from Ross and Usher (1986), is fundamental to the notion of community development as it is understood in this project. Activity in all sectors, if it meets a need is valued and when an activity keeps wealth in the community, it may be more valuable from a community development perspective.

Figure 3: Sectors in the Whole Economy (from Ross and Usher, 1986)



1.2 Interviews

The first step was to interview residents about their skills and to give them the opportunity to put their skills in a database so that they would then become Skills Bank members. Our community interviewers worked tirelessly, interviewing door-to-door, and at various organizations (House of Opportunities, St. Matthews Maryland Community Ministry) and at community events like the Sargent Street Festival. You may have met one of our

interviewers. Skills Bank members were offered free business cards that would help them tell others about their talents and abilities. Our staff also interviewed businesses about their local hiring practices and what, if anything, would entice them to use a Skills Bank.

1.3 Computer Database Design

The second step in the Capacity Inventory Project involved creating a people-friendly, computerised database for storing both residents' skills and job opportunities offered by businesses. We were fortunate to find a talented database designer from Opportunities for Employment (Brenda Neubauer), who worked with us to put in place a system which residents could use and that could answer both community and research questions. Once the database design was completed (November, 2004) residents' skills were entered. Since the open house, residents continue to drop in to use the workstation set up at 563 Ellice Avenue, updating their files and searching the data entered by employers on jobs that are available, and revising their business cards.

1.4 Skills Bank Launch

The third step in the Capacity Inventory Project was launching the Skills Bank for community use. The community helped us celebrate at an open house, which was held November 26th from 12 to 4 pm. Since that time, we have been promoting the Skills Bank to local businesses and residents, and have had some success in finding odd jobs for residents. The Capacity Inventory Project has also held an introductory computer class for the community. The database is capable of highlighting training needs. This computer course is an example of how we can effectively use the information that we have been gathering since June 2004.

The Project Co-ordinator has been keeping in touch with community residents and organizations on an ongoing basis through mail-outs, by holding events and by advertising in the West Central Streets newspaper and the Spence Neighbourhood Association's newsletter.

2. WHO WAS INVOLVED?

STAFF, PARTNERS, STEERING COMMITTEE, AND INTERVIEWERS

The following people have been closely involved with the Project:

Lee Ann Beaubien, Co-ordinator, is the most recognizable face behind the Project. She has written the community questionnaire, managed the interview process, established the database system, entered data and maintained contact with members and businesses.

This Project is based on a productive relationship among three partners who, along with the Co-ordinator, make up the research group. The partners are Inonge Aliaga, Director, Spence Neighbourhood Association; Earl Fast, Manager, Community Development Program, House of Opportunities (an Opportunities for Employment project); and Judith Harris, Principal Investigator and Associate Professor, Menno Simons College.

The Project was steered by the SNA Community Economic Development Committee which has at various times included: Judy Friesen (St. Matthews Maryland Community Ministry); Tamila Friesen (St. Matthews Maryland Community Ministry); Joan Hay (House of Opportunities); Sue McKenzie, (SNA Image Committee); Trudy Turner (West End Biz); Erika Wiebe (Child and Family Services and editor of West Central Streets); Joel Casselman, (Community resident); Tim Henderson (Community resident); Wilder Robles and Maggie Friesen, (SNA Past President and President); Katrina Vitko (University of Winnipeg student).

Finally our dedicated Project interviewers were Katarina Cvitko, Laurene Enns, Melissa Croft, Carol Moar, Cynthia Paguinto, Tim Henderson, Danielle Davis, Ernest Merasty, Elaine Whiteford, Brad Unger, Andrea Guimond.

3. HOW DID WE DO THE RESEARCH

METHODOLOGY

Participatory Action Research is about people doing research for themselves so that they can collect the information they need to take action.

Participatory Action Research or PAR is not the traditional laboratory-based activity that you think of when you hear the word research. You will not see any researchers with clipboards and white coats. PAR is known for its ability to get people involved and its flexibility, changing to suit the needs of the people involved and the place where its taking place. This Project used an interesting set of tools including interviews that were set up in surprising places; community events that looked more like celebrations than research; networking to take advantage of opportunities to learn from local organizations; and guiding CED principles.

3.1 Interviewing

Door-to-door interviewers covered streets between Balmoral and Agnes and from Portage to Notre Dame. A flyer describing the Capacity Inventory Project was distributed to residents in advance, noting who to contact if they wished to become involved. Staff were interviewed on CKUW and an article in West Central Streets announced that people would be coming to interview residents on their skills.

3.2 Community organizations

The interviewers set up at a variety of community organizations, including House of Opportunities, University of Winnipeg, St. Matthews Maryland Community Ministry, St. Andrews Family Centre, West Central Women's Centre and Magnus Eliason Recreational Centre. This gave us an opportunity to meet with people in familiar places and to inform ourselves on how the Skills Bank could fit into the community in a productive way.

An impressive number of organizations and businesses in the West Central Area (this includes the Spence Neighbourhood) are guided by seven Community Economic Development principles. The Capacity Inventory Project was significantly influenced by

these principles. Those involved in this research believe that following these principles has contributed to the success of the Project and vice versa, the community has benefited from the fact that the Project has been faithful to these basic ideas.

1. Use of locally produced goods and services
2. Production of goods and services for local use
3. Local skill development
4. Long-term employment of local residents
5. Local decision-making
6. Neighbourhood stability
7. Human dignity

3.4 Research activities

The goals of the Project activities were: to create awareness about the Skills Bank; to recruit residents for interviews and build membership; to invest in local skills; and to build community relationships among residents. Although unconventional, this research tool was central to the participatory approach that was employed. By keeping in touch with residents and by interviewing at events that contribute to the neighbourhood, the researchers worked to break the barrier between the community and the university. Neighbourhoods that are over-researched and are dominated by government services are rightly impatient to see results. The following activities not only helped keep people informed but also made use of local businesses and showed a commitment to Spence.

a) The Project held a **community dinner** April 23, 2004 to introduce residents to the Skills Bank and conduct interviews. The event was well attended with approximately 150 people present. A spaghetti dinner was served by the Community Economic Development Committee. Residents were able to share their skills in a Skills Bank bingo game and got to kick up their heels with a square dance.

b) The Project staff interviewed at the **Spence neighbourhood clean-up** May 8th.

c) The Project staff attended the **X-Cues celebration** June 26th and June 27th. Watermelon and popcorn were also distributed free for children or those who were interviewed.

d) The Project held a **picnic** at Furby Street Park on July 10th. Information on the Skills Bank, games, face painting and refreshments were available. Residents also had the opportunity to be interviewed and register their skills in the Skills Bank.

e) The Project co-operated with the Inner-City Aboriginal Neighbours on a **BBQ** August 12th. Due to rain the event had to be moved indoors. Colourful cotton candy and helium balloons were distributed. Approximately 200 residents attended the event. Appointments were made for interviews.



(Top) square dancers, community members, (Mid) Stuart and Russell, (Bot) T. Turner (CED Committee) , L. Enns (interviewer)

f) The Project held an **Open House** to launch the Skills Bank on November 26th. Activities included a Power Point show of how to use the database, Skills Bank bingo and a door prize draw. Refreshments were served. Approximately 50 residents and organizations attended the event. Information about the Skills Bank was disseminated and contacts were made with organizations outside of SN.

g) An **introductory computer class** was held November 20th, November 27th and December 4th from 9-11a.m. There were four regular participants. Feedback from these participants was very positive. Where appropriate, the Skills Bank may play a role in making arrangements for short courses.

3.5 Challenges for the Capacity Inventory Project

The hurdles faced by the Project have been mainly in promoting and keeping in touch with members because of the number of times residents move and the number of people without a phone. Following up and contacting people about training or job opportunities has been difficult since about half of the people interviewed have had their phones disconnected or moved since they were first interviewed and often our mail has been returned. This has posed problems for notifying people about job opportunities, which generally require the worker within 24 hours. There have also been a few challenges with using our new Skills Bank when members fail to show up at a job. As a result, a 'three strikes you're out' policy has been enacted. As the newly established Skills Bank becomes better known and better used, it should develop a reputation for providing reliable employees to the community and providing good work opportunities for residents.

4. WHAT CAN THE NUMBERS TELL US?

STATISTICAL RESULTS

Project staff interviewed 312 people in the Spence Neighbourhood about their skills. From this information, the new Skills Bank that is being put in place will help to connect people to businesses, community based organizations, other people and training opportunities. This is one important goal for the project.

The information in Figure 2 (page ix) on the capacities of the 312 people interviewed is limited for research purposes because at 9% of the actual population, it cannot capture the great range of differences among the residents of Spence Neighbourhood. Interviewing, however is on-going as more people become members of the Skills Bank. With time, the database will produce more accurate information to describe the whole economy of the Spence Neighbourhood.

5. WHAT DID WE LEARN FROM THE RESEARCH?

FINDINGS AND RECOMMENDATIONS

Based upon the 312 residents interviewed, the Project has been able describe the assets of the Spence Neighbourhood. Furthermore, the data helps us to identify potential training courses that community residents are interested in or would like to teach. The information

has identified the community's interest in trading, volunteering, odd jobs and clubs or associations of people with similar skills. Residents who registered their skills and have become members have been placed in the database so they can be matched with employment or trading opportunities.

In a nutshell, the Capacity Inventory Project has identified the following benefits that a Skills Bank might bring to a community. The Skills Bank can:

- ◆ identify odd jobs that can be filled by local residents
- ◆ assist workers in establishing a reputation and provide references
- ◆ encourage businesses, organizations and residents to hire locally
- ◆ encourage trading or bartering opportunities through the local newspaper
- ◆ identify resident interest in volunteering and connect people through notice boards and community-based organizations
- ◆ identify training opportunities and organized classes (ex. computer classes in Dec. 2004)
- ◆ identify potential for formation of associations (for example: sewing club, carpenter's co-operative) and initiate meetings
- ◆ create new partnerships with other organizations to take advantage of and help to nurture local skills and capacities (including the House of Opportunities, the Healthy Living Program and the University of Winnipeg)
- ◆ provide a model of capacity inventories for use in other neighbourhoods and communities
- ◆ identify gaps in economic development
- ◆ never take the place of other services but connect people to resources that already exist
- ◆ build social capital so that spontaneous connections and trading take place without the need for outside assistance

6. HOW CAN WE BUILD ON THE SKILLS OF SPENCE NEIGHBOURHOOD?

FUTURE DIRECTIONS

6.1 Associations, Clubs, Cooperatives or Businesses

The new Skills Bank is interested in establishing work crews, associations and businesses. By bringing people with like or complimentary skills together, the new Skills Bank will help to

establish supportive work groups and can make plans for training and new business initiatives.

Based on the data in Figure 2, the following economic groupings might have promise:

- ◆ Landscaping, cleaning and home insulating crews
- ◆ Artists' cooperative
- ◆ Construction materials recycling
- ◆ Bakery
- ◆ Sewing and tailoring co-operative
- ◆ Moving or delivery van service
- ◆ Business services on part-time basis (ex. promotion, secretarial, inventorying)
- ◆ Inner city research services: ex. interviewing, focus groups, data entry

6.2 Helping people meet their needs through work and trade

In the future, the newly established Skills Bank will continue to develop its relationships with residents and businesses to encourage local hiring and trading. This will involve continuous advertising and hosting events for promotion. The focus will be on trading and odd jobs, to ensure that the Skills Bank complements the proposed temporary employment agency that is being established by the House of Opportunities. The “temp” agency will be focussed more on part-time and full-time positions, as it has the means to assist more with “soft skills” development (resume preparation, job searching skills etc.) The odd jobs piece will involve linking residents to businesses or residents who need their services on a short-term basis (i.e. landscaping, small household repairs, babysitters or snow shovelling). The Skills Bank members and their employers will be responsible for negotiating the terms of trade. The Skills Bank will also become more involved in trading, for example by connecting people to the Local Exchange and Trading System (LETS) and encouraging people to list their skills in the West Central Streets “Community Exchange” column. Skills Bank members will continue to receive free business cards. The Skills Bank will also identify and conduct more training sessions that are of interest to the community. This could include further computer courses, Aboriginal language instruction, drivers’ instruction and food handling certification.

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1. INTRODUCTION

The perception among residents in the Spence Neighbourhood is that this is a community that has many assets. One source of wealth is the culturally diverse population. In the 1996 Census, 28% of the population was Aboriginal. A further 39.2% identified themselves as belonging to a visible minority. Of these, the top three ethnic groups represented were Filipino, Southeast Asian, and Chinese. Linked to this diversity are the many restaurants and small shops that are the economic base of the area. Spence is centrally located on the main route between the airport and city centre and is in close proximity to downtown Winnipeg. The Spence Neighbourhood also experiences a number of significant challenges. Safety is an on-going concern for residents. Spence has a high incidence of crime against persons, a more frightening statistic than crimes against property, which are also prevalent in the community. Recent problems with drugs and prostitution also contribute to safety concerns. The neighbourhood has a low level of average income and employment. Seventy percent of all households in Spence neighbourhood are considered low-income according to the 1996 Census. The unemployment rate was 30%, almost four times the rate of the rest of the city.

