

Building Capacity in the New Rural Economy

Statement of Relevance (2 pages)

Rural Canada is an integral part of the new economy, but the processes and impacts are significantly different than those found in urban regions. Its heavy reliance on commodity trade, dispersed population, demographic structure, and cultural traditions means that the transformation of organizations, households, and communities takes different forms and has different consequences from urban centres.

Our proposal is designed to document, monitor, and analyze these changes in a systematic and comparative way. We will continue work already begun by the *New Rural Economy Project* (NRE) of the *Canadian Rural Revitalization Foundation* (CRRF). For the past four years, researchers in this project have been collecting and analyzing information regarding the economic, social, political, and cultural changes associated with the new economy. It includes the preparation of a Rural Canada Database using census and survey information as well as a carefully constructed sample frame of 32 rural sites. NRE researchers have established working relationships with local people in these sites, created profiles for each site and gathered information in a systematic fashion regarding local economies, businesses, co-ops, voluntary associations, services, and major events. In the summer of 2001 they completed face-to-face interviews with just under 2000 households in 20 of the sites. They covered topics related to labour market activity, access to services, local participation and integration, social cohesion, communication technology, and informal economic activities. This work will form the basis of the INE project.

We are, and will continue to be, deeply involved in the analysis and promotion of understanding related to the New Economy. Our research program addresses all four of the areas of research identified by the INE and we do so in an organizational context that ensures regular and serious collaboration between researchers, policy-makers, and rural citizens. For example, CRRF researchers have produced six major publications of collected readings related to the new economy. These include the description and analysis of general trends and issues, both nationally (Bollman, 1992a) and internationally (Apedaile, et al., 1995), rural employment (Bollman and Bryden, 1997), rural institutions (Rounds, 1997), the dynamics of the new rural economy (Fuller, 1998), and the sustainability of rural communities (Bryden, 1994a). They have, in addition produced over 200 articles, reports, public documents, theses, and policy-related materials. Over the 4 years of the NRE Project alone, more than 50 publications, theses, and reports have been produced for both academic and non-academic audiences.

This track record of production is matched by other evidence of our commitment to the analysis and promotion of new economy issues. For 13 years, we have held annual workshops and conferences on topics related to the new rural economy. The conferences, for example, average just under 200 people from all parts of Canada, with a significant representation of international colleagues. They are always held in rural areas with considerable control provided by local people. This arrangement ensures that the researchers and policy-makers in attendance have considerable contact with the people they influence and that local people have an opportunity to build their capacity in the face of change. The success of this approach is reflected in the quality of our research, its impact on rural policy, and numerous local initiatives of both an economic and social nature. During the period of the INE, this model will be maintained and developed as a key mechanism for research and dissemination.

Social capacity has important implications for all 4 INE research areas.

1. General Issues Related to the New Economy: We will continue the work of the NRE Project regarding employment, income, and industrial trends relating to the rural economy. Our sample framework allows us to carry out this analysis at the household, community, regional, national, and international levels.

Under the “Governance” theme, for example, we will build on the NRE investigation of trade policy, municipal restructuring, and human rights, to examine changing policy, regulatory, and legal frameworks, informal mechanisms of social control, and their implications for economic decisions.

Under the ‘Services’ theme, we will continue our study of the changes in social services at both formal and informal levels. Comparisons have been made between economic ‘leading’ and ‘lagging’ sites in an effort to identify the relationships between these social support activities and economic conditions. Special attention has been given to the role of new communication technology: the extent of its use and the implications it holds for economic opportunities, health delivery, and social cohesion.

Under the ‘Social Exclusion’ theme, we will investigate issues related to values, identities, and cultural diversity. Specifically, this includes the examination of poverty, social cohesion, and community action in rural areas. Our previous work on Aboriginal economies will serve as a basis for the examination of their role in the new economy. Five of our 32 field sites have largely Aboriginal populations.

2. Management and Entrepreneurship: Our research on the role of self-employment in rural areas is an example of the relevance of our work for entrepreneurial capacity. This research has identified how risk and uncertainty affect the willingness and ability of rural people to initiate and grow in both business and community life. Continuing this work will be an important component of the INE project.

