

## **County Outreach Strategy - Asphodel Norwood**

Includes:  
**Final Report**

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## **Chapter One** **Project Introduction**

### **1.0 - Introduction**

The overall purpose of this project is to develop an outreach strategy that can be utilized by the Trent Centre for Community Based Education (TCCBE) throughout Peterborough County. In doing this, the project takes the form of three separate components. Firstly, this project will examine the practicality of scale in a geographical context. It uses the geography of development as a geographical model to categorize the data collected. This project sub-categorizes levels of development into a three tiered model; regional, rural and community. Regional development is defined as a bounded area possessing a sort of distinguished unity from other regions working collaboratively towards the betterment of the region (Johnston et al, 2000). Rural development describes a particular area within a region with a rural landscape. Rural development is linked to the needs of the local community (Johnston et al, 2000). Community development is the third and most internal tier within the model. It is usually a social network of interacting individuals concentrated into a defined territory. Like regional and rural development, this network initiates developmental growth (Johnston et al, 2000).

Secondly, this project constructs a methodological framework through two semi-formal interviews and an open-ended research seminar. The methodology collected developmental issues within Asphodel-Norwood Township. The resulting data were placed within the model to examine the qualitative relationship between the methodology and the developmental model. The results were broken down into regional, rural and community developmental criteria. Upon the final results and completion of the methodological framework, this project will determine if the methodology constructed is

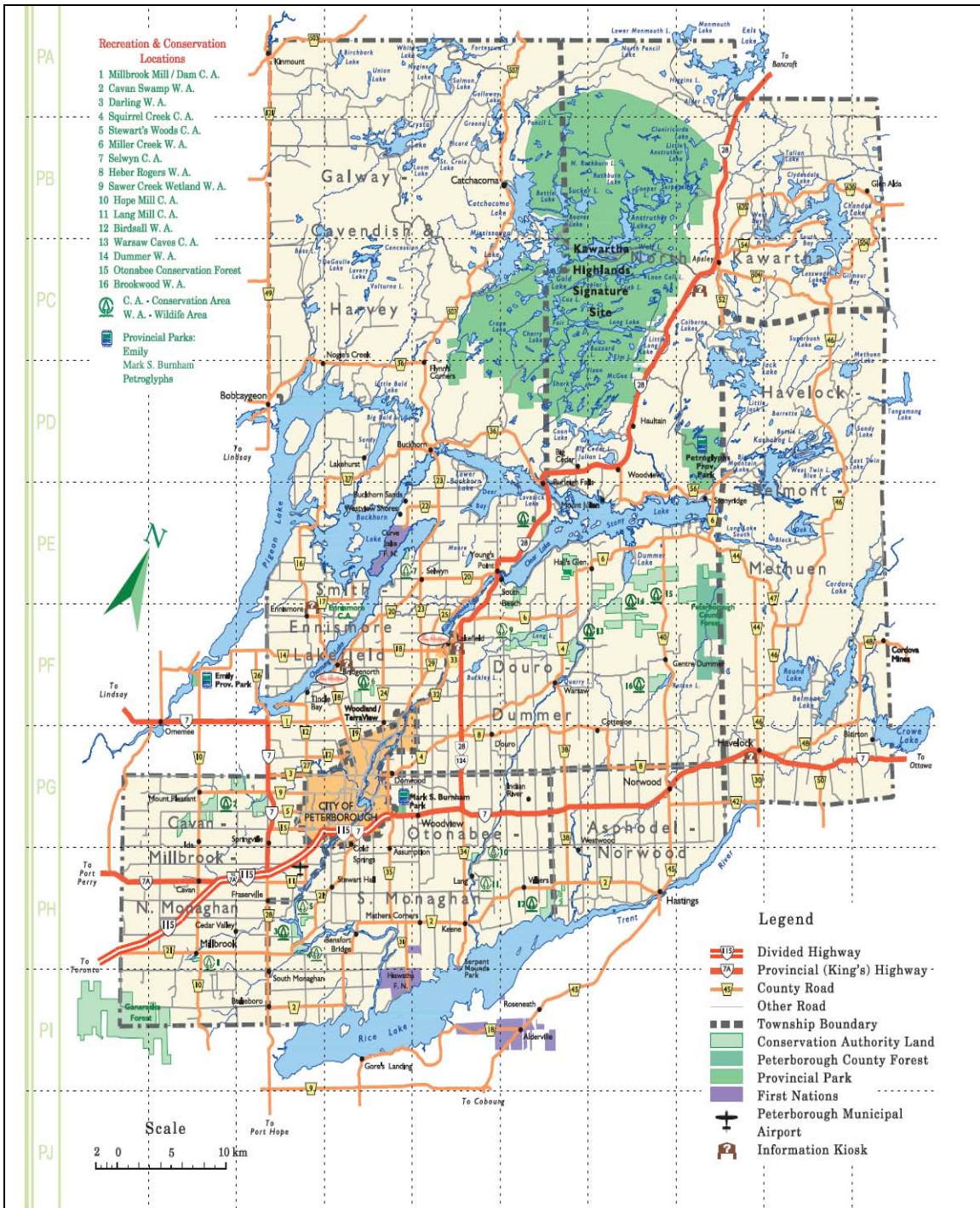
valid. The validity of the methodology will be determined by the legitimacy of the results that are provided. The project will then suggest if the methodology constructed and utilized can be implemented as a framework for an outreach strategy throughout Peterborough County.