The challenges of safety and housing are currently being addressed through specific committees and strategies of the Spence Neighbourhood Association (SNA). This research aims to address the challenges of low levels of income and employment in the neighbourhood by building on existing community strengths. The SNA in the past two years has held community meetings focussed on Community Economic Development (CED) to generate ideas for community development. Proposals were made for new businesses, based on perceptions of existing community skills. However, when these ideas moved to the stage of feasibility studies, it was difficult to identify people in the community with interests and skills that matched the business concepts. Through these meetings, the SNA prioritised the need for a systematic process to uncover skills and capacities and assign them to particular individuals in the community. This process is needed in order to build a foundation for involving community members in local community economic development.

Beyond these conventional ideas about how to improve wellbeing in the community is a view that has become popular in the community development literature. In neighbourhoods where residents have low incomes, and where social capital is in greater supply than financial capital, increases in wellbeing can be achieved through informal, non-market transactions. (We do not deal with criminal activities in the informal sector in this study, although residents of the Spence Neighbourhood may receive substantial sums of money through such activities). Informal activities such as mutual aid, barter, voluntarism, and household production produce and distribute goods and services of considerable value. These sectors of the “whole economy” (Ross and Usher 1986) contribute to basic needs and may even provide people with items that are luxuries when acquired through the formal market, for example, hand-knit sweaters, musical performance or organic produce. Many suggest that self-reliance at the community level can help to “plug the leaks” (Nozick 1992).

This action research may not only identify work opportunities and training needs for the formal economy but may also act as a reminder of and a means of promoting “trade” in non-market items that can provision residents who have more time and creativity than money.

1.1 Capacity Inventory Project Goal and Objectives

The Goal of the Project was to strengthen resident participation in community economic development.

The Objectives of the Project were to: identify capacities of residents of the Spence Neighbourhood; develop a system of connecting the capacity of residents and community-based organizations to organizations and businesses that need workers with those capacities; and determine the most appropriate organization to host the capacity inventory database.

2. REVIEW OF THE LITERATURE

This research draws on the work of academics and practitioners whose focus is poverty and social exclusion. Community Economic Development (CED) presents options for addressing these concerns. A basic premise of this research is that CED, framed by the whole economy model and founded on investment in both social and financial capital, offers the greatest promise for poverty alleviation and social inclusion. Central to this action research initiative is the notion of capacity building. Our capacity inventory and subsequent projects that expand this inventory will attempt to build community and academic understanding. By describing the whole economy of the neighbourhood, they have the potential to enhance basic economic and social rights.

2.1 Poverty and social exclusion

Poverty is the result of underlying mutually reinforcing political, social and economic forces that create a circle of dependence. Poverty can be defined and measured on the basis of rights, empowerment, and access to basic needs. Absolute poverty, for example, is a lack of income to buy the most basic necessities. The question that arises from this perspective is whether there are socio-economic, political, institutional or other systemic causes of poverty. Rights and empowerment-based perspectives on poverty encompass these broader causes, which can be manifested as a lack of material and physical well-being, security and freedom of choice and action. Increasingly, poverty is closely associated with inequality, or relative deprivation. Relative deprivation is determined through a comparison of the deprivation of the individual or group to that of their respective society. Material deprivation is measured in terms of food security and access to and protection of assets. In urban areas it is closely linked to employment and available capital. In Canada, a high level of disabilities and disease among low-income people can compromise their physical and material well-being by reducing their ability to work and by affecting their physical appearance. The freedom to choose and act come from having the power to access education, training and other means of self-improvement, as well as having experienced self-autonomy.

Poverty alleviation is a complex task, which requires a multi-pronged approach targeting social, political and economic inclusion. Inclusion is not only about money; it also touches on choice and opportunity (Cushing 2003, 1). Access to opportunities and choices is dependent

on an individual's level of empowerment and social inclusion. There are several stages of empowerment that the individual can attain, shifting from the individual to the group level. At the first stage the individual gains support from another person or association, while at the second stage, they achieve autonomy. Issues such as addiction, homelessness and unemployment are examples of some of the barriers individuals may encounter in the early stages of empowerment. During stage three, individuals are able to help others, while at stage four, a person or group gains strength from influencing others (power is used collectively and in a sharing manner) (Rocha 1997, 33). A high level of resident and association involvement in actively changing their community (stage three and four) is critical if there is to be support for members of the community who are struggling with the first stage (Rocha 1997, 33). Like other forms of change, learning and awareness of empowerment do not follow a linear path but involve both progress and relapses.

Individual empowerment develops into political awareness and participation—a sense of activism based not on small interest, victim consciousness or blaming, but on a larger sense of community and responsibility. With participation comes greater political skill. (Wilson, 622) Empowerment strategies can be based on education, organization and networking. Education can increase the knowledge and confidence of an individual or group to critically analyze and access political, social and economic rights. Organization and networking can lead to social and resource mobilization.

Where people are denied access to basic rights and resources they experience social exclusion. Social exclusion is both a process and a consequence that ultimately affects all of society, for example, through crime and decreased productivity. Social exclusion may be a consequence of low income but it is determined by additional factors. It is about prospects and networks and life chances. It's a modern day problem in comparison to material poverty. It is more harmful to the individual, more damaging to the self-esteem, more corrosive for society as a whole, and more likely to be passed down from generation to generation than material poverty (Cushing 2003, 1).

Social, political and economic exclusion is based on victimization and oppression, often along race, cultural and gender lines. It may be linked to specific conditions such as a lack of affordable housing, unemployment, unstable family relations, disability or political processes that are exclusionary. These processes can be rooted in historical or cultural discrimination and/ or structural institutions (low wages, poor working conditions, dual economy). Interest in inclusion arises from five values: social justice, diversity, choice and opportunity, entitlement to rights and services and working together (Cushing 2003, 15). It involves establishing employment, ownership, educational and political participation processes that value people on an equal basis (Sabatini 2005).

Economic inclusion at a community level means community ownership, control and equity as opposed to a welfare state. It involves eradicating the dual economy, which focuses on economic growth at national level while there are growing pockets of poverty. At the same time it values the whole range of activities through which people meet their needs [see Whole Economy below]. This approach signifies a departure from focusing solely on the individual, but rather highlights the overarching socio-political and economic structure. It also necessitates investing in financial capital

(earnings), human (skills and education and their respective recognition), physical (housing, infrastructure and geographical location) and social capital (family, friends, political involvement and community) (Sabatini 2005).

2.2 Social capital

The central premise of social capital is that social networks have value. Social capital refers to the collective value of all "social networks" (who people know) and the inclinations that arise from these networks to do things for each other (norms of reciprocity). It builds on information flows (employment, learning and training opportunities), mutual reciprocity and collective action. Social capital can be productive (i.e. community organizations) or unproductive (i.e. gangs). According to the World Bank, there are three views of social capital: communitarian, network and institutional (World Bank Research Observer, 2000). The communitarian view equates social capital with community organization. The networks view is based on horizontal and vertical relationships and classifies these relationships as bonding (homogenous group), bridging (cuts across different heterogeneous groups) and linking (ties between different wealth strata). The institutional view sees community networks and civil society as products of their political and legal framework, thus collective action is understood to be dependent on these frameworks. Human capital is comprised of skills, education and health and occurs at an individual level. Social and human capital are mutually reinforcing. Investment in trust, stronger civic and local community networks, and more equitable norms of behaviour which are required for social and human capital to grow. Like financial investment, social investment can be difficult to put in place.

The real success of policies to promote human and social capital depends on the essential ingredients of partnerships, shared understandings, and a culture of openness to learning and change. All concerned can act to build commitment and trust through policies of inclusion, accountability and support for the weakest. (Healy 2001, 7)

2.3 The Structure of the "Whole Economy"

The "whole economy" consists of the following sectors: corporate, public, small businesses, collective enterprises, voluntary activity, barter and skills exchange, mutual aid and household production (Ross and Usher 1986). Rural communities in Canada might add "the bush" as a sector where fishing, hunting and gathering take place. Businesses and crown corporations comprise the formal sector while collectives, volunteerism, barter and skills exchange, mutual aid, household and bush production are part of the informal sector. Although informal activities are not factored into the Gross Domestic Product (GDP), they play a critical role in supporting the economic and social wellbeing of communities. An argument can be made that a vibrant informal economy feeds formal activity because it develops entrepreneurial talents at a level accessible to all. They are, to a greater extent, under the community's control. The informal sector grows when money and time are reinvested back into the community.

There are two schools of thought on the whole economy: one holds that movement from informal to formal always signifies progress or development; the other acknowledges that

while a growing informal sector usually indicates social exclusion, this is not always the case and in fact loss of the informal sector may also represent diminished wellbeing. The informal provides a safety net where people trade skills and goods and engage in auto-production.

Blakely argues that the informal economy is growing in size as the labour market becomes more segmented. The division between the primary professional labour market with stable and upwardly mobile job opportunities, the core labour market with more unionized and secure jobs, and the secondary labour markets with unstable and low-paying unpaid jobs is growing. Labour market divisions are often along racial and geographic lines (Blakely, 15). Training and welfare agencies are not adequately mobilising the secondary labour market, leading to a revolving door system of low-paying and short-term jobs. The illegal sector is also a component of the informal market and includes activities such as prostitution and drugs. It has its own set of rules and regulations. Lack of social, economic and political inclusion contributes to the growth of the illegal activity and legitimate cashless activity, as people become disenfranchised.

The functions of the whole economy can be categorised as import, export and local. The export function of firms and organizations, is comprised of those activities which produce goods and services that are intended for benefit outside of the community (for example, a manufacturer which produces shoes for another country). The local function of firms and organizations, includes those activities which provide goods and services for the community (ex. a community day care). Importing is a process which brings goods and services from outside the community. The goal of community economic development is to increase the number of local functions while decreasing the community's reliance on exports and imports. Jane Jacobs (2001, 61) claims that communities which are mere conduits for imports and exports (for example, the American "rust belt") do not thrive – they are like desert ecosystems. Thriving communities stretch their imports by recycling, reusing, recombining and employing symbiosis. (60) These communities are lush ecosystems.

Capacity inventories are based on an understanding that skills and assets may not be a part of the formal economic system, yet they have value nonetheless. The idea of a third sector of the economy, beyond market and public sectors is not new. According to de Romana (1989 27), Aristotle originally distinguished the trade-for-gain sector (*chrematistike*) from the household sector (*oikonomia*). Since Adam Smith's time, the household sector has diminished and economic activity for gain, once thought to be a morally questionable activity, has taken over a significant number of activities that were once part of the household sphere. A key question for those who see inherent value in the informal sector is whether expansion of the formal sector always constitutes progress and development.

Polanyi (1957) and others have all described multi-sector economies, consisting of the state and additional sectors – traditional and modern or informal and formal. De Romana separates the autonomous and accumulation-based sectors. The autonomous sector, which at one time encompassed most forms of productive activity, has slowly been eroded. Polanyi (1957) describes the change in England after enclosure of the commons. According to Polanyi, one of the most violent aspects of this period was the transition from a state of "economy embedded in society" to a state of "society embedded in economy". The economic values of the traditional economy were replaced by the profit-generating values of

the market-based analysis. This “Great Transformation” Polanyi likens to a juggernaut, a machine fuelled and forever fed by human labour.

As the study of economics has become more mathematical, hard-to-measure non-market activities are seen as less significant and are left out of economic analysis. The emergence of “women’s studies” as a field of research has contributed to greater awareness of previously invisible but productive activities in the informal sector.

Whole economy models are based on theories and concepts that have been identified as economists and others have attempted to include externalities – those activities which are not generally considered part of the economy even though they are a source of welfare. But according to de Romana (1989, 27) the whole economy encompasses “all human activities involving the conscious organization of the sustenance of life”.

Henderson portrays the economy as a three-layer cake with icing, including the non-monetized sector. Ross and Usher (1986, 55) in their model of the whole economy depict the informal as one polarity of a continuum running from household “auto-production” and other exchangeless production towards the opposite pole of big government and big business. Thus informality can be understood as a matter of degree and may also exist at different times during the life of a given enterprise.

Whole economy models provide a useful tool for community development, revealing motivations, activities and relationships normally overlooked in standard economic analysis. Not only does this slant on economics allow for a more complete view of valued economic production, but it also uncovers complementarities and conflicts between economic, social and environmental aspects of development in the community.

The capacity inventory provides better information on marketable skills; it can also reveal the wealth that exists in the form of skills that can be traded or volunteered. This type of exchange is often local and as it grows, it keeps money in the community and allows access to goods and services when people don’t have “effective’ demand ... when they are cash poor” the informal sector becomes a source of support.

2.4 Community Economic Development

Given the whole economy perspective and awareness of the value of both social and financial capital the role of the community in economic development is demystified. Factors influencing the full range of economic activity and factors affecting the stock of social capital must be the focus for community development workers.

Community or local economic development, according to Blakely is process-oriented:

it is a process involving the formation of new institutions, the development of alternative industries, the improvement of the capacity of existing employers to produce better products, the identification of new markets, the transfer of knowledge, and the nurturing of new firms and enterprises (Blakely 1994, 50).

Blakey distinguishes community economic development from corporate-centred development in the fact that CED creates jobs for the unemployed or underemployed while corporate-centred creates jobs for the skilled (Blakely 1994, 51).

A stronger characterisation of CED depicts it as a powerful tool for fostering the socio-economic and political wellbeing of everyone in the community. Community economic development is founded on the belief that social and economic issues such as unemployment and poverty can be addressed in a holistic way at the local level. CED encourages local control and ownership of assets, local investment and investment in human capital, and businesses to train people locally as opposed to importing outside labour.