The pervasive role of the environment in the rural context, has meant that we have included an investigation of management, sustainability, and corporate ethics into our work. We have found that many communities are faced with critical tradeoffs between economic development and protection of their natural amenities. Resolving such issues requires not only technical innovation, but considerable investigation and debate regarding the ethical issues involved.

3. Education: Building social capacity means understanding and developing the skills to recognize and respond to changing conditions – at enterprise, organizational, community, and individual levels. In addition to building expertise among the traditional university population, our project has explicitly identified rural communities and citizens as target groups for education. Through our workshops, conferences, and Internet links we will continue to facilitate education among rural people, researchers, and policy-makers. This includes the evaluation of these activities, especially with respect to their contribution to capacity building.

4. Lifelong Learning: Building social capacity in rural areas means lifelong learning. For this reason we have designed our project to experiment with various approaches to such learning and to evaluate their relative benefits. This includes the analysis of social capital, the identification of indigenous learning sources, and the use of existing local organizations for collaboration and dissemination of materials.

An advantage of the NRE sample frame is that we are able to investigate learning differences in diverse settings. Insights from these comparisons will be used for policy formulation and to identify locally appropriate strategies for lifelong learning.

1. Detailed Description: Building Capacity in the New Rural Economy

Objectives

Rural Canada has been undergoing significant changes.¹ Its economy has become more open, complex, and globally integrated, its supply of public services has been downsized, its political influence has declined, and its population has become more mobile. Research and education relating to these changes has not kept pace. Not only are the speed and extent of the changes overwhelming, but the institutional bases for analysis and learning related to rural issues have faced fragmentation, financial cutbacks, and declining interest on the part of researchers and students. These conditions are compounded by the inevitable dispersion of resources devoted to rural issues. The educational institutions most likely to be involved tend to be smaller, located in more remote regions, and disadvantaged when seeking personnel and resources for research and education.

An INE project on the rural economy will make a significant contribution to reversing this trend. Using several centres of research activity throughout the country, it will significantly increase our research and education capacity to investigate rural issues, facilitate collaboration, generate policy options, and prepare the next generation to identify future opportunities.

This work has already begun. For the past 13 years, researchers, policy-makers, and rural citizens have been building capacity through the activities of the *Canadian Rural Revitalization Foundation* (CRRF) in their *New Rural Economy Project* (NRE). During this period, CRRF researchers have produced 4 books, more than 200 publications and reports along with an extensive list of materials for public dissemination (Fuller and Nichol, 1998; Bollman and Bryden, 1997; Rounds, 1997; Bollman, 1992). Over the 4 years of the NRE Project alone, over 50 publications, theses, and reports have been produced for both academic and non-academic audiences. In addition, we have established strong ties with more than 40 active researchers, policy-makers, and rural people and extended relationships with many more through our program of research collaboration, workshops, and conferences. The NRE Project has also created an innovative structure for university and community collaboration: a “Rural Observatory for Research and Education”. This consists of 32 rural sites, systematically selected to represent rural diversity on five critical dimensions linking them to regional and global conditions (Reimer, 1999b). Two additional sites in Japan are part of this collaboration.

As a part of this work, NRE researchers have conducted 9 surveys in most of the field sites. These surveys provide information regarding community-level structures and activities (businesses, co-ops, volunteer groups, finances, governance structures, and historical events) and household-level characteristics. In the summer of 2001, for example, just under 2000 households were surveyed in 20 of the research sites. Information regarding labour force activities, household composition, access and use of formal and informal services, local and regional participation, social support, communication and Internet use, social cohesion, and informal economy activities was gathered through face-to-face interviews. This information will form the basis for much of the research envisaged under the INE project.

The NRE record of policy contributions provides further examples of the way we will meet the INE objectives. Each product will include policy implications, for both academic and non-academic audiences. The CRRF practice of including policy-makers in research, conferences, and partnerships, and presenting results to parliamentary committees will continue as part of the INE activities.

Building on previous SSHRC, government, and private funding, CRRF and the NRE project have

¹We adopt a broad definition of rural to facilitate comparisons with other OECD countries. It includes all regions outside Census Metropolitan Areas and Census Agglomerations. It includes population centres less than 20,000 people and Northern Canada.

established the infrastructure that is necessary to ensure the success of the INE. There are at present 15 universities and more than 15 partners represented in CRRF activities. The 32 Canadian and 2 Japanese sites of the 'Rural Observatory' are an integral part of that infrastructure as are the rural Canada database and Internet site that serve as the core of the research organization.