Lastly, this project will analyze the results of the research seminar and centre out developmental issues that most commonly appear. The project will suggest possible ways in which the TCCBE can collaborate with community-based organizations within Asphodel-Norwood Township. The collaboration of these two separate organizations could then possibly search avenues to resolve and/or research these developmental issues further.

### **1.1 - The Location**

The focus of the project was the Township of Asphodel-Norwood. Asphodel-Norwood Township is located approximately twenty minutes south-east of the City of Peterborough, falling within Peterborough County, in south-central Ontario. Asphodel-Norwood Township is similar to other rural landscapes throughout Ontario. The community faces challenges of development in the prospect of growth. The geographical location of Asphodel-Norwood Township is just outside the rural-urban fringe of the city of Peterborough.

Map 1.0 – Map showing Peterborough County and Townships.  
[www.thekawarthas.net/maps.html](http://www.thekawarthas.net/maps.html)



The successful implementation of the methodology and the application of the data provided was interpreted/analyzed using a geographical model of development. This enabled this project to identify the key developmental issues within the Asphodel-Norwood community. It discusses the possible outcomes that were discovered for the community of Asphodel-Norwood and the validity of the methodology for future projects in similar rural areas. Geographically, this project also seeks to find how this model contributes to geographical literature and the discipline as a whole.

## **1.2 - Defining Key Terms**

### *1.2.1 - Community*

Simply put, the research project discusses ‘community’ as a social network of interacting individuals (Johnston et al, 2000). The meaning and underpinnings of community have been disputed through academic literature. For the purpose of this project, community will refer to the social network as being concentrated into a defined area or territory; Asphodel-Norwood Township. The project does not aim to alienate individuals not residing in the immediate region. Rather, it includes them as members of the community through work and/or volunteerism.

### *1.2.2 – Community Based Organizations*

Community-based organizations play a role in each tier of geographical development, but mainly in community development. Community-based organizations are also referred to as CBOs. Community-based organizations in rural communities are usually formed by multiple entities such as credit unions, farmers associations, co-

operative societies, youth clubs, faith-based groups and women's groups (Opare, 2007). Community-based organizations institute vital developmental programs in grassroots/rural communities. In doing this they take on a lower profile than business or government organizations. However, community-based organizations are beginning to organize themselves at the national and international levels (Opare, 2007).

### *1.2.3 - Rural Communities*

Rural refers to areas that are dominated by extensive land uses such as agriculture, forestry or large tracts of undeveloped land (Johnston et al, 2000). Rural communities usually inhabit sparse settlements of populations that include few pseudo-urban settlements (Johnston et al, 2000). According to Bollman (1992), the general definition of rural refers to an area where persons are not living in built-up areas where the concentration of the population is 1,000 or more and where population density exceeds 400 persons per square kilometre.

### *1.2.4 - Community Development*

This term encapsulates the concept of community building. It discusses the roles of community leaders, volunteers and other members working to improve various aspects of a local community. Community development has made significant contributions in forging community solidarity, uplifting local spirit, promoting togetherness and positive growth for a community as a whole (Opare, 2007). Community development is usually not able to succeed without the involvement of community-based organizations.