CED is the process by which communities can initiate and generate their own solutions to common economic problems. Engaging in this process builds long-term community capacity and fosters the integration of economic, social and environmental objectives (CSCD 2005).

Dobson (215) argues that overall economic health should be measured by the exchange, production and consumption of local goods and services. The principles of community economic development are focused on promoting social, economic and political inclusion. They include equity, participation in decision-making, cooperation, self-reliance, community control, and capacity building. (CSCD 2005)

An overarching goal of community economic development is to plug the leakages and increase the flows of money into and within the community. Leakages can be plugged by reducing the imports brought into the local economy. CED urges residents to buy locally to strengthen the position of neighbourhood producers of goods and services. In other words, when money is kept in the community it circulates more often in the local economy to provide a larger multiplier effect. A CED term for this is “spinning the dollar” (McKay 2004). Increasing the inflow might also involve reinvesting income from exports. Often the investment adds value to a product that is already being produced and it reaps greater returns, for example bread brings in more profit than flour production.

The CED gateway at Simons Fraser University (CSCD authored by Mark Roseland), identifies several approaches to initiating community economic development activities. The plan might be guided by a focus on primary needs, on local planning, on community enterprise or on strengthening civil society. A primary needs focus encourages and supports mutual aid and the creation of employment and educational opportunities. It can include mentorship programs, work placements and training opportunities.

The local planning approach currently works outside of the formal economy. Engaging in local planning begins with identifying socio-economic problems in the community and plugging leakages -- encouraging people to buy locally. Alternative economic development initiatives such as trading and bartering, “buy local” campaigns and cooperatives are some examples of local planning instruments (CSCD 2005). Bartering can provide an alternative form of exchange, give the community a greater control over production and consumption and promote reinvestment back into the community. Trading and bartering provide people

with opportunities to access goods and services without relying on money. In Winnipeg, a system is currently being developed through LETS (Local Exchange and Trading System) based on an alternative currency known as the LETS dollars. LETS dollars can simplify transactions and, in contrast to the Canadian dollar, there is no shortage. LETS systems ensure that communities keep the dollars in their community since the currency is only accepted locally (Staples 2005). In more developed LETS models, banks may actually accept and match LETS dollars to Canadian dollars. A successful bartering and trading system requires community connections and trust (Jakubec 2003). Community activities such as potlucks and socials are critical for networking and trust-building.

A third strategy, encouraging community enterprise by creating meaningful work, can include establishing business support networks, cooperatives, and finance opportunities. Encouraging community enterprise requires that the development practitioner examine who should own the capital and resources, where to invest, what to produce, and what the scale and technology of the production should be (Loxley and HK Land Associates Ltd. 1986,22).

Direction of investment and choice of production markets may take place through several different strategies: export promotion, import substitution, increasing self-reliance, and supporting subsistence. Subsistence is based on the link between local production and human needs, while an export-based approach focuses on production for an outside market. Proponents of export-based economies claim that such economies increase efficiency, promote research and development, and supply money to buy imports (Loxley and HK Land Associates Ltd., 28). However, export based approaches are often resource based, vulnerable to market changes, promote dependency, and provide unstable wages.

Import substitution produces goods and services locally that were once imported. Advocates of this approach claim it increases income and jobs and is responsive to local demand. However communities may not have sufficient income to demand certain necessities not found locally, and production of some goods or services may be costly and inefficient. Jacobs (2001, 60) contends that the degree to which a community stretches its imports is more relevant than is the import/export ratio – that is, the ratio of total economic activities in an areas to its total imports (resources are included with imports in the calculation).

Direct investment to promote self-reliance requires a focus on meeting local demand with local resources. Production is based on the local consumers' needs. While it has several positive outcomes, including a reduction in income inequalities, it is a challenge to get political commitment (Loxley and HK Land Associates Ltd., 45). On the positive side, community enterprise or cooperatives that are operated in a democratic fashion can encourage community empowerment. Often owning a business is seen as ultimate freedom. "To people who have been denied access to economic opportunity, ownership of a business is a symbol of personal emancipation (Loxley and HK Land Associates Ltd., 2).

The fourth and final strategy for CED to engage is to strengthen civil society by encouraging citizen participation, education and government support. A stronger community voice and a place for the community at the decision-making table focuses attention on community goals and priorities.

Prior to engaging in CED, it is important for the development practitioner to conduct an analysis of the social, economic and political relationships in the community to provide valuable input into appropriate strategies. More specifically, he or she must determine what are the needs and assets of the community? This is the role that can be played by a capacity inventory.

2.5 Capacity-building (CB)

Research project activities and practices have the potential to build capacity that can contribute to individual and collective capacity.

(C)apacity building is an approach to development rather than a set of discrete or prepackaged interventions ... there are certain basic capacities (social, economic, political and practical) on which development depends. (Eade 1997, 3)

This definition has a number of implications:

- ◆ Capacity building must not be seen in isolation
- ◆ All have capacities that may not be obvious to outsiders and it may take time to discover these
- ◆ If it is to be inclusive, interventions must take into account different and sometimes negative, ways in which impacts will be experienced
- ◆ Capacity building is not 'doing development' on the cheap or against the clock. Nor is it risk-free. (Smith 2005, based on Eade 1997, 3).

At the centre of the study of capacity-building is the idea of power. The nature of power, according to Eade (1997 from Foucault) can be described in terms of:

- a). "Power to": we have the power to change a Winnipeg garden of wet "gumbo" into a productive vegetable plot;
- b). "Power over": we should be aware that bank tellers have power over clients because they may refuse to cash a cheque; and
- c). "The power of discourse": the current discourse and institutions framed by the discipline of economics, restricts us from acknowledging the value of amenities that are not traded in a formal market.

Building capacity is basically, building power, whether it is individual capacity, collective/organizational capacity or national capacity. CB can take the form of people helping people; strengthening civil society organizations; and building strong, effective, accountable institutions of governance. One can claim that there is evidence of all of these

forms of CB in the Spence Neighbourhood, yet this is not the impression that most Winnipeggers and most civil servants have of inner city neighbourhoods.

This community-university Capacity Inventory Project has potential to increase capacity in this community. It can potentially give people “power to” be a part of the formal economy by improving employability; “power over” by helping them to provide for themselves through co-operative relationships that reduce their dependence on government assistance and on the money economy; and “the power of shaping new discourse” by placing value on the informal economy ... on traded, bartered, locally exchanged, autonomously produced goods and services. A Skills Bank for example can be much more than an employment agency. It reminds the academic community and society at large that there are significant values that are distributed more effectively by the “convivial” economy and that there are goods and services that cannot be bought and sold on the market.

Oxfam (Eade 1997,2) highlights the following beliefs that are at the root of continuing interest in CB:

all people have the right to an equitable share of world resources; all people have the right to be the author of their own destiny; and the demise of these rights is at the heart of poverty and suffering.

3. METHODOLOGY

Participatory Action Research is about people doing research for themselves so that they can collect the information they need to take action.

3.1 Overall Approach

“Participatory action research” has been central to the methods used in the Project. Many community residents and organizations worked for and helped to direct the Project, have come out to Project events, and have become members of the neighbourhood Skills Bank. Activities of the partners and staff have gone beyond traditional research and have often responded to individual needs of residents who have been interviewed. They have cooperated on projects with other Community-Based Organizations within the neighbourhood network. In action research, the border is blurred between academic enquiry and the action that flows from growing understanding of the researched community.

The approach can also be described as “adaptive learning” since the methods used to obtain interviews and to keep in touch with people were adjusted as the partners learned what worked best in this unique community. Changes in the questionnaire and in techniques for contacting people were based upon feedback from the interviewers’ comments, from the research participants, and from the steering committee recommendations. Residential interviews were conducted door-to-door and at community based organizations, while businesses were interviewed “at the shop” and through mailed out surveys.

A third key component of the overall approach was the partnership between community and university. This research was funded through the Winnipeg Inner City Research Alliance and

clearly illustrates the gains in terms of efficiency, effectiveness and accuracy when there is a productive marriage of theory and practice, of academic and experiential knowledge. The role of the SNA Community Economic Development (CED) committee was central to the research. In describing the skills and capacities that exist in the neighbourhood, the research group aimed for a representative sample by having interviewers knock on every door within the Spence Neighbourhood boundaries. The CED committee members suggested additional strategies for interviewing at events and locations that would ensure greater representation of apartment dwellers and the homeless.

Close collaboration between residents and researchers also carries with it a responsibility. The literature on social science research method (Marshall and Rossman 1989) calls attention to the concept of “reciprocity”. Researchers recognize that participants contribute time and energy and that the project relies on good will for its success. In this case the research is taking place in a community where day-to-day life can be a constant struggle against the odds and where the staff of community projects work long hours and receive inadequate pay. These community workers and residents of Spence Neighbourhood are looking for opportunities to uplift the neighbourhood and to improve the level of wellbeing for the current and next generation. Capacity inventories are one step towards community development. That potential is communicated to residents by the interviewers. Too often the research project can succeed but the community and individual residents fail to see any real benefit.

Project staff and steering committee have been keenly aware of the expectations of those who have been interviewed. The Project’s original objectives did not include the follow-up that is the next logical phase of this development initiative, that is: the organization of training sessions, co-operatives, or a local exchange trading system and successful employment of members. All of these outcomes will require intensive activity on the part of those who will promote and manage the Skills Bank in the years to come. In the final months of the Project, the Co-ordinator continued to contact businesses, refer members for odd jobs, and advertise the benefits of membership in the Skills Bank. Residents of a low-income community are, rightly, impatient with programs that fall short of their promises. Training programs such as the computer course offered by the Project are appreciated. Action research projects have an obligation that continues after the funding ends. Furthermore, the project must not exhaust the good will of the community or it will leave people worse off.

3.2 Sample

This goal of the Project was to strengthen participation in the economy by identifying capacities and connecting people to jobs. The short-term aim was to describe capacities and establish a home for the database. Figure 2 (page ix) will assist the Spence CED Committee in identifying job, small business, training and trading opportunities. As it grows the database will provide more accurate statistics on the Spence economy. The population of the Spence Neighbourhood over 19, according to the 2001 census was 3,610. The main objective of the research was to set up a database, so that encouraging people to become members was an important goal. The long interview (1 hour minimum) was a disadvantage for achieving high numbers of completed questionnaires and registered residents. The

interview budget was limited and establishing the database became a priority in the fall of 2004. The final sample was 312 or almost 9% of the population. Although this is a small sample, it begins to reveal the range of talents in the neighbourhood and the current training needs.

In order to be representative, the sample would have had to represent residents from all income, age and ethnic groups. Interviewers were hired from the three largest language groups : English, Tagalog and Cree. By interviewing house-to-house, we hoped our sample would be representative of ethnic groups and age groups in the neighbourhood – all had an equal chance of being interviewed. People working nights and those who were distrusting of visitors would not have been interviewed (the latter was the case for women who were recent newcomers to Winnipeg). Our main concern became access to apartments and representation of the lowest income groups. For this reason, interviews were held at the House of Opportunities (our partner and an organization offering employment and life skills counselling), at the West Central Community Cupboard (offering low cost, small quantity food items) and at St. Mathew’s Maryland Community Ministry (offering food bank and other services to low income residents). Thus, by changing the site of the interviewing the researchers made the sample more representative. The research steering committee continually critiqued the approach and identified opportunities for achieving greater representation. The Project was not as successful in implementing its survey in the case of community-based organizations and businesses because there was insufficient time and money allotted in the Project design.

3.3 Interview Techniques

Interviewers covered streets between Balmoral and Agnes and from Portage to Notre Dame on weekdays and on weekends. The interviewers covered this area twice, marking down every home they visited and the date and time. The rationale for this was to avoid repetition, ensure the safety of the interviewers and provide residents with many opportunities to be interviewed. This neighbourhood has many good qualities, but the crime rate was a concern for our interviewers. Interviews were conducted during daylight hours and in pairs and interviewers carried cel phones. The quality of the interviewing also benefited from this supportive, team approach. The houses of people who did not want to be interviewed or bothered were recorded and homes with intimidating dogs were avoided.

A flyer describing the Capacity Inventory Project was distributed to residents in advance, noting who to contact if they wished to become involved. Staff were interviewed on CKUW and an article in West Central Streets announced that people would be coming to interview residents on their skills.

a). Community Events and Community Organizations

Community events were organized to publicise the Project and conduct interviews (see 3.5 below) The interviewers also set up at a variety of community organizations, including House of Opportunities, University of Winnipeg, St. Matthews Maryland Community Ministry, St. Andrews Family Centre, West Central Community Cupboard and Women’s Centre and Magnus Eliason Recreational Centre. House of Opportunities provided the

best opportunities for interviews because people there were searching for jobs. These locations were important because they allowed staff to complete questionnaires for people who lived in apartments or had no permanent home.

b). Incentives

Coupons for the West Central Community Cupboard were offered to encourage participation (50 cents off a purchase for completing an interview, and an additional 50 cents off a purchase if they registered in the Skills Bank (only 6 out of 160 were redeemed). Free cookies and coffee were also offered at House of Opportunities for those completing an interview. This technique was successful in garnering interviews. Business cards were another attraction for those who registered with the Skills Bank. Registrants were given 25 free cards listing the skills that they wished to advertise.

c). Changes for the Future

Some people found the questionnaire long and somewhat repetitive. There were several skills that perhaps could have been linked together. The Project Co-ordinator struggled with the question of how to inform people about the final use of the database. This was difficult as the researchers themselves were unsure of what services the project would ultimately be able to offer through the database, services that would depend on additional funding and staffing of the Skills Bank. At the St. Matthews Maryland Community Ministries several people were suspicious of the interviewers who they thought might be from the employment office. Staff tried to resolve this fear by providing people with further information about the Project.