Using the experience and infrastructure of CRRF, the INE will extend the Foundation's work to:

- provide grounded, comparative, and comprehensive analysis of the processes of change relevant to building capacity in rural Canada;
- identify important economic, social, and political outcomes of these processes of change;
- propose strategic and policy options with rural communities and government policy-makers in the light of these processes and outcomes;
- build the research and education capacity of rural citizens and their groups; and
- establish a long-term research and education infrastructure to serve the above objectives.

The NRE project identifies a number of more specific objectives flowing from the general ones above. These include the following.

- To extend our understanding of key rural issues and their implications for Canada. Especially important are international trade organization and policy, rural-urban linkages, the rural labour market, the social milieu, environment, small and medium-sized enterprises, local governance (formal and informal), access to services, processes of inclusion and exclusion, the informal economy, and communication.
- To build the research and educational capacity in several rural-focused Centres and individuals that have emerged over the last few years (cf. "Collaboration" below). These networks will be extended.
- To maintain and develop our partnerships with the sites in the NRE 'Rural Observatory' by extending the relationships with those already active, developing further collaboration, bringing site representatives together, and disseminating insights to all rural people.
- To develop appropriate indicators to analyse and monitor rural economies, social organization, and processes. This includes indicators that are sensitive to the structure and changes in local economies, trade, institutions (both formal and informal), social capital, social cohesion, health, environment, public safety, and household organization.
- To improve the quality, quantity, and access to, information relevant to rural Canada. This includes facilitating data access for research, policy, and local decision-making purposes, disseminating insights, and training rural people to use the information.

Theoretical Framework

In rural areas, the new economy is about complexity, increased exposure to global trade, volatile economies, and faster, cheaper communication (Bollman and Bryden, 1997; Freshwater, 2001; Bollman, 1992). It has also meant the loss of local control (Jean, 1997), reduced public services (Bruce and Halseth, 2001; Reimer, 1998), and higher levels of mobility (Bollman, 1992). These changes are not uniform, however. Mechanization, trade policy, and migration have diminished the influence of rural people in political and economic processes, but they have not done so in a uniform manner throughout rural areas (Freshwater, 2001; Reimer and Apedaile, 2000b; Byrne, 1999). Whereas many rural locations suffer increasing unemployment, diminished incomes, and reduced services, many others are maintaining or increasing their economic and social vitality under the new economy (Bollman and Bryden, 1997; Bollman, 1992). Understanding the reasons for this variation has been a focus of attention for both researchers and policy-makers (Freshwater, 2001; Reimer, 2001b; Marsden, 1998; OECD, 1994).

Existing research makes clear that the economic base and human capital considerations account for only a small part of the variation among rural regions (Terluin et al., 1999; Flora, 1998; Errington, 1998;

Bollman and Bryden, 1997; Shortall and Bryden, 1997; Putnam, 1993). NRE research supports this conclusion and suggests that institutional and social characteristics must be included for a more complete understanding of rural economies (Reimer, 2001b). For this reason our focus is on social capacity in rural communities.

Social capacity refers to the ability of people to organize their assets and resources to achieve objectives they consider important. These objectives may be reactive, where people are faced with some challenge – or innovative, where new visions are established and pursued. As illustrated in Figure 1, the analysis of capacity requires an understanding of the assets and resources available to rural people. These include economic, human, social, and natural capital in various forms (Young, 2001; Flora, 1998; Wall et al., 1998; Putnam, 1993). It also requires an analysis of the outcomes valued by the various actors. However, the most important aspect of the framework is the analysis of the structures and processes needed to create those outcomes from different arrangements of assets and resources.