#### *1.2.5. - Rural Development*

Rural development is associated with both community and regional development. Ashley and Maxwell (2001), define it by the development of space where human settlement and infrastructure occupy only small patches of the landscape. Most rural space is dominated by vegetation. Bollman (1992), extends this definition to include areas of settlement of less than 1,000 inhabitants residing in non-built up areas. Rural development usually emphasizes the positive development of challenges of spatial clustering with large distances between settlements, in both a physical and socio-economic framework.

#### *1.2.6. - Regional Development*

Regional development stems from the geographical term regionalism. It focuses on the positive development of the economy, society and many others, of a bounded area, or region (Johnston et al, 2000). In the case of this project, the region is defined as the Township of Asphodel-Norwood and its place within Peterborough County.

#### *1.2.7. - Scale*

According to Johnston et al (2000), scale refers to the different levels of representation, experience and organization of geographical events and processes. For the purposes of this project, scale will refer to the levels of geographical development. The three levels of scale used in this project are community, rural and regional development.

### *1.2.8. - Key Issues*

Those issues that contain validity for the community will be considered as key issues for the purpose of this project. The key issues can take the form of social, recreational, agricultural, economical and political in both a positive and/or negative framework. Key issues will be identified by both the researcher and the members of the community organizations/interests using participatory research methods.

### *1.2.8. - Qualitative Research Methods*

A qualitative research methodology is a humanistic approach to research. The methods used in this project concern themselves with epistemology and how the geographical world is viewed, experienced and constructed (Johnston et al, 2000). The qualitative methods used in this project are as follows: informal interviews, a research seminar/forum and telephone surveys.

The project will draw mainly upon triangulation and participatory research methods. Triangulation draws on many different perspectives or sources in collecting data (Flowerdew & Martin, 2005). Utilizing multiple sources and/or methods for data collection allows the researcher to maximize their understanding of a research question (Flowerdew & Martin, 2005). Triangulation is usually employed in participatory research methods or participatory action research (PAR). PAR produces an atmosphere where participants are encouraged to voice their knowledge and experiences within the research process (Flowerdew & Martin, 2005). PAR also enables participants to recognize that they have the ability to take an active role in controlling and directing the



research itself. By not only answering questions, PAR allows participants to identify research questions, designs and utilize techniques (Flowerdew & Martin, 2005).

### **1.3 - Research Questions**

The following questions shape the direction of the research, previous literature reviewed and the methodology. They differentiate between the qualitative and quantitative data that was collected (Flowerdew & Martin, 2005).

For the purposes of this project, the research questions are in the following framework:

- Can the methodology of an informal seminar be used to collect data in Asphodel-Norwood Township and create validity for the method to be used in future projects of a similar nature?
- Using the methodology, what previous or current issues can be identified in Asphodel-Norwood Township?
- What kind of research can be constructed to move forward with these issues in Asphodel-Norwood Township?
- How can the Three Tiered Model of Geographical Development contribute to the discipline of geography?
- Are there any avenues available that could result in a possible partnership between Asphodel-Norwood Township and the Trent Centre for Community Based Education moving forward with any of the issues raised?

Throughout the course of the project it is possible that the research questions were subjected to change. Depending on the data collected through the duration of the project, new questions could arise.

#### **1.4 - Research Objectives**

Research objectives are implemented into this project to create a research framework. The framework generates the knowledge that was gained in this project. In the case of the project, the research objectives determined what was emphasized from the data collected.

In this project, the research objectives are defined as follows:

- Construct a methodology to be used in a seminar format.
- Using this methodology, organize a successful research seminar involving participants from the community of Asphodel-Norwood Township.
- Identify key issues raised during the research seminar.
- Brainstorm possible projects that could be implemented from the results of the research.
- Enhance the Trent Centre for Community Based Education's capability of engaging and/or expanding the methodology used in surrounding townships for similar research.
- Understand the key issues that were raised in a geographical context and explain them using the Three Tiered Model of Geographical Development.
- Make suggestions as to how the Three Tiered Model of Geographical Development can contribute to the discipline of geography.

It must be noted that not all research objectives are met one hundred percent of the time. As research evolves, so do the findings and the shape in which the project takes form. For the purposes of this project the list above produces the primary research objectives that are to be sought after.