Additional challenges were faced in interviewing businesses. The Project Co-ordinator knocked on the doors of the majority of businesses in the neighbourhood during the first month. Businesses were often too busy to conduct an interview when approached door-to-door. The West End Biz assisted by distributing a brief survey to its membership along with its newsletter. This was also unsuccessful, with only 3 out of the 1,100 surveys being returned completed. The benefits of business membership in the Skills Bank must be communicated clearly to the business community (access to odd job workers, integration into the community). A new idea is to hold a regular "Meet and Greet" session for businesses and people seeking employment.

A major challenge of the research was surveying people in apartments. The majority of apartments in the community are locked and do not permit soliciting. Through personal contacts, local interviewers were able to access a few apartment buildings. Since low-income people predominate in apartments/rooming houses, these people may not be properly represented in the research. The majority of apartment dwellers who participated in this survey were interviewed at community-based organizations, including House of Opportunities, St. Matthews Maryland Community Ministries, the West End Women's Project, St. Andrews Family Centre and Magnus Eliason Recreation Centre.

Some people residing outside the area were interviewed. They were interviewed based upon their recent residence in the Spence neighbourhood, as consumers of services, or as workers in the neighbourhood.

The initial plan was to interview door-to-door but this was more time consuming than expected. As funds allocated to interviewing dwindled, the Project had to switch from paying by the hour to piecework. The interviewers were paid \$10 per survey instead of \$10 per hour. There was poorer quality overall from certain interviewers and some felt that the piecework was unfair. The Principle Investigator and the Project Coordinator explained that there were budget constraints for community research and this relieved some of the anxiety.

A key principle for the Project was to hire locally. Eight of the interviewers were hired locally, while two of the interviewers were not from the Spence Neighbourhood. Of the two interviewers not hired locally, one of them lived in West Broadway, while the other one had previously resided in the Spence neighbourhood. Four of the interviewers hired locally were highly reliable and produced good quality work. They were also able to provide feedback about the design of the survey and more appropriate interviewing techniques and tactics. Two of the interviewers were employed for the full length of the project. They have continued to be active in the project by joining the CED committee.

Some local interviewers faced challenges due to health, family, and substance issues. These interviewers were sent only to organizations to conduct interviews (rather than door-to-door).

3.4 Project Activities in the Community

The purpose of the Project activities (community events and training) was to create neighbourhood awareness of the Skills Bank, recruit interviews and members, develop skills, and build community relationships among residents. Action research such as this in long-run is an investment in social capital and a contributor to community capacity.

- a). A community dinner was hosted on April 23, 2004. The event was well attended with approximately 150 people present. A spaghetti dinner was served by the CED Committee. Residents were able to share their skills in a "Skills Bank Bingo" and enjoyed some instruction in square dancing. The event was attended by Harvey Smith (City Councillor), Robert Altmeyer (MLA for Wolseley), and Andrew Swan (MLA for Minto).
- b). Interviewing took place at the Spence neighbourhood clean-up May 8th.
- c). Project staff attended the X-Cues celebration June 26th and June 27th. Watermelon and popcorn were also distributed for fifty cents, or free for children or those who completed a survey.
- d). The Project organized a picnic at Furby Street park on July 10th. Information regarding the Skills Bank, games, face painting and refreshments were available. Residents also had the opportunity to be interviewed and register their skills in the Skills Bank.

e). Project staff in co-operation with Inner-City Aboriginal Neighbours held a barbecue on August 12th. Due to rain the event had to be moved indoors. Some of the activities planned, including a volleyball tournament were cancelled. Colourful cotton candy and helium balloons were distributed. Approximately 200 residents attended the event. Suggestions to improve the event included serving healthier food and having more activities for the children.

f). The Project organized an open house to launch the Skills Bank on November 26th. Activities included: a power point show illustrating how to use the database, Skills Bank bingo and a door prize draw. Refreshments were served. Approximately 50 residents and organizations attended the event. A number of community organizations attended this event and expressed interest in the capacity inventory and the new Skills Bank. Organizations from outside of Spence Neighbourhood would like to discuss how this research could be conducted in their neighbourhood.

g). The Project hosted an introductory computer class on November 20th, November 27th and December 4th from 9-11am. There were four regular participants. Feedback from these participants was very positive.

3.5 Guiding Principles for the Project

An impressive number of organizations and businesses in the West Central Area are guided by seven community economic development principles. The Capacity Inventory Project was significantly influenced by these principles:

i). Use of locally produced goods and services: The Project has purchased goods and services locally for its community events and meetings.

ii). Production of goods and services for local use: The majority of the Project services are focussed on the Spence community, including the computer class and other community events that have been organized.

iii). Local skill development: The Project has trained local people in community research and interviewing techniques. It offered a computer class and will continue to offer classes such as computer and food handling in 2005. Strong partnerships have been developed between Menno Simons College at University of Winnipeg, SNA, House of Opportunities, and the Inner-City Aboriginal Neighbours. This has allowed for sharing of knowledge and for skill development.

iv). Long-term employment of local residents: The Skills Bank that has been established through this Project will focus on “odd-jobs”. The Skills Bank is partnered with the House of Opportunities to offer more skill development as well as part-time and full-time employment opportunities.

v). Local decision-making: The Project has reported to the SNA Community Economic Development Committee which is comprised of Spence residents. The Project has

benefited immeasurably from local expertise and knowledge of the opportunities and challenges in the neighbourhood.

vi). Neighbourhood stability: By increasing the opportunity for odd-jobs, trading and volunteering, the Skills Bank will continue to promote community development and incentives for residents to remain in the Spence neighbourhood. Door-to-door interviewing and promotion at community dinners and other events has contributed to the social network that has been developing in the neighbourhood. Participatory action research has the potential to cement relationships when members of the community feel they have ownership of the initiative.

vii). Human dignity: The project may empower residents by helping them gain employment, by providing tools such as business cards, by validating productive work in the informal sector, and by valuing work that may not be part of the market economy but never-the-less contributes to people's quality of life.

4. RESULTS OF THE CAPACITY INVENTORY PROJECT

4.1 Observations on Methodology

The Capacity Inventory Project worked very closely through its partners and its steering committee to ensure that this was a “community-based” research initiative. Central to any project that strives to nurture capacity is the need to provide residents with training in research skills. Ten interviewers were employed and received training as interviewers. The following challenges faced the researchers and the interviewers.

Interviewers noted that “newcomers” to Canada, might not open the door to them when they were surveying the neighbourhood. For this reason they noted that women from African nations are not adequately represented in the data. The interviewers also had difficulty reaching Asian residents. Newcomers do not trust people coming to their door and may not have a good command of English. Although door-to-door interviewing was effective when residents allowed interviewers into their homes, it was necessary to seek people out in alternative settings. In the future, some of the interviewing should take place at community events to ensure better sampling of the population. It is also clear that if the Skills Bank is to reach all segments of the population, including highly mobile individuals, women and newcomers, with its services more time must be invested in reaching these groups in places where they feel secure and are willing to be interviewed.

4.2 Comments from the Interviewers

The Project was fortunate to have hired a number of very committed interviewers who continue to support the activities of the Skills Bank that is emerging from this research. A debriefing session allowed the interviewers to comment on the experience.

“Getting to know people in your community is creating something. Even if its not a job, it all helps”

Just some of the interesting people that stand out ... “he was a priest [from Asia] and she was a cook and gardener.”

“Many people were willing to volunteer – about a half were willing to trade. They see the need to practice [their skills].”

“We met mural painters.”

“Depression is epidemic. People feel useless. They have tried and can’t take the first steps. There is resentment – you feel it bump up against you.”

“A lady, whose husband is in the military, just moved to Winnipeg and wanted to make friends so I told her about MERC.”

“Going door-to-door [to interview] was better than ‘just getting the job done’ at HOO. At HOO you were not sitting in their house – it was out of context.”

“Being lonely is worse than being poor ... Older people are the loneliest.”

“We saw African men but not women at HOO... African women don’t open the door [when you call at their house].

“We did not see many South Asian people, for example Korean people, although they are in the neighbourhood”

A number of “women were planning to go to college to study carpentry and welding.”

4.3 The Research Data

The Capacity Inventory Project is a preliminary, descriptive stage in the process of developing the assets and potentials of the Spence Neighbourhood. By initiating the process and setting in place a service and a database, the Project has laid the groundwork for further analysis of the local economy – the skills available, the skills needed and the potential for making use of the wealth that currently exists. The quantitative data collected and qualitative observations recorded here begin to describe the whole economy of the Spence Neighbourhood. What follows is a snapshot of the supply of skills; some discussion of the need for those skills; and a description of capacity levels. The Skills Bank will be useful for individual residents in linking them to opportunities. The Spence Community Economic Development Committee will be interested as well in the associations, co-operatives and small businesses that can build on the existing skills. This section of the report ends with a discussion of those potentials.

a). Supply of Skills in the Spence Neighbourhood

The Project database, records the information from all of the 312 questionnaires completed. The interactive, resident database given its current name the “Skills Bank”, by SNA Director Inonge Aliaga, was launched in November, 2004. Not all of the residents interviewed for the

Project agreed to be registered as members in the new Skills Bank (i.e. there were 161 members by Dec. 2004), but all 312 in the database have agreed that their information can be used for research purposes.

Figure 2 (page ix) is a summary table showing the number of times each skill type was found by the interviewers. With continued funding of the new Skills Bank, more members of the community will enter their skills and the percentages provided in this type of table will become an increasingly accurate depiction of the neighbourhood economy, both formal and informal sectors.

To begin, it must be noted that the number of people with any specific skill is not necessarily the most important piece of information from the community's perspective. To have easy access to people with the ability to fix your car, teach guitar or fix your clothes washer is good news – there need not be 30 or 40 such people. Those skills that are found in the greatest percentages in our sample (80% or more) are those that are necessary for the everyday tasks of home life. Even so, there are youths and others who do not have these basic skills and can benefit from instruction in cooking, socializing, caring for children and house cleaning. A great variety of skills are found in the medium range from 40% to 79%. These include skills that are in great demand in the community by homeowners who may not be able to afford to hire professional crafts people. The new Skills Bank will be able to advertise the availability of these services in the community and link people to jobs. Our interviewers asked residents about their true talents – “what do people say you are good at?” In the Spence Neighbourhood one can find someone to do word processing (62%), fix a clogged drain (45%), care for your pet (50%), organise an event (47%), and do leather and beadwork (40%). There are painters (70%), drywallers (40%), gardeners (56%).

If you need someone to fix an appliance, build cabinets, cut your hair, design a website, repair your TV or VCR or lay brick, you are in luck because these people are living within walking distance of your home. There may not be any bank managers, lawyers, architects, or accountants in the Spence Neighbourhood but these are services that are not needed on a regular basis in an area where incomes are modest.

Interviewers for the Project note that newcomers are not adequately represented in our sample, and any follow up research should attempt to address this weakness in the data. In some cases, refugees to Canada may add more professional skills to the neighbourhood. The overall credibility and internal validity of the data have, however, been confirmed by our partner organization, House of Opportunities (Fast, Feb. 9, 2005). According to Earl Fast who has been working with people in the neighbourhood for the past five years, the percentages in Figure 2 (page ix) provide an accurate picture of the skills in Spence.

b). Discussion of Supply and Potential Demand for Skills

Given this description of the capacities that exist in SN, how can these figures be interpreted? What skills are in short supply? What skills are needed locally to meet basic needs? What skills can be pooled to create new small businesses or co-operatives? To answer these questions, we require information on both the local and city-wide need for these skills – including both the need among those who have effective demand and also the

unexpressed demand among those who are “willing” but not “financially able” to pay to satisfy their needs. Figure 4 (page 2-21) presents some preliminary analysis. A scale is used to indicate the level of supply of various skills: maximum (80%-100%), high (40%-79%); medium (20%-39%) and low (0%-19%). At this point these figures are just a rough indicator of the supply of skills. Although no sense of actual demand for skills is available for this analysis, Figure 4 does suggest the most likely source of demand, whether it is in the informal sector or the formal sector.

The informal sector as a whole is characterized by ease of access, experience-based knowledge, low capital costs, flexible working hours, and cashless transactions. The informal sector is important as a spontaneous source of supply of goods and services. Those who work in the informal sector gain experience but are faced with minimal “overhead” costs such as licenses, equipment and facilities. Work in the informal sector might take place in the home, with neighbours or at the community level.

In contrast, work in the formal sector is often regulated by an association, which sets standards and is a gatekeeper. Clearly standards are important to protect the consumer, but in a closely-knit community, reputation can provide some of the same safeguards in the case of small jobs. A homeowner could hire an electrician who has formal accreditation or might ask an experienced neighbour when he or she needs to install an additional outlet. In the latter case, for a small project, low-income residents, CBOs and small businesses can save, and at the same time keep money in the neighbourhood. The professional electrician might have higher capital costs, a shop and license fees that are included in an hourly rate. Hiring someone with no connection to the neighbourhood rather than someone who has a reputation in the neighbourhood can also reduce risk. We all have stories of expensive workers who have failed to deliver on plumbing, carpentry, electrical and other jobs. Not all electrical or other household repairs can be done by the non-professional, but our reliance on the expert can be needlessly expensive and often constitutes a “leakage” from the local economy. These observations are not meant to disparage trades people but to point out that there is a niche for members of the Skills Bank and others who might not have formal training or may not be employed by a local business. In any case the “buyer beware” principle is always relevant.