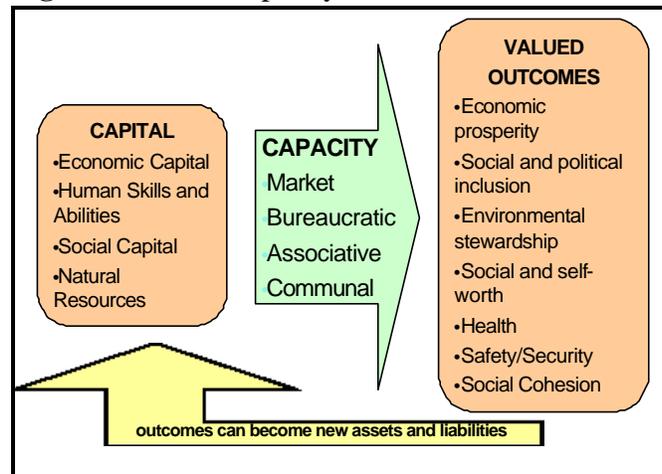
It is useful to consider four different, but interdependent types of capacity: reflecting the different institutions and skills required to achieve various outcomes. (Reimer, 2001a; Fiske, 1991). The first is capacity to function in **markets** (e.g. financial, commercial, labour, and housing markets), where individuals or communities must gather information, assess demand, organize assets, and negotiate contracts. The second is capacity to deal with and build **bureaucratic** relations (most often with state, legal, or corporate organizations), requiring the ability to articulate specific objectives as general principles, operate in terms of roles rather than personalities, and rationalize objectives into specific but coordinated activities to achieve outcomes. The third is capacity to work with **associative** relations, such as those found in voluntary and 3rd sector organizations. This requires the ability to identify common interests, mobilize collective action, and communicate effectively. The fourth is capacity to manage **communal** relations, most often found in family, close friendship networks, gangs, and clans. This type of capacity requires the ability to build and maintain trust, manage intimacy, and deal with social-emotional pressures.

We wish to discover the relative distribution of these four types of capacity, the conditions favoring one over the other, the extent to which they reinforce or inhibit one another, and how they might be enhanced. To do so we will focus on five key themes identified by the NRE research:

- structures and processes of **local governance** (formal and informal) (Jean, 2000);
- changes and options in **services and social support** (formal and informal) (Bruce and Halseth, 2001);
- changes and opportunities related to **communication and communication technology** (Bruce, 2001);
- structures and processes of **rural economies** (both formal and informal) (Reimer, 2000; Apedaile et al., 1995; Bollman, 1997); and
- the **inclusion and exclusion** of vulnerable populations (elderly, youth, poor, Aboriginal peoples) (Reimer, 1999a).

Each of these themes will be examined with respect to the multiple capacities involved in their structures and processes. This will ensure theoretical integration of the material, both from the point of view of the themes and from the capacities. All of them are an inextricable part of the new economy.

Figure 1: Social Capacity Framework



Research Plans

The INE Project will benefit from information, infrastructure, and insights of the NRE and the Social Cohesion Projects directed by the Principal Investigator. In the fall of 2002, these 2 projects culminate in a national conference where the principle findings and insights will be showcased.

Following from the 2002 conference, the first year of the INE project will emphasize smaller meetings and consultations among researchers, rural citizens, partners, and policy-makers. These meetings will serve as occasions for analyzing and evaluating the results of the previous projects, developing specific strategies for the INE Project, and organizing working groups for advancing the work. They will culminate in the first of four annual conferences in the fall of 2003.

Year 2 will include more extensive data collection than year 1 since the working groups will have identified specific information necessary to answer their research questions. Working group and inter-Centre meetings will continue within the framework of an annual spring workshop and national conference.

Year 3 will emphasize dissemination and discussions with rural communities and policy-makers. By this time, the initial results will begin emerging so that working groups can report back to their relevant stakeholders for 'ground-truthing' and evaluation purposes. Our experience in the NRE Project has made clear how valuable this step is for improving the quality of results while serving the objectives of education and accountability.

Year 4 will concentrate on the completion of outstanding projects, integration of the themes and capacities perspectives, and preparation of documents, particularly for public and academic audiences.

In all 4 years, we will continue the tradition established by the NRE Project of having a workshop in the spring and a conference in the fall – always in rural areas, with significant local participation. The workshop is a focused event for invited researchers and the fall conference is a larger open event (approximately 200 people) to which local people, regional and national policy-makers, and international colleagues are welcome.

Collaboration

The Principal Investigator will be responsible for the theoretical and analytical integration of the project, including its coordination and financial control. He will be aided by a small sub-group of the Co-investigators acting as a Steering Committee for the project.

The research team brings together people from many disciplines (see Table below). The team has demonstrated expertise in a wide variety of research approaches, including historical, qualitative, quantitative, survey, participatory research, case study, modeling, and statistical techniques. They have field-work experience in all provinces and territories.