### **1.5 - Methodology**

I chose to conduct the project using a methodology that is by nature qualitative and in-depth. Two personal interviews were conducted with a community leader (gatekeeper) and an active participant within the community of Asphodel-Norwood Township. Secondly, a research seminar was conducted. The seminar featured a guideline similar to a focus group and was held in Asphodel-Norwood Township council chambers located in the town hall. Both the interviews and the seminar investigated key issues within the community. This methodology was most effective for obtaining information. This is because the project relies heavily on triangulation and qualitative methods.

The interview process was conducted in person at a location easily accessible to the interviewees. Two in-depth interviews were established with people from separate spheres within the community, but at the height of their respective spheres. This is the reason for purposely selecting the interview participants. The questions in the interview took the shape of political, economical, recreational and agricultural criteria. They were approximately 30-45 minutes in length. One was tape recorded the other was recorded manually.

The research seminar took place in the council chambers of Asphodel-Norwood Township. It consisted of approximately 10 community members representing multiple positions and interests within the community. All data that was collected from both the interviews and the research seminar were transcribed into common themes and analyzed to provide answers to the research questions and objectives regarding key issues. The themes were focused on community issues and will be discussed in the results section of this project. The analysis will rely heavily upon the dialogue from the interviews and the research seminar.

#### **1.6. - Organization of the Project**

The structure of the project has six major parts. Following the introduction, the second chapter provides a review of previous and current literature on community, rural and regional development. It also discusses the role of community-based organizations. Chapter three describes the site in which the project took place and introduces the geographical area and development aspects of Asphodel-Norwood Township. Chapter four elaborates on the qualitative methodology, research design, participant selection, data analysis and the ethics taken into consideration. The fifth chapter presents the findings. It focuses on common ideas and questions that emerged from the interviews and the research seminar. Chapter six, the conclusion, discusses the limitations involved with this type of research. It also discusses the Three Tiered Model of Geographical Development and how the issues raised can be applied within it. The project will end by suggesting the possibility of future projects for the community of Asphodel-Norwood Township and the TCCBE, and applying the methodology in similar research formats.

## **Chapter Two** **Literature Review**

### **2.0 - Introduction**

The literature review in this project describes how the project methodology relates to previous academic work. It highlights academic work on ‘community’, the geography of ‘development’ and participatory research methods. Community, rural and regional developmental issues necessitate examination as to how each is defined and how the criteria for each is formed. Also necessary for examination are participatory research methods and how methodologies that utilize participatory action research are constructed. This chapter addresses what criteria should be taken into consideration when constructing a geographical developmental model to measure community, rural and regional development. The review ends by discussing participatory action research methods used in previous studies, mostly those studies executed by Barnsley and Ellis (1992). The review draws mainly on several key publications, Lloyd (1967), Campfens (1997), Ilbery (1998), Bollman (1992) and Gradus and Lithwick (1996), which explore the changing dynamics of community, rural and regional development.

### **2.1 - Community**

It is important to understand that the project examines Asphodel-Norwood Township as a community in its entirety. Emerging from different characteristics between rural and urban environments, the concept of community is complicated. The definition of community varies depending upon the context and individual. Johnston et al (2000, pg. 101), describe community as “...a social network of interacting individuals, usually concentrated into a defined territory”. The term community is used in both