In a neighbourhood where the housing stock is aging, the fact that there is a high supply of workers in the ***maintenance and renovation*** categories in Figure 4 shows that there is a good match between supply and demand. Inhibiting factors in the informal market may be a low levels of trust, poor communication, and lack of established reputations. The Skills Bank may be helpful in establishing reputations for workers who are interested in odd jobs.

Another interesting cluster of capacities is that of ***research-related skills***. 121 people had experience surveying or interviewing; 136 people have done data entry; 148 people have organized events. Some residents would say that the inner city has been over-researched in the past 10 years. Our results suggest that skills have been left behind by those research projects which have been encouraged to partner and recruit workers locally. In fact, the supply of these capacities might be considered fairly high in comparison to the average community. This presents an opportunity to establish a research skills group through the

Skills Bank – one that offers local knowledge and local “access” to outside researchers in government and at the universities.

As the Skills Bank begins to foster the development of crews for work in SN, the question of dependency and the ultimate goal of growing independent businesses arises. One capacity that is low in supply in this neighbourhood is “**starting a business**”. Entrepreneurial skills must be found in the right mix for an individual to have a successful business. Access to capital and the ability to take risks are characteristic of residents who live in wealthy neighbourhoods. Support for micro enterprise is needed so that residents of low income areas can take a chance on starting a business.

Figure 4 is meant to stimulate thinking about the potential for associations, work crews, co-operatives, micro-enterprise, and small businesses in Spence Neighbourhood. The caveat is that the journey from the idea of a business to a sustainable enterprise is long and difficult and demands support for “hard” entrepreneurial skills as well as “soft” interpersonal skills.

Figure 4: Level of Supply and Potential Demand

| D = Demand ; I = Informal; F = Formal; Potential demand in either sector indicated by √; barriers to formal indicated by * | SKILLS | | | SKILLS | | | SKILLS | | |
|---|-------------------------|------|---|--------------------|------|---|---------------------|------|---|
| | S | D | | S | D | | S | D | |
| | | I | F | | I | F | | I | F |
| | ART | | | RECREATION | | | SMALL REPAIR | | |
| | dancing | Med | √ | participate in | High | √ | Jewelry | Low | √ |
| | singing | Med | √ | lead activity | Med | √ | Radios | Low | √ |
| | playing instrument | Med | √ | MAINTENANCE | | I | TVs | Low | √ |
| | making jewelry | Med | √ | Cleaning | Max | √ | VCRs | Low | √ |
| | graphic arts | Med | √ | clothes washing | High | √ | motor vehicles | Med | √ |
| | leather/beadwork | High | √ | snow shovelling | High | √ | household equip. | Low | √ |
| | making stained glass | Low | √ | fix clogged | High | √ | washers/dryers | Low | √ |
| | pottery | Low | √ | fix leaky faucet | High | √ | heating/cooling | Low | |
| | painting | Med | √ | caulking | High | √ | elevators | Low | |
| | sewing | High | √ | floor sanding | High | √ | FOOD | | I |
| | writing | High | √ | wood stripping | Med | √ | cooking | Max | √ |
| | knitting | Med | √ | painting | High | √ | food for 10+ | High | √ |
| | drawing | Med | √ | wall papering | High | √ | catering | Med | √ |
| | photography | Med | √ | fix porch | Med | √ | bartending | Med | |
| | FAMILY SUPPORT | | I | fix fence | High | √ | butchering | Med | √ |
| | visit the lonely or ill | High | √ | fix locks | Med | √ | baking | High | √ |
| | listening | Max | √ | garage | Med | √ | OFFICE | | I |
| | care: children | Max | √ | furniture repair | Med | √ | typing | High | √ |
| | care: babies | High | √ | RENOVATION | | I | operate equip. | Med | √ |
| | care: special needs | High | √ | tiling | Med | √ | business letters | High | √ |
| | cooked | High | √ | drywall | High | √ | tracking supplies | High | √ |
| | Cared for pet | High | √ | plumbing | Med | √ | bookkeeping | Med | √ |
| | HEALTH CARE | | I | electrical | Med | √ | directing office | High | √ |
| | Elderly | High | √ | bricklaying | Low | √ | budgeting | High | √ |
| | mentally ill | Med | √ | cabinet making | Min | √ | interviewing | High | √ |
| | Sick | High | √ | insulating | Med | √ | COMPUTERS | | I |
| | Disabled | High | √ | plastering | Med | √ | word processing | High | √ |
| | Feeding | High | √ | soldering | Med | √ | data entry | High | √ |
| | Bathing | Med | √ | laying concrete | Med | √ | internet | High | √ |
| | companionship | High | √ | floor coverings | Med | √ | Excel | Med | √ |
| | COMMUNITY WK. | | I | chimneys | Low | √ | Access | Med | √ |
| | change a policy/law | Med | √ | heating/cooling | Min | √ | web design | Low | √ |
| | Survey | Med | √ | siding | Med | √ | SECURITY | | I |
| | contact people | High | √ | windows | Med | √ | installing alarms | Low | √ |
| | organize an event | High | √ | swimming pools | Low | | guarding | High | √ |
| | write grant proposal | Low | √ | GARDENING | | I | traffic control | Low | √ |
| | Partic. in committee | High | √ | gardening | High | √ | MISC | | I |
| | TEACHING | | I | yd maintenance | High | √ | drivers' license | Med | √ |
| | volunteer: children | Med | √ | SALES | | I | second language | Med | √ |
| | Tutor | Med | √ | cash register | High | √ | supervising | Med | √ |
| | Teach | Med | | sales | High | √ | small business | Med | |

For the worker, finding an odd job can mean more flexible hours and a shorter-term commitment. Residents on social assistance can benefit from odd jobs and women who have children may prefer more flexible hours. In the case where one is between jobs, a Skills Bank that links you up to work that fills the gap may mean the difference between making or missing the rent payment.

In order to determine whether these percentages can be considered high or low, we might compare the structure of Spence capacity to the City of Winnipeg. Formal statistics on job vacancies in specific areas can provide a benchmark for skills traded on the formal market. Informal demand for skills such as elder care, snow shovelling, home-made knitted goods or artistic talents are more difficult to find. One might consider what percentages of skills are in growth areas of the formal economy. These comparisons will be left to future CED research.

At this time, informing potential employers about the supply of these skills through the new Skills Bank, by job posting at CBOs and through the local newspaper, *West Central Streets*, can have a positive effect on employment, trading, income and general welfare in the Spence Neighbourhood.

c). *Level of Capacity in Spence Neighbourhood*

The statistics on areas where learning is needed, teaching is offered or certification/training exists already, are recorded at the level of the sixteen “categories” in Figure 5 below. If the findings from the 312 people interviewed are any indication of the level in the wider population, these numbers suggest that less than 25% of people in Spence have had formal training in any of the 16 specific categories of skills. **People are interested in more training in the following skill categories where more specific training might be offered:** computers (59%; art (58%); office (40%); community work (39%); and sales (39%)

| Skill Category | % want to learn | % can teach | % have training |
|-------------------------|------------------------|--------------------|------------------------|
| Art | 58 | 34 | 18 |
| Family Support | 30 | 30 | 21 |
| Health Care | 23 | 18 | 19 |
| Community Work | 39 | 20 | 23 |
| Teaching | 24 | 20 | 16 |
| Recreation | 22 | 35 | 19 |
| Basic | 32 | 30 | 10 |
| Renovations | 34 | 18 | 10 |
| Appliance Repair | 31 | 16 | 9 |
| Gardening | 24 | 33 | 10 |
| Food | 32 | 39 | 18 |
| Office | 40 | 10 | 25 |
| Computers | 59 | 26 | 10 |
| Sales | 39 | 12 | 11 |
| Security | 23 | 7 | 9 |

Residents of Spence consider themselves capable of teaching:

food related skills (39%); artistic skills (34%); recreational activities (34%) and gardening (33%).

Informal education in skills that seniors have to pass on, or in much needed home repairs can save money for people on a tight budget. Sharing skills with young people can be life-altering. Many skills are lost if they are not passed on.

The Capacity Inventory Project has identified the following opportunities:

- ◆ odd job opportunities filled by local residents
- ◆ local hiring opportunities from businesses, organizations and residents
- ◆ trading or bartering opportunities
- ◆ resident interest in volunteering
- ◆ training opportunities (i.e. computer classes, drivers' license)
- ◆ potential for formation of associations partnerships with other organizations, including the House of Opportunities, the Healthy Living Program, the West Central Community Cupboard and Women's Project and the University of Winnipeg.

d). Associations, Co-operatives and Small Business

The new Skills Bank is interested in establishing work crews, associations and businesses. By bringing people with like or complimentary skills together, the new Skills Bank will help to establish supportive work groups and can make plans for training and new business initiatives.

Based on the data in Figure 2 (page ix), the following economic groupings might have promise:

- ◆ Landscaping, cleaning and home insulating crews
- ◆ Artists' cooperative
- ◆ Construction materials recycling
- ◆ Bakery
- ◆ Sewing and tailoring co-operative

- ◆ Moving or delivery van service
- ◆ Business services on part-time basis (ex. promotion, secretarial, inventorying)
- ◆ Inner city research services: ex. interviewing, focus groups, data entry

4.4 The Database

Beyond the collection of skills in the neighbourhood, the Project research team established a computer database that would manage the information collected and sought a host organization for the on-going operation of the database. The House of Opportunities is currently sharing a connected office space with the Skills Bank. This allows people seeking employment to find odd jobs as well as longer term opportunities. The Skills Bank and HOO also provide space in which members can share information with each other. The database will expand as more residents enter their data at the new Skills Bank where a workstation has been set up. People who wish to register are provided with instructions so that they can visit, enter new data, order new business cards and conduct a search for available jobs in an area of interest.

The database has been set up for both research purposes and to match people to jobs, training, volunteering and trading opportunities but of the 312 residents interviewed, only those who agreed to become members are registered in the new Skills Bank. (The number of members at the time of publication totals 285).

The research team was careful to ensure that respondents were not pressured into registering. In a neighbourhood where people may already feel that government agencies have invaded their privacy, the Project took pains to provide residents with time to make a choice and to be informed. In a neighbourhood where there is higher than average mobility and where people can lose access to the telephone, giving people a choice was clearly not to the benefit of the Project but was the right ethical position to take.

The interviewers noted the names of people who would like to be contacted later in order to allow them time to understand and reflect on the Project, the perceived risks and the potential benefits. People were called after two weeks, however, efforts to reconnect with people interviewed to ask them to become members, was often unsuccessful. Most community-based organizations face this same barrier – keeping in touch with those who might benefit from their services. In subsequent research, the need for promotion and for face-to-face contact with potential members will be highlighted in terms of the time and money allocated to these labour intensive activities.

At this time, the Skills Bank workstation allows the client access to their own file which is pictured in Figure 6 (page 2-26). Additional forms produce business cards and present the results of queries. The privacy of all Skills Bank members is protected through the use of passwords created for each person or organization. Only the database manager will have access to the individual records. Hardcopy, paper files linking passwords to personal information are stored in a locked cabinet.

Figure 7 (page 2-27), which details the list of questions that might be posed, the range of users of the recorded information and the types of analysis possible, suggests the full potential of the database. Realization of this potential depends on ongoing interviewing, updating and utilization of the Skills Bank.

Kretzman and McKnight emphasise that the capacity inventory should be used primarily for the purpose of gathering information about specific people in order to:

- ◆ Connect Mary Jones to other residents, associations, institutions or enterprises.
- ◆ Connect Mary Jones' community skills to local community groups or activities.
- ◆ Connect Mary Jones to individuals, groups, programs or financing that will assist her in creating or developing an enterprise. (Kretzman and McKnight 1996, 17)

In fact there is a warning for users of the Kretzman and McKnight guidebook – that the information gathered should not be used to produce tables and charts. Users should focus solely on developing capacities of individual local residents or risk failure in affecting change on their behalf.

In the case of the Capacity Inventory Project, the Coordinator has worked closely with the House of Opportunities and its employment counsellors, with the university researcher, and with organizations intimately involved in community development work. The Project has taken a two-pronged approach, emphasising both the importance of change for the individual resident and the importance of learning more about the dynamics of community development in the Spence Neighbourhood. The intended research outputs lie emerge from the analysis of resident needs for job preparation and business development support, in greater understanding of the neighbourhood economy (informal and formal) and in the recommendations that may inform policy makers in the area of social economy and community development.

To work on both the personal level and the micro community development level places considerable demands on the Coordinator and Research Team. The success of the new Skills Bank depends on the support and experience available in the House of Opportunities, the SNA, and the community workers and organizations represented on the CED Committee. As this Project is integrated increasingly into the work of the SNA and House of Opportunities, supportive and complimentary systems (administrative and functional) will be needed so that the full potential of the new Skills Bank is realized. In short, the new Skills Bank will draw its strength from a growing membership and expanding use of its linking, descriptive and analytical features.