The Co-investigators will be responsible for the theoretical and operational direction of the project. In several cases they will act as field site coordinators for the research and education activities in the 32 field sites of the Rural Observatory. In addition, they will be part of the research teams that deal with the central questions of the project. As team members they will be involved in the formulation of specific research initiatives, data collection, analysis, quality control, and dissemination of the materials. Several of the collaborators are themselves supported by Research Centres and local networks of students.

International Collaboration

CRRF has a 13-year tradition of international collaboration that has enriched both our education and research objectives. This network will be used to enhance the INE Project in a number of ways.

Our Japanese colleagues from the Institute for Rural Revitalization in the 21st Century (IRR21) will be involved in two major ways. They will continue their work in the 2 Japanese rural sites (Awano

and Iitate) that have been carefully selected using the NRE sampling frame (Reimer, 2000b). In addition, we will continue our program of exchanges and collaboration that was begun in 1999 (Reimer, 1999c). Several joint papers and presentations will be identified as the project proceeds.

The Arkleton Centre at the University of Aberdeen in Scotland will provide another important link with our international network. We have collaborated with the Arkleton Centre in a number of ways, including the production of academic materials and exchanges (Bollman and Bryden, 1997; Bryden, 1994b; Reimer and Apedaile, 2000a). These activities will continue within the context of the INE issues identified above.

The INE Project will provide an opportunity to focus some of our other international contacts. These include contacts in the USA (David Freshwater, 1999), Ireland (Shortall and Bryden, 1997), England (Errington, 1998), the Netherlands (Teruin, Post, and Sjöström, 1999), and Mexico (Davila-Villers, 1996).

INE Team			Themes				
j =Theme Leader			+=Field Site Coordinator				
Person	Disciplines	Location	Economics	Governance	Services	Communi- cation	Inclusion- Exclusion
Co-Investigators							
Tom Beckley+	forestry	UNB		!			!
Ivan Emke+	anthropology	Memorial U.				!	
Greg Halseth+	geography	UNBC			j		!
Bruno Jean+	sociology	UQAR		j			!
Patrice LeBlanc+	sociology	UQAT		!	!		!
Diane Martz+	geography	U. of Sask.			!		!
Bill Reimer+	sociology	Concordia	!	!	!	!	j
Ellen Wall+	sociology	Guelph	j		!		!
Derek Wilkinson+	sociology	Laurentian	!	!		!	
Anna Woodrow+	sociology	Concordia				!	
Collaborators							
Ray Bollman	economics	Statistics Canada	!				!
David Bruce+	geography	Mt. Allison U.			!	j	
Omer Chouinard+	fisheries	U. of Moncton	!	!			!
Jeff Dayton-Johnson	economics	Dalhousie U.	!	!			
Norah Keating	human ecology	U. of AB					!
Dianne Looker	sociology	Acadia U.					!
Doug Ramsey+	rural development	Brandon U.	!	!	!		

Partnerships

A large part of the success of the NRE Project has been due to the many partnerships formed over the years of its activity (cf. Appendix 1.1). This pattern will continue under the INE project.

Of the 65 partnerships established in the last few years, several of them stand out as particularly important. These include the 32 rural sites that are part of the Rural Observatory along with the 2 Japanese sites chosen as a basis for comparison. Local teams have been very active in 20 of these sites over the last 3 years, participating in the collection of information, formulation of the research agenda, and dissemination of materials. Some activity has taken place in a further 5 sites, while the remaining 7 sites wait for the resources to become available. During the INE Project, these partners remain critical for

information, guidance, and evaluation purposes.

The Rural Secretariat of Agriculture and Agri-Food Canada will continue to provide important support as they have done in the past. Statistics Canada supports our work through advice, data, and occasional contract arrangements for students. We benefit from their Data Liberation Initiative through the 15 universities in our network. Concordia University has been particularly generous through the provision of space, equipment, and financial assistance. Other Federal agencies such as Health Canada, Natural Resources Canada, HRDC, and DIAND will be included wherever appropriate – most often through our program of conferences and workshops, but occasionally through contract work on specific ‘add-ons’ to the project. Regional, provincial, and municipal government organizations will also be included wherever possible as they have in the NRE activities. For example, regional groups such as FEDNOR and ACOA have provided support at various points in our work. The governments of Newfoundland and Labrador, Ontario, Alberta, and BC have all contributed in various ways as have most of the municipal governments in our sample frame. The 3 letters of support selected for the LOI illustrate the range of partnerships we have enjoyed. A more extensive list will be included during the second round of the proposal process.