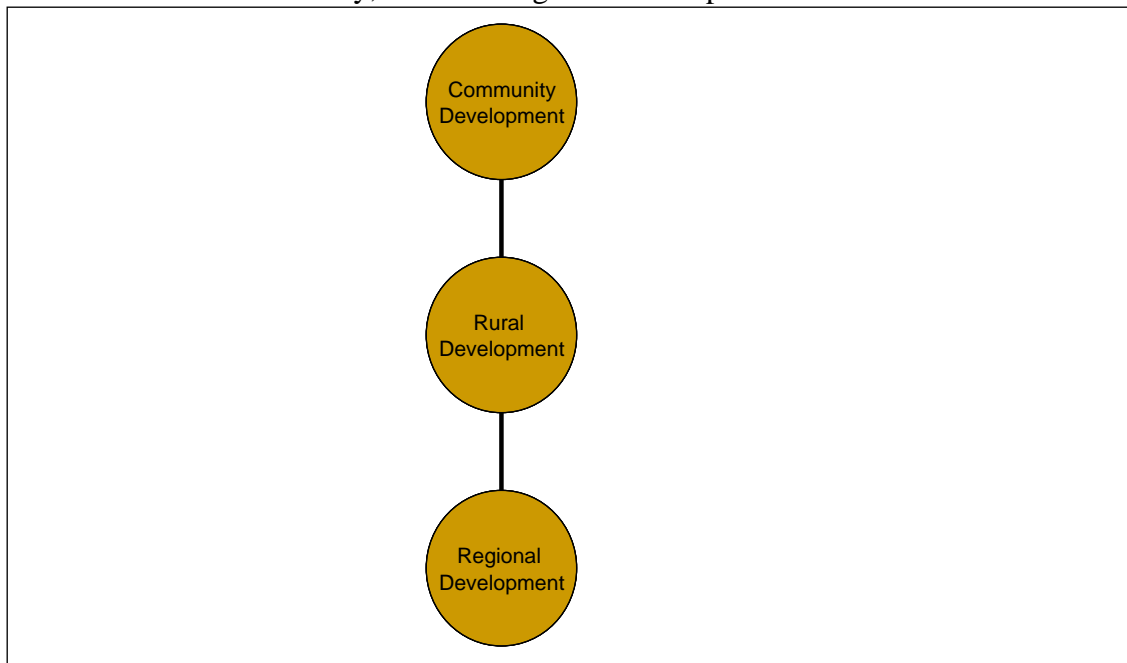
academic and vernacular contexts that creates uncertainty of one exact definition and showcases the term's multiple characteristics. According to St John (1998), there is no one definition for the term community. It can be viewed through multiple lenses in a geographical, sociological, political and medicinal lens. However, McMillan and Chaviss (1986), state that community can be categorized into two major frameworks: geographical and relational.

The modernization of technology, transportation and communication has given the term community an even more complex appearance. Hillery (1995) and Willis (1977), suggest that there are four main components of community that involve 1) people, 2) social interaction, 3) common ties, and 4) territorial area (McAvoy, 2007). The later three components are subjected to constant change through the modernization. This has resulted in the globalization of the term community as social links and networks begin to span beyond the confines of specific locations (St John, 1998). Community as a definition is continuously being contested as to where its boundaries lie as the globalization revolution grows. For the purposes of this project, the definition of community will encapsulate a geographical area in which individuals interact and co-exist, and share particular interests, such as positive local development (Skinner, 2008). The context for the project mainly draws on the concept of rural community. A rural community involves residents living in a rural landscape and that share many of the same interests (McAvoy, 2007).

## 2.2 - The Geography of Development

The project examines three distinct levels of geographical development. These include community, rural and regional development. The literature reviewed on the three levels of development in this section help construct a geographical model in which the findings can be analyzed within. The model will be referred to as the Three Tiered Model of Geographical Development constructed in collaboration with Skinner (2008). Each tier has required criteria that will analyze the findings of the research seminar. Findings will be placed into the model to determine which issues and concerns should be acted upon through each particular level.

Figure 2.0 – The Three Tiered Model of Geographical Development displays the three distinct levels of community, rural and regional development.



The following section reviews literature on community, rural and regional development.

The review constructs the criteria for each tier of the model and describes the

characteristics of certain developmental issues and concerns to be placed in the coinciding tier.

### *2.2.1 - Community Development*

Tier one of the model is the most local of the three tiers. Developmental issues that occur within this tier can be considered internal, as the majority of the issues are/should be acted upon by the community in itself. Lloyd (1967) describes four criteria that construct the framework of community development. These criterion described include 1) planned programs for the needs of the total community, 2) self-help as a basis for the programs stated above, 3) the technical assistance from government to other community-based organizations, and 4) the integration of specialist services (Lloyd, 1967). According to Lloyd (1967), these four components must be identifiable in order for a developmental process to be classified as community development.

Community development processes are expected to bring a certain amount of measure of material gain. In turn, this gain compensates for values that have been lost through economic, social technological change (Lloyd, 1967). Lloyd (1967) also suggests that the overall success of community development requires the co-operation between the people and their local government and that it also requires change in the environment as well as change in the customary ways of doing things.