Figure 6: Client information form

The screenshot shows a Microsoft Access window titled "Microsoft Access - [Client Information Form Main : Form]". The window contains a form with various input fields and checkboxes. The form is organized into several sections:

- Membership Information:** Fields for Membership#, Active (checkbox), Active Date, Event Info (checkbox), and Training (checkbox).
- Personal Information:** Fields for Last Name, First Name, Apt #, Address, City (pre-filled with "Winnipeg"), Prov (pre-filled with "MB"), and Postal Code.
- Contact Information:** Fields for Phone #, Message #, Voice Mail, and Email.
- Emergency Contact:** Fields for Emergency Contact and Relationship.
- Additional Fields:** Fields for Area Code, Phone #, Voice Mail, Hired (checkbox), and Follow up.

Below the main form, there are three tabs: "Logon/Modification Date", "Skills/Abilities", and "Business Card Information". The "Logon/Modification Date" tab is active, showing a table with the following columns: "Logon Date", "# of Times", and "Comments". The table is currently empty.

At the bottom of the form, there are record navigation controls: "Record: [Navigation icons] 1 of 1".

The Windows taskbar at the bottom shows the Start button, several open applications (Skills Bank, Presentati..., Client Skil..., Client Info...), and the system clock showing 1:25 PM.

Figure 7: What Questions could the database answer

| QUESTIONS | DATABASE USERS | | | |
|---|--|---|--|---|
| | Member | Employer | CBO | SNA/GOV./ Researcher |
| 1. What jobs are available for someone with skill, experience and/or certification in this type of work? | I want - to volunteer - to trade - paid employment | | | What projects would employ residents? How to describe SN capacity? |
| 2. Who has the skill, experience and/or certification to do job “X”? | I need a worker - to volunteer - to trade - for paid employment | We need a worker - for full or part time employment | I need a worker - to volunteer - to trade - for full or part time employment | What level of need for skills? - as volunteers? - for trade? - for full or part time work |
| 3. What training is needed in the Spence Neighbourhood? | I want training in skill “x” for - household - for community - for professional work | We need a trainer for our organization who can teach us skill “x”. | We need a trainer for our organization who can teach us skill “x”. | What training should be organized and SN seek support for? |
| 4. What training is available in Spence Neighbourhood? | I can teach - for free - for a good or service - for a fee | We offer - apprenticeships - on-the-job training - mentoring | We train - for free - for a fee | What types of training are needed in SN? |
| 5. What businesses could be started based on residents’ skills? | Could a group with my skills start a support group? | | | What new businesses could government support in SN? |
| 6. What skills are available for trade in SN? | Can I have work done or obtain goods if I don’t have money? | Can we trade with skilled residents? | Can we trade with skilled residents? | Describe and report on range and variety in (legal) informal sector. |
| 7. Are residents progressing in their job preparation, from odd jobs to casual, to permanent employment | | | | Describe and report on increases in SN capacity due to counselling and experience. |
| 8. What long run impact has training in skill “x” had on SN? | | | | Describe and report on increases in SN capacity due to investment in training. |
| 9. Have new businesses emerged out of SN capacities? | | | | Describe and report on creation of new businesses. |

4.5 Community-University Collaboration

One of the greatest achievements of the Project was the cooperation between the university and the community. The initial goal to create an inventory of the skills in the community came through a series of community-initiated processes to look at Community Economic Development in the Spence. Community residents and people working on economic development in the community felt it was important to record the skills and skill needs of residents so that they could make better decisions about future economic development projects.

Data has importance for community and university: The gift that the university brings to the community is in the collection, management and understanding of information gathered. The university has a capacity to gather examples of what is happening elsewhere in the world that might be applicable to the situation in west central Winnipeg and in planning a clear methodology for gathering information: a methodology that can be reproduced and built on over time allowing an increase in the database of knowledge. A community organization often knows by instinct borne of experience what is needed in their community, but this instinct needs to be verified by facts in order both to substantiate the need or to explain it to larger or more powerful, communities.

The community residents and organizations understand how information can best be gathered in a more accurate manner. This is a gift that the community can bring to the university. In this project, community feedback allowed the survey instrument to improve. The researchers, themselves community members, also gave each other feedback and helped to form the survey at the beginning of the process.

Building Skills in the Community – a process that works: Having one person in charge of the project working out of a community organization and in partnership with other community projects created a sense that the project belonged to the community. This was very important in setting the tone for the research. The project was viewed by residents as being owned by the community, not imposed upon it.

Community interviewers were key to the process of gathering information. This was an opportunity to for residents to gain skills and to make much needed money. Interviewing is a difficult job for people who are not used to work which requires this degree of initiative and self motivation. As much structure as possible was built into the work processes. Training sessions were done together and then shifts were done in pairs. Frustration was caused by partners not showing up for shifts. In response, strategies for solving the problem were discussed at a meeting of all the interviewers. Some interviewer's lives were too unpredictable and the interview shift was not always seen as their first priority. There were also some tensions between community people who knew each other and were not on good terms. This is the nature of community-based research. A few interviewers were let go and others were hired, allowing more people to gain experience in the interview process. There was a core of interviewers who stayed through the whole project and gained a great deal of experience, as well as the trust of the community and the community organization.

Flow of the Project Funds: Also key to the feeling that the Project was owned by the community is the fact that all researchers were paid by the community organization, not the university. Funds handled in a smaller organization flow faster and allow the project to respond more readily to situations as they arise. This is a benefit when working with low-income community members who cannot afford to wait long periods for payment. As long as the financial decision making process is clearly outlined at the beginning between university and community participants, having the money in the hands of the community adds to empowerment and ownership of the research project.

However, while valuable, this factor created stress within the project. SNA administration time was considerable due to the number of interviewers and continued changes in staffing, but was required by the funding to be an in-kind donation to the project. The mechanisms for distributing and managing finances do cost a small organization valuable time and staff resources. These costs need to be reflected in funding allowances. Funders in general are tightening restrictions on administrative costs, creating a situation where organizations are a cluster of projects with no administrative support at the core. (Mayer and Lezbuski, 2003.) In working with community groups, researchers and funders need to recognize the cost of their participation.

4.6 Challenges for the new Skills Bank

Although the Project objectives did not include the operation of a “Skills Bank” like the one that now draws on the database, resident expectations required the investment of time in demonstrating the potential of the research. Challenges for the Skills Bank include the high level of resident mobility and the number of people without a phone. Contacting people about training or job opportunities was difficult since approximately half of the interviewees’ telephones had been disconnected by the end of the Project and mail was being returned. This posed problems for notifying people about potential jobs which often require the worker within 24 hours. Attempts to connect people up with free mailboxes has had limited success due to the shortage of boxes.

There have also been a few challenges with Skills Bank members not showing up for jobs as agreed. As a result, a “three strikes you’re out” policy was enacted. The Skills Bank ideally, should develop a reputation for providing reliable employees to the community and providing good work for its members. Nevertheless, the Skills Bank will always depend on the good will of supportive residents and businesses who understand that facing the work world is a challenge for many people.

5. CONCLUSIONS AND FUTURE DIRECTIONS

The long-term goal of the Capacity Inventory Project is to strengthen participation in community economic development. There are signs that the new Skills Bank is being used by members of the community to connect with jobs, volunteering, training and trading opportunities. Residents and businesses have shown interest in employing people for odd jobs and trading of skills. By focussing on these two key forms of work, the Skills Bank can function in a way that engages many residents in a manner that’s appropriate for “where

they are at” in terms of job preparedness. The importance of odd jobs and traded work should not be underestimated as ways in which people can gain experience, soft job skills, exposure, job satisfaction, and even long term permanent employment. Odd jobs can provide much needed cash but do not interfere with social assistance.

The Project has been concerned with more than finding jobs. The objective of increasing informal trading requires good communication and networking – in short, a greater supply of social capital and trust than currently exists in the Spence Neighbourhood. There are a number of factors that affect the supply of social capital in the SN. The level of petty crime in the neighbourhood generates distrust. On the other hand, people are very tolerant of difference, a positive characteristic of the old inner city neighbourhoods and one that may be lacking in suburban or higher income areas. On an institutional level, there are strong partnerships among organizations such as SNA, HOO, the West End Women’s Project, St. Matthews Maryland, *West Central Streets*, West End Biz and many others.

Projects, such as this current one, that take a participatory action research approach, nurture the growth of social capital. It has invested in community events, an unconventional research tool, to reach various segments of the population, to keep people informed, to put money into the area and to provide an opportunity for feedback. The use of CED principles also strengthens networks. As relations among people, organizations and local businesses within the Spence Neighbourhood steadily multiply, people begin to recognise their neighbours and eventually know each other better. Building social capital is a long-term undertaking but the good news, as with financial capital, is that the more you invest in it, the faster it grows.

Although the size of the sample for the Project was limited, the capacity inventory begins to describe the potential that exists and the skills that are lacking. Training is needed, and in demand, in basic skills such as word processing and in driver education. Lack of capacity in such skills poses a barrier to employment.

The skills that *do* exist represent a response to real resident needs — especially areas such as family support, health care, and home maintenance. By including non-marketed skills in our view of the Spence Neighbourhood economy, the spontaneous dynamics of the “whole economy”, that is, *real supply and demand*, is starkly evident. Residents have skills in areas of need – child care, elder care, listening or counselling, The hopeful idea that need motivates supply is supported by this whole economy view.

Some of the major challenges for capacity-building research in general are the following: making the research an instrument that empowers; keeping in touch with a highly mobile population; lack of core funding for community development organizations; lack of continuity in project programming; changing the view that “community-based” does not allow for conflict; raising community expectations and not meeting them; and increasing the burden of work for organizations with limited staff and funds.

In the future, the Skills Bank will continue to develop its relationships with residents and businesses who hire locally. This will involve continuous advertising and hosting events to promote the newly established Skills Bank. The focus will be on odd jobs, to ensure that the

Skills Bank complements the proposed House of Opportunities temp agency. The temp agency will be focussed more on part-time and full-time positions, as it has the means to assist more with soft skills development (resume preparation, job searching skills etc.) The odd jobs piece will involve linking residents to businesses or residents who need services on a short term basis (e.g. electricians, babysitters or snow shovelling). The Skills Bank member and their employer will be responsible for negotiating the terms of trade.

The Skills Bank will continue to stretch the boundaries of CED by nurturing growth in alternative means of meeting needs – more skills posted in *West Central Streets*, more involvement in the Local Exchange and Trading System (LETS), increased neighbour to neighbour trading and voluntarism. Skills Bank members will continue to receive free business cards. As unmet training needs arise, the Skills Bank will identify and conduct training sessions that are of interest to the community. This could include further computer courses, driver's license training, Aboriginal language instruction, and food handling certification.

5.1 Policy and Research Recommendations

Policy Recommendations

- ◆ **Support for training, jobs and working arrangements that meet people “where they are at”**
 - ◇ widen the field of employment programs to encourage more flexible, but high quality jobs that are appropriate for “where people are at”, for example odd jobs and temp jobs
 - ◇ recognise that parents may need to get to interviews and other appointments
 - ◇ subsidize bus transportation to jobs and provide free transportation to work sites
 - ◇ support volunteer placements that provide a combination of learning and honoraria
- ◆ **Welfare regulations and programs:** encourage rather than penalise people who are trying to get back into the work force and those who are trying to make ends meet.
- ◆ **Creating space for legitimate informal activity:**
 - ◇ acknowledge the importance of the informal sector to community development and sustainable livelihoods
 - ◇ allow people time to meet needs in the informal sector by supporting job-sharing and other creative work arrangements
 - ◇ encourage/promote community gardening by establishing policy at the municipal level
 - ◇ invest in community space for meetings, discussions and organizing

- ◆ **Employment Intermediaries:** support employment intermediaries such as House of Opportunities, Opportunities for Employment, Core Temporary Services and the Skills Bank that foster development of soft as well as hard skills (also see Lowen et al 2005)

Research Recommendations

- ◆ **Giving Back to the Community:** research projects like government programs have the option of investing funds in the community by following CED principles, a “best practices” approach that reaps benefits in more accurate data collection and in extending the reach of the project.
- ◆ **Social Incubators:** further analysis is needed of strategies for incubating associations, clubs and micro-enterprise in low-income areas. Hiring entrepreneurs to lead crews, is an option being explored by the Skills Bank.
- ◆ **Exploration of Alternative Work Arrangements:** there is a lack of information on needs and opportunities for alternative work arrangements that allow greater flexibility for the employee.
- ◆ **Whole Economy Policy Analysis:** research is needed into the workings of legitimate informal sector activity and policy that would create space for non-market activities that support community livelihoods.
- ◆ **Market Surveys for Enterprise:** potential new small businesses or co-operatives that build on Skills Bank Capacity Inventory include landscaping, cleaning or insulating crews, artists’ co-operative, recycling construction materials, co-operative bakery, sewing and tailoring co-operative, moving or delivery van service, supply of business services on part-time basis, and inner city research services.
- ◆ **Entrepreneurial Skills:** study of motivational strategies for residents of the inner city
- ◆ **Stages Models for Preparing Workers:** examine the continuum of steps in working with “clients” by tracking 100 clients.