Number of students

The INE Project will continue the NRE tradition of significant student involvement in the research process. For example, since its inception in 1997, the NRE has involved 25 students in activities such as problem formulation, literature review, research design, analysis of census and survey materials, field work (including observation and interviewing), qualitative and quantitative data analysis, report production, preparation of media materials, public relations, and administration. In the process, students have been involved in the production of approximately 18 reports, 47 popular media materials, and 9 theses.

This approach to student involvement and training will continue throughout the INE project. We anticipate that about 50 students will eventually be involved. There will be many opportunities for them to develop networks across the country, since they will participate in the comparative work of the project through working groups, seminars, and conferences.

Typically, the students are under the supervision of one of the research collaborators, but through the collective nature of the project, they often work with other senior members of the team and occasionally policy-makers and rural community members. This has proved to be a rich environment for their formation.

Dissemination

CRRF and the NRE Project have a long history of experimentation and development of dissemination techniques for scientific and public objectives. This experience is the basis of our dissemination plans for the INE project. In addition to the traditional academic venue of peer-reviewed articles and books, we have made considerable use of conferences and workshops (always held in rural regions) to engage the public in the development of insights. These events are international in scope.

These activities will be supplemented by several others that have proved themselves valuable over the last few years. We will produce 1 to 2 page flyers on key insights. These have been well received by the rural media, citizens, and policy-makers in their effort to obtain precise, relevant information. We will continue to develop the websites made so popular by the NRE project (over 16,000 hits to date). We will also establish a rural bulletin of results for distribution to citizens and policy-makers, and extend our current discussions with CBC for a special recurring feature on our research sites (broadcast on the new “Country Canada” channel).

Institutional Support

Institutional support for the INE project will come from three major sources: universities, governments, and citizen groups. Universities have demonstrated their support for our work by the allocation of space, facilities, in-kind, and financial resources. Two of our network members have recently received SSHRC Canada Research Chairs that will be integrated into the work on this project. Over the past 14 years we have also worked closely with organizations at all three levels of government. They have contributed personnel, services, facilities, networks, and money. We expect this to continue over the period of the INE project since the relationship has been mutually rewarding.

The third source of support is the many rural communities, organizations, and volunteers that have been a part of our work in the past. Each annual conference is made possible because of rural communities offering their space, intelligence, and energy to make it happen. Since the community drives much of the program agenda and all of the local arrangements, this amounts to a considerable contribution on their behalf. We have refined this model over the last 13 years so that it is now an efficient and effective way to communicate and deliberate over key rural issues. At the same time it has helped build the capacity of each location where the meetings are held.

Budget

The INE Project is designed to build on existing Research Centres and activities. We will not duplicate or co-opt the activities in these Centers, but add value to their activities by facilitating collaboration and comparative work. Central elements to this end are the maintenance of the 32 research sites as a Rural Observatory, the Rural Canada Database and associated analysis, workshops and conferences, web facilities, dissemination and communication infrastructure, and the administrative organization to support coordination and new initiatives. It is around these activities that the budget will be organized (see below).

Item	Year 1	Year 2	Year 3	Year 4	SSHRC Total	Other Sources
Research Sites	\$206,000	\$206,000	\$206,000	\$206,000	\$824,000	\$100,000
Database and Internet	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000	\$100,000
Workshops and conferences	\$76,000	\$64,000	\$64,000	\$64,000	\$268,000	\$120,000
Research objectives	\$304,000	\$293,000	\$293,000	\$293,000	\$1,183,000	\$200,000
Dissemination	\$53,000	\$53,000	\$53,000	\$53,000	\$212,000	\$0
Equipment	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	\$20,000
Supplies	\$6,500	\$2,500	\$2,500	\$2,500	\$14,000	\$10,000
Administration	\$93,000	\$90,000	\$90,000	\$90,000	\$363,000	\$40,000
Total	\$772,500	\$742,500	\$742,500	\$742,500	\$3,000,000	\$590,000

Research Sites: These funds will be used to maintain the 32 Research Sites in the Rural Observatory and the 2 sites in Japan. Some of it will be directed to field travel, but the majority will be used for the collection and analysis of information by researchers, students, and local people.