However, multiple geographers have criticized the intentions of those in charge of community development. Dom (1984) claims that community development is a process of exploitation in which those members of a community that wield the majority of power become even more powerful, especially at the expense of those whom are powerless. De



Beer and Marais (2005) argue that community development is an overused cliché in which government departments, para-state organizations and private funding initiatives abuse. Expanding on this argument, de Beer and Marais (2005), suggest that most of the efforts through community development are implemented in the wrong places, such as visible monuments, rather than capacity building nature, such as skills development and social projects. Because of these criticisms, the study of community development has taken on new ideologies. Campfens (1997) argues that community development has thus transformed into a social movement. This movement has begun to advocate pluralistic and participatory approaches to planning which has created a stronger partnership between government agencies and community-based organizations (Campfens, 1997).

### *2.2.2 - Rural Development*

Rural development is the second tier of the model. It can be referred to as a buffer zone between community and regional development. This is because the process of rural development depends heavily upon the co-operation between community-based organizations and government agencies. It is important to understand the concept of rural. A rural landscape may encompass multiple micro-communities such as hamlets and villages, and a rural community is a collection of socially interacting people living in a rural area, often sharing one or more common ties (Johnston et al, 2000). Bollman (1992), explains that rural, at one point, was considered to be those small towns that provided the commercial and trade links between high resourced rural communities and larger urban centres.

However, technological advances have created a paralleling identity of rural and urban lifestyles. The development of rural landscapes once entailed the exploitation and manufacturing of mainly agricultural production. New development policies within rural locations has thus transformed into new demands "...for 'quality' food production, public amenity space, positional residential property, areas of environmental protection, and for the experience of different types of rural idyll or urban antithesis" (Ilbery, 1998, pg. 16).

Rural communities face unique developmental issues. These issues include rural planning of roads, water systems and infrastructure. Developmental processes attempt to identify problems, organize resources and generate action with the aims of diversifying the economic base, seeking a pluralistic social order and maintaining a healthy environment (Johnston et al, 2000). According to de Beer and Marais (2005), rural development examines and attempts to strengthen the social, economic, political and environmental changes within the rural landscape. Socially, rural development seeks to resolve those problems that produce social inequalities, social needs and welfare, and issues that leave the local population facing population increase and decrease (Millward, 2005). Millward's case study on population change in Nova Scotia (2005), develops questions and research that examines the de-population of rural communities and its impact upon local demographics and the economy. Youth out-migration and old age in-migration can change the dynamics of a rural community, creating an unequal balance of age distribution. Consequently, this can impact the targeted areas of community-based organizations, sometimes unintentionally neglecting certain groups in need.

Bratt and Rohe (2005), discuss rural issues that are more likely to occur in the majority of rural communities. These issues include rural poverty, low income housing

and how to develop amenities for those community members in most need. The lack of low income housing and the growth of rural poverty, particularly through the decreasing economy of agriculture, can hinder the economic and social landscape of rural communities.

### *2.2.3 - Regional Development*

The third and most external tier of the model is regional development. A region is defined as "...a bounded area possessing some sort of unity or organizing principle(s) that distinguish it from other regions" (Johnston et al, 2005, pg. 687). In Canada, regional development has for the longest of time been subject to state orientated capitalism in which it was designed to modify the spatial distribution of economic activity in order to achieve greater equity and regional policies that included macro and micro economic regulations (Gradus & Lithwick, 1996). However, the ideology of regional development has transformed in part due to the emergence of neo-liberalist economics redefining regional development as an aggregate of different local initiatives (Gradus & Lithwick, 1996).

Regional development can include a vast amount of land area. This area can be defined as remote hinterlands, rural hinterlands and the rural-urban fringe (Bryant & Joseph, 2001). For example, regional development takes into consideration the impact in which an urban centre would have upon a smaller, rural community and how certain developmental issues can stem from this geographical proximity. It is here that a relationship is constructed between regional governmental regimes and community-based organizations to take action on regional developmental issues collectively. In rural areas,

community-based organizations play a large part in overseeing regional development. Community-based organizations that do so include entities such as credit unions, farmers associations, co-operative societies, youth clubs, faith-based groups and women's groups (Opare, 2007).

### **2.3 – Methodologies**

The method of data collection for this project began with personal interviews similar to that of Johnson and Beale (2002), Millward (2005) and Fraser (2005), followed by a local community research forum that targeted those members within the community of Asphodel-Norwood Township that drew mainly on Barnsley and Ellis (1992) and Stoecker (1999). As Millward (2005) discovered, personal interview methods comprised of open ended questions produce more personal reflections and stories that form the basis for understanding