5.2 A Final Word on “The Nature of Economies”

Jane Jacobs (2000) emphasises that diversity is a key characteristic of the vigorous economy as it is in natural ecosystems. Without diversity, the economy becomes a “semi-barren” system – a mere conduit through which economic activity passes. Given the representative description (Figure 2, page ix) of the whole range of formal and informal capacities that currently exist in the Spence Neighbourhood, we can appreciate the surprising diversity and also the exciting potential of the neighbourhood economy.

Diverse ensembles expand in a rich environment, which is created by the diverse use and reuse of received energy. (Jacobs 2000, 63)

Thus “use and reuse” of energies, both formal and informal, is a key local employment strategy. Asset-based community economic development shows an appreciation for the varied capacities that have been inherited from past generations, those that have been brought into the Spence Neighbourhood from northern communities or from distant countries, and those gained through training, education and formal work experience. Development practice that values all community assets in the whole economy, rather than only those that compete on the market at any given time, is a more people-centred and efficient approach to CED. It is founded on the belief that all people are deserving of respect and that “all men and women, however poor or marginalised, always have many capacities which may not be obvious to outsiders.” (Eade 1997, 3). Stuart Hill (1997) and others have observed that the plants that grow in lands that are under stress are those that are needed by the soil. Gardeners may call them weeds but for ecologists, these plants nourish and purify the land and can also be treated as indicators of what is lacking. The term “Informal Activity” is substituted for the word “weeds” in the following excerpt:

Deep penetration by their roots often enables [informal activity] to accumulate various elements from the subsoil, particularly trace elements, and transport them to the soil surface. Through the [informal activity] , these elements become available to crop plants with less extensive root systems. Different [informal activities] concentrate different elements. Interestingly, the accumulated elements are often those in which the particular soil is deficient.

Some of the assets that we find in the Spence Neighbourhood are those that are most needed to assist those who do not have access—people with family support skills, for example, and people who are self-taught sewers, carpenters, plumbers, mechanics, musicians and artists. These assets may not be backed up by formal education but they may be the deeply-rooted plants that hold the community together and provide a strong foundation for the expansion of social capital and the growth of new skills, new jobs, and new businesses. Policy makers would do well to follow the lead of environmental agronomists like Stuart Hill by studying the existing capacities in the community to gain a better understanding of the needs of the people.

Annotated Bibliography

Blakely, E. (1994) Planning local economic development. Theory and Practice. 2nd ed. California: SAGE Publications.

Blakey provides a solid, traditional look at economic development. There is little exploration of alternative economic development strategies and systems and limited attention is given to the informal market.

Centre for Sustainable Community Development (CSCD), Simon Fraser University
<http://www.sfu.ca/cscd/gateway/project/activity.htm>

This website presents the types of activities that occur in both the formal and informal economy. It also discusses strategies, tactics and principles of community economic development. The website gives good detail in its discussion of the informal economy. It presents the informal sector as an indicator of socio-economic exclusion.

Cushing, P. (2003). Policy approaches to framing social inclusion and social exclusion: An overview. Canada: L'Institut Roehrer Institute.

This book explores the concept of social inclusion and how it affects the socio-economic health of individuals, families and groups. It assumes a holistic approach.

Dobson, R. Community Circle. (1993). "Building community with Barter Credit", in Bringing the Economy home from the Market, Montreal: Black Rose: 169-215.

This chapter in Dobson's book on community economy, discusses how bartering functions and how it differs from the formal, money-based economy. The article uses creative means of explaining complex economic concepts. It is very supportive of bartering. Because it is a guide, it does not deal with disadvantages of the system.

Eade, D. (1997) Capacity Building. An approach to people-centred development, Oxford: Oxfam.

Deborah Eade provides a practical guide and examines the concept of capacity-building and its place in development. The contribution of NGOs is explored - and the nature of the training involved. The text deals with the origins of capacity building; the nature of capacity building; whose capacities; investing in people; investing in organizations; investing in networks; building capacity in crisis; building the capacities of others: questions for donors.

Economic Council of Canada (1990). From the Bottom Up. The Community Economic Development Approach. Canadian Government Publishing Centre: Canada.

A summary of Canadian experience, this report discusses supply and demand side initiatives for community economic development. The approaches are predominately regional in scale, and are more traditional forms of economic development.

Greenwood, D., Levin, M. (1998). Introduction to Action Research. California: SAGE Publications.

Provides a in-depth look into the definition, history and methodologies of action research. The authors defend at great length action research method, arguing that it has the potential of being the most scientific of all social research. Several case studies are presented in the national and international context.

Gubbels, P. and Koss C. (2000). From the Roots up: Strengthening organizational capacity through guided self-assessment. Oklahoma City: World Neighbours.

Explains the importance of self-assessment, and provides various tools for capacity assessment and additional resources. From the Roots up provides step- by step instruction on how to conduct the various activities.

Institute for Social and Economic Development (2001). www.ised.org

Discusses what CED is and possible issues that may arise when implementing CED initiatives. The organization also lists several of their programs on the website.

Jacobs, Jane (2001) The Nature of Economics. Toronto: Vintage.

Jacobs, through platonic dialogue, presents, in an accessible form, her thesis that we always have and always will draw knowledge and inspiration from nature. Her metaphors provide guidance for economic planners.

Kretzmann, John P. (1997). A Guide to Capacities Inventories: mobilizing community skills of local residents Chicago: ACTA publications.

Kretzman explains the importance and opportunities for building and using asset-based inventories. He stresses the importance of involving a range of educational, religious and age-based institutions for asset-building and partnerships. His approach differs from a needs-based approach, in that it empowers people to be the actors in community development as opposed to the receivers. Kretzman does not discuss any of the challenges in creating or implementing capacities inventories.

Kretzman, J. and J. McKnight (1996). Mapping Community Capacity. Institute for Policy research, Chicago: Northwestern University.

Kretzman and McKnight compare the needs-centred to the assets-centred approach to community development. The authors emphasise that the focus should be on mapping the strengths and capacities of a neighbourhood from the individual and organizational level as opposed to its deficiencies. There are two building blocks in regards to capacities, those that are located in and controlled by the community and those that are located in the neighbourhood but are controlled by outsiders. The first block consists of people, local businesses, home-based enterprise, citizen associations, associations of businesses, financial and cultural institutions. The second building block might be comprised of hospitals, higher educational facilities,

police, libraries and parks. Kretzman and McKnight also identify potential building blocks outside the neighbourhood, including public information and public welfare expenditures. <http://www.northwestern.edu/ipr/publications/papers/mcc.pdf>

LETS Speak...Victoria LETS join! (www.lets.victoria.bc.ca/join.htm)

This website explains how the Local Exchange Trading System, LETS speak functions and itemizes its benefits. An extensive resource list about alternative economics is also included. The website has a section for feedback and events.

Loizides, S. (1994). The Role of the Private Sector in Community Economic Development Ottawa: The Conference Board of Canada.

Discusses the importance of partnerships between community economic development projects and businesses. The author maintains that in an increasingly globalized and competitive world both parties need to work together.

Lowry, K., P. Adler and N. Milner (1997). "Participation and the public: Group processes, politics, and planning", Journal of Planning Education and Research 16: 177-87.

The article provides a detailed and in-depth account of participatory planning. It takes a critical view of participatory planning practice.

Loxley, J. and HK Land Associates. (1986) The Economy of Community Development. Native Economic Development program.

Examines community economic development initiatives undertaken by the federal and provincial government, and Native people. They provide a detailed look at unique approaches, specifically examining why native businesses fail. Recommendations are proposed.

McKay, G. www.freenet.edmonton.ab.ca/lets

The website discusses the local exchange and trading system in Edmonton, including guidelines on how to become involved and listing additional resources.

Nozick, Marica (1992). No Place Like Home: Building Sustainable Communities. Ottawa: Canadian Council on Social Development.

The author presents an alternative development perspective, emphasising five principles of sustainability: economic self-reliance, ecological development, community control over resources, meeting individual human needs, and building community culture. A rich collection of examples and case studies helps to illustrate these principles.

Perry, S., M. Lewis and J. Fontan (1993) Revitalizing Canada's Neighbourhoods: A research report on urban community's economic development. Vancouver: Centre for Community Enterprise.

Perry et al discuss the ingredients for community economic development, including debt/ equity planning and research and human resource development.

Rhyne D. (1995) Focus Groups: An introduction. Toronto: Institute for Social Research, York University.

Rhyne defines and details how and where focus groups can be applied. She identifies strengths and weaknesses of this research tool and outlines the process for planning a focus group. Focus groups allow terms and issues to emerge from the group rather than being defined by the researcher. Information is presented in a workshop format and is easy to follow.

Rocha, E.M. (1997). "A ladder of empowerment", Journal of Planning Education and Research, 17: 31-44.

Rocha discusses the different phases of empowerment in a systematic and organized manner. "A ladder of empowerment" provides a grassroots level and holistic approach to empowerment.

Ross, Peter and David Usher (1986). From the Roots Up: Economic Development as if Community Mattered. Toronto: James Lorimer.

The whole economy model is presented and its application to northern communities is described. The authors expand on sources of value in the informal sector. They emphasise that for economic development to take place, the contribution of informal activity must be taken into account.

SEED Winnipeg INC.(2003) Community Shopping Guide: Supporting a healthy local economy in Winnipeg. SEED Winnipeg INC: Winnipeg.

Provides an overview of CED principles, an extensive list of businesses that adhere to the principles and the criteria for including an enterprise in the collection. The community shopping guide also provides a map detailing the location of these businesses.

Smith, S., D. Willms, N.Johnson, (eds.) (1997). Nurtured by Knowledge: Learning to do Participatory Action-Research. U.S: The Apex Press.

Smith et al present several case studies of participatory action research on a local and international level. A detailed discussion of what defines PAR and how to conduct PAR in a range of contexts . The book is a rich resource providing guidelines, tools and applications. The authors present clear evidence that the line between research and researched, learning and planning is artificial and a hindrance to best practice.

Staples, S. (2005) "Better Money", Alternatives. Vol. 31, No. 1.
(<http://www.alternativesjournal.ca/issues/311/staples.asp>)

The paper provides a useful discussion of trading and bartering systems across Canada. It identifies opportunities and challenges, with a greater emphasis on the former.

Time Banks USA, (2004) (http://www.timedollar.org/resources_main.htm)

The website describes "time dollars" and explains how they function as well as underlying principles. It also details how to build a time dollar system, how to become involved and lists additional resources. This site provides guidelines but no critique.

Wates, N. (2000). The Community Planning Handbook. London: Earthscan Publications Ltd.

The Community Planning Handbook features a list of activities and best practices on for engaging in community planning and development. The book is very practical, with little discussion of theory.

Wilson, P (1996). "Empowerment: Community Economic Development from the Inside Out" Urban Studies 33 (4-5): 617-630.

Work Group on Health Promotion and Community Development. (2005) Community Toolbox. Kansas: University of Kansas at <http://ctb.ku.edu/>

This Toolbox provides a vast range of skill-building information on several different topics. These skills central to community development and capacity building – for example facilitation and evaluation skills. There is information on learning a skill, planning the work, solving problems and connecting with others. For the practitioner, there is useful, detailed instruction, examples and other resources.

Additional Sources

Goulet, Denis (1995). Development Ethics: A Guide to Theory and Practice. London: Zed.

Hill, Stuart and Jennifer Ramsay (1977). "Weeds as Indicators of Soil Conditions", Ecological Agriculture Publications. Montreal: McGill University.

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Marshall, C and G. Rossman (1999). Designing Qualitative Research. 3rd Edition, Thousand Oaks, CA: Sage.

APPENDICES

Appendix A: The Community Questionnaire

Introduction:

Hi, my name is _____, and I am with the Spence Neighbourhood Association. We are doing a survey to find out what types of skills are available in our community. The Spence Neighbourhood Association and the University of Winnipeg plan on using the information to write reports that will help government and the community identify training and employment support programs needed in our community.

This survey will take approximately 30 minutes to complete depending on your answers. You will receive a fifty-cent coupon from the West Central Community Cupboard for your participation. Would you be interested in participating?

After the survey you will have a chance to register your skills in the Skills Bank. You are not automatically a participant in the Skills Bank by completing this questionnaire. Your skills will be stored in a computer. Any businesses, residents or organizations interested in employing or trading with you, will contact the Skills Bank manager. The Skills Bank manager in turn will be responsible for contacting you about the opportunity. We can't guarantee however that we will find you a job.

It is important to Spence Neighbourhood Association that the information you provide remains confidential. At the end of the survey, we will be asking you how you would like for your information to be used.

If you have any questions at any time, please do not hesitate to stop the interviewer for further clarification. We respect your right to refrain from answering any questions.

We have a consent form for you to fill out, which provides a brief over-view of the project. *(Interviewer: please have the resident sign one consent form for our records, and provide them with an additional consent form for their own information)*

Thank you for your participation!

Interviewer instructions: If you mark the wrong column, cross it out and re-circle the correct one in red. You can use the column or extra paper provided to collect additional information.

Please provide interviewee with time updates on a continual basis (how much more of their time the survey will require)

1) **Residential information:** The personal residential information will be kept confidential. At the end of the survey, we will be asking you how you would like your information to be used.

Name of Resident _____

Address of Resident (*Please include postal code*):

How long do you expect to stay in the Spence Neighbourhood? (Spence neighbourhood defined as Portage to Notre Dame, Balmoral to Agnes).

2) **Strengths and Abilities**

This section of the survey will be used to discuss the skills you have in a variety of areas. These can include skills you have learned from a family member/friend, school, or through volunteering, on the job or through a community group.