Database and Internet: These funds will be used to support the Communications Officer and Data Controller, Webmaster, and students involved with building and maintaining the information collected as part of the INE Project. A significant part of their time is spent preparing materials to make the information easily accessible to both academic and non-academic audiences.

Workshops and Conferences: INE funds will serve as the basic funding for the annual workshops and conferences of the Project. They will be supplemented by funds from Partners and other sources, especially in the case of the conferences. They will also cover the costs of exchanges between sites that help to build local capacity.

Research Objectives: These funds will be used to ensure that the central research objectives of the INE Project are met. In some cases this will mean using the funds to supplement existing research activities. In other cases it will mean using them to initiate research on topics that are not being covered. Allocation of these funds will be conducted using a committee established by the Co-Investigators of the INE Project. The normal procedures for ensuring transparency, accountability, and quality-control will be put in place.

Dissemination: These funds will be used for the dissemination of research results and insights. A variety of media will be used, including academic manuscripts, public flyers, education materials, web, video, and multimedia materials.

Equipment: These funds will be used to maintain computer and communication equipment that is crucial to the collaboration of such a dispersed network.

Supplies: These funds will be used to purchase the office materials and supplies to maintain the Project.

Administration: Administrative funds will be used to employ a Research Manager and associated staff to assist the Principal Investigator.

The estimates of funding from other sources do not include in-kind contributions. They are based on our experience with funding the NRE Project.

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Fredericton, NB E3B 5P7

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FedNor Secretariat
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Rural and Small Town Programme
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Citizens of:

Winterton, NF
Twillingate, NF
Lot 16, PE
Indian Brook, NS
Springhill, NS
Blissfield, NB
Néguac, NB
Armagh, QC
Ste-Françoise, QC
Cap-à-l'aigle, QC
St-Damase, QC
St-Roch-de-Mékinac, QC
Taschereau, QC
North Plantagenet, ON
Tweed, ON
Carden, ON
Usborne, ON
Seguin, ON
Pic Moberg S., ON
Rhineland, MB
Benito, MB
Okanese 82, SK
Spalding, SK
Wood River, SK
Hussar, AB
Ferintosh, AB
Girouxville, AB
Tumbler Ridge, BC
Mackenzie, BC
Port Alice, BC
Upper Liard, YK
Arctic Bay, NT

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2. Budget Justification – Development Funds

We are asking for the maximum permitted allocation for the LOI development funds. There are two major reasons for this: the number of people involved in the project and their geographical dispersion. One of the major obstacles to collaborative research on rural issues is the added costs associated with communicating and meeting over large distances. Although modern technology has greatly eased the barrier of communicating over these distances, it does not mean that we can do without face-to-face deliberation on a regular basis. This is the reason why we have remained committed to annual workshops and conferences in spite of the heavy demands on our time and finances.

We will use the development funds in three primary ways.

1. To enable the Co-applicants and Partners to discuss more detailed proposals emerging from the LOI. This would be coordinated with the CRRF National Workshop in Rhineland, MB in the spring of 2002. We estimate that \$12,000 of the funds would be required for this purpose. It will be used for travel and subsistence.
2. To enable theme teams to develop detailed plans and proposals for their themes. This would occur through tele-conferencing and regional meetings where opportunities arise. Cost for such regional meetings are often reduced by coordinating them with other events. We estimate that \$11,000 of the funds would be required for this purpose. It will be directed to team travel, student assistants, some professional/technical services (web, report production), and communication.
3. To enable the administrative centre to conduct the research, networking, correspondence, and printing that is necessary to develop and coordinate the preparation of the final proposal. This task is made especially difficult because of the number of researchers and partners involved. We estimate that \$7,000 of the funds would be required for this purpose. It will be spent on student assistants, travel, professional/technical services (web, report production), supplies, and communication.

Cost Item	No.	Amount
Masters and Doctorate students' salaries and benefits	6	\$6,000
Team members' Canadian travel	12	\$15,000
Students' Canadian travel	2	\$2,000
Professional/technical services		\$3,000
Supplies and communication		\$4,000
Total		\$30,000