What would you say you are particularly good at?

Note to interviewers: Ask the interview probing questions. Including “people always say you are good at...working with children/home repair/art? You have an easy time learning...computers/painting?”

If you have any skills in the following areas, or are interested in sharing or learning them, please indicate. These can be skills people would pay for or maybe “unpaid skills.”

Interviewers: please place a check mark in the relevant boxes. Ask probing questions if required, including “would you feel comfortable enough with your skill level to teach this?” and “Would you sign up for a class in this?”

Try to get a strong and clear response. Also indicate to the interviewee that even if they indicate yes to a skill, they can also say that they would like to learn more.

| 1) Art | Yes | No |
|--|------------|-----------|
| Dance | Y | N |
| Sing | Y | N |
| Play an instrument/ compose musical | Y | N |
| Make jewellery | Y | N |
| Graphic arts | Y | N |
| Work with leather/ metal or beads. | Y | N |
| Stain glassed | Y | N |
| Pottery/Ceramics | Y | N |
| Paint | Y | N |
| Sew | Y | N |
| Write or illustrate | Y | N |
| Knit or crochet | Y | N |
| Draw | Y | N |
| Photography | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills? | | |
| Do you have any training/certification or awards in the above areas? Please specify. | | |
| 2) Family support | Yes | No |
| Visited someone who was lonely or ill | Y | N |
| Listened to a person or families problem | Y | N |

| | | |
|---|------------|-----------|
| Cared for children | Y | N |
| Cared for babies | Y | N |
| Cared for children with behavioural needs | Y | N |
| Cooked or delivered meals | Y | N |
| Cared for some one else's pet | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills? | | |
| Please indicate any training/certification/awards you have in the previous areas? Please specify. | | |
| 3) Have you ever provided care for the : | Yes | No |
| Elderly | Y | N |
| Mentally ill | Y | N |
| Sick | Y | N |
| Physically or intellectually disabled | Y | N |
| If NO on any of the previous items please proceed to section 4: | | |
| Feeding | Y | N |
| Bathing | Y | N |
| Provided companionship | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills? | | |
| Do you hold any training/certification/awards in these areas? Please specify | | |

| 4) Community Skills | Yes | No |
|---|------------|-----------|
| Worked to change a policy or law | Y | N |
| Surveyed or interviewed people | Y | N |
| Contacted people about an event or program (door to door/phone) | Y | N |
| Organized a group or special event | Y | N |
| Written grant proposals | Y | N |
| Been a member of a committee/ chaired a committee | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills? | | |
| Do you have any training or certification in the above areas? | | |
| 5) Have you ever participated in any activities for Youth? If no, proceed to section 6 | Yes | No |
| Volunteered in a child's classroom | Y | N |
| Tutored | Y | N |
| Taught in the classroom | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills | | |
| Do you have training/ certification/awards in the previous areas? Please specify. | | |
| 6) Recreational activities | Yes | No |
| Participated in a recreational activity (please specify activity) | Y | N |

| | | |
|---|------------|-----------|
| Lead a recreational activity (please specify activity) | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills? | | |
| Do you have any training/certification/awards in the above areas? Please specify | | |
| 7) General household maintenance | Yes | No |
| General household cleaning | Y | N |
| Snow shovelling | Y | N |
| Routed clogged drains | Y | N |
| Fixed leaky faucets | Y | N |
| Caulked | Y | N |
| Floor sanding/Stripping | Y | N |
| Wood Stripping | Y | N |
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any training/certification/awards in the above areas? Please specify. | | |
| 8) Household and/or building maintenance and repair | Yes | No |
| Painted | Y | N |
| Wall papered | Y | N |
| Done porch construction/repair | Y | N |

| | | |
|---|---|---|
| Built Fences | Y | N |
| Repaired locks | Y | N |
| Built garages | Y | N |
| Furniture making/repair | Y | N |
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any training/certification/awards in the above areas? Please specify. | | |
| If the respondent does not have any further home/building maintenance skills than proceed to section 9 | | |
| Done any tile work | Y | N |
| Installed drywall | Y | N |
| Plumbing repairs | Y | N |
| Electrical repairs | Y | N |
| Bricklaying and masonry | Y | N |
| Cabinet making | Y | N |
| Installed insulation | Y | N |
| Plastered | Y | N |
| Soldered/Welded | Y | N |
| Concrete work | Y | N |
| Installed floor covering | Y | N |
| Repaired Chimneys | Y | N |
| Heating/Cooling system installation | Y | N |
| Put on siding | Y | N |

| | | |
|--|------------|-----------|
| Installed windows | Y | N |
| Other | | |
| Do you want to learn any of the above skills? | | |
| Do you want to teach any of the above skills? | | |
| Do you have training/certification/awards in any of the previous areas? Please Specify. | | |
| 9) Have you ever repaired any appliances or vehicles. If no, proceed to section 10. | Yes | No |
| Jewellery or watch repair | Y | N |
| Repaired radios | Y | N |
| Repaired TVs | Y | N |
| Repaired VCRs | Y | N |
| Repaired cars/trucks/busses | Y | N |
| Fixed washers/dryers | Y | N |
| Repaired heating/cooling systems | Y | N |
| Repaired elevators | Y | N |
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any certification/training/awards in any of the above areas? Please specify. | | |
| 10) Agricultural/gardening activities | Yes | No |
| Grown a garden/ organic garden | Y | N |
| Maintained a yard or green space | Y | N |
| Other | | |

| | | |
|--|------------|-----------|
| Do you want to teach any of the previous skills? | | |
| Do you want to learn any of the previous skills? | | |
| Do you have any certification/training/awards in the above areas? Please specify. | | |
| 11) Food/baking preparation and serving | Yes | No |
| Cooked a meal | Y | N |
| Waitressed | Y | N |
| Catered | Y | N |
| Bartended | Y | N |
| Butchered | Y | N |
| Baked | Y | N |
| Other | | |
| Do you want to teach any of the previous skills? | | |
| Do you want to learn any of the previous skills? | | |
| Do you have any certification/training/awards in any of the above areas? Please specify. | | |
| 12) Office work | Yes | No |
| Typing | Y | N |
| Operated a switch board | Y | N |
| Written business letters | Y | N |
| Kept track of supplies | Y | N |
| Bookkeeping | Y | N |
| Directed and evaluated work of other people | Y | N |
| Made a budget | Y | N |
| Interviewed people | Y | N |

| | | |
|--|------------|-----------|
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any certification or training in the above areas? | | |
| Do you know how to use a computer? If no, proceed to section 13. | Yes | No |
| Word processing | Y | N |
| Data entry | Y | N |
| Internet | Y | N |
| Excel | Y | N |
| Access | Y | N |
| Web design | Y | N |
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any training/certification/awards in the previous areas? Please specify. | | |
| 13) Sales | Yes | No |
| Operated a cash register | Y | N |
| Sold (either in a store, door to door) | Y | N |
| Started a small business | Y | N |
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any training/certification/awards in | | |

| | | |
|--|------------|-----------|
| the above areas? | | |
| 14) Transportation: | Yes | No |
| Do you have a valid drivers license, if no skip to section 15. | Y | N |
| Do you have a valid license to operate any other type of vehicle/equipment? Please specify which one (s) | | |
| 15) Have you ever done any safety and security work? If no, proceed to section 16. | Yes | No |
| Guarded a residential/commercial property | Y | N |
| Traffic or crowd control | Y | N |
| Installed/repaired alarms | Y | N |
| Other | | |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any certification/training or awards in the above areas? Please specify | | |
| 16) Miscellaneous | | |
| Hairdressing | Y | N |
| Speak a second language (please specify which one) | Y | N |
| Acted in a supervisory role | Y | N |
| Do you want to learn any of the previous skills? | | |
| Do you want to teach any of the previous skills? | | |
| Do you have any training/certification or awards in the above areas? | | |

What are the top three skills you would like to learn?

Would you like to get together with people who have similar skills as you? For example as a club, association, etc?

Yes _____ No _____

Do you think you would use a skill bank? And what would make you more likely to use it?

Ask probing questions: You would be more likely to use it if it were ...free/close to home/at a church?

3) Information Usage

Thank you for your great responses. Spence Neighbourhood wants to ensure that you know how the information presented will be used.

This project is being conducted for research and to provide general information to the public and to government to assist in community economic development. As I have explained the second and very important reason for interviewing people about their skills is so that we can construct a Skills Bank. If you decide to register your skills with the Skills Bank, you will receive an additional fifty-cent coupon for West Central Community Cupboard. You will also receive free business cards in approximately 4-6 weeks after you have registered.

Please answer the following questions about the use of the information we have collected today:

I would like to register for the Skills Bank at this time. *(if so then complete registration forms and distribute and record the coupon number on the residential tracking sheet)*

I would like to have more time to think about registering for the Skill Bank.
I would like someone to call me in two weeks to ask if I would like to register for the Skills Bank. *(Please provide interviewees phone number)*

Contact me if there are training opportunities that you think I would be interested in. Please provide method of preferred contact.

Contact me if there are any upcoming Spence neighbourhood community events. Please provide method of preferred contact.

Date:

Signature of interviewee:

Signature of interviewer:

Appendix B: The Business Questionnaire

Introduction: The Skills Bank is a Spence Neighbourhood Association, House of Opportunities and West End BIZ project. The mandate of the Skills Bank is search out local skills and connect them to temporary employment, training and trading opportunities. This includes encouraging residents to register their skills with the Skills Bank, promoting local hiring, and providing or connecting residents to training opportunities. The Skills Bank also has a research component, to analyze the use and effectiveness of the Skills Bank in meeting its mandate, and to assess the replicability of Skills Banks in other neighbourhoods. The feedback you provide will help us identify the need for a Skills Bank in our community and better improve its services.

Business Name: _____

Participants Name: _____

Contact information: _____

1) Have you heard of the Skills Bank before? *If no please skip to question 3.*

Yes _____ No _____

2) If yes, how did you first find out about the Skills Bank? *(Please place an "x" beside the one's that apply)*

Community Dinner _____ Spence Neighbourhood Association Newsletter _____

From another organization _____ West Central Streets Newspaper _____

West End BIZ Newsletter _____ Other (please specify) _____

3) Would your business consider using a Skills Bank to hire short-term worker (s)? (If no skip to question 5).

Yes _____ No _____

If yes, what would you consider hiring them for? (Please place an "x" beside the one's that would apply).

Window washing _____ Snow removal _____ Mowing _____ Renovations _____

Building maintenance _____ Building repairs _____ Interior/exterior cleaning _____

Advertising (i.e. delivering fliers) _____ Other (please specify) _____

4) Please circle how you would prefer to connect with a Skills Bank worker:

Phone Skills Bank

Email Skills Bank

Approached directly

By Skills Bank worker

5) What factors are the most important when hiring a person? *Please rank the following six items from one to five.*

Training _____ Attitude _____ Work experience _____

Personal connection to person _____ Reliability _____

Appearance _____

6) Please rank the importance of hiring someone locally from the community (1- not important at all, 2- somewhat important, 3- important, 4- very important)

7) Please list two things that the Skills Bank could provide to encourage your business to use it

Appendix C: Source: Census Data
[\(www.winnipeg.ca/census2001/communityareas/\)](http://www.winnipeg.ca/census2001/communityareas/); Lezubski et al

| Basic Statistics for Spence Neighbourhood | | | |
|--|---------------|-------------------|-----------------|
| Population: | 3750 | | |
| Languages Spoken: | | Spence | Winnipeg |
| | Tagalog | 16.0%(580) | |
| | Cree | 7.2% (270) | .5% |
| | Vietnamese | 6.1% (230) | .6% |
| | Portuguese | 5.6% (210) | 1.3% |
| | Ojibway | 4.9% (185) | .6% |
| | Arabic | 1.1% (40) | .3% |
| | | | |
| Visible Minorities | | Spence | Winnipeg |
| | | 17.1% | 4.9% |
| | | | |
| Mode of Transportation | | Spence | Winnipeg |
| | Car | 36.5% | 68.5% |
| | Public Trans. | 33.7% | 14.2% |
| | Walk | 24.7% | 6.4% |
| | | | |
| Income | | Spence | Winnipeg |
| | Gov. Transfer | 32.5% | 12.1% |
| | Ave. Empl't | \$15,116 | \$29,145 |
| | | | |
| Below Poverty Line | | | |
| Low Income Cut-offs (2001 Census) | | Spence | Winnipeg |
| | 2001 | 62.8% | 20.3% |
| | | | |
| (held in poverty, Lezubski et al) | | Inner City | Winnipeg |
| | 1996 | 50.8% | 28.5% |
| | 1991 | 44.3% | 23.9% |
| | 1986 | 39.5% | 21.8% |
| | 1981 | 36.2% | 21.3% |
| | 1971 | 32.6% | 20.6% |
| | | | |
| Dwelling Tenure | | Spence | Winnipeg |
| | Owned | 18.5% | 18.5% |
| | Rented | 81.5% | 81.5% |
| | | | |
| Mobility - did not move | | Spence | Winnipeg |
| | 2000-01 | 70.8% | 84.9% |
| | 1996-00 | 42.0% | 57.7% |
| | 1991-96 | 34.7% | 56.1% |
| | | | |
| - moved in Winnipeg | | | |
| | 2000-01 | 20.8% | 11.6% |
| | 1996-00 | 39.5% | 31.3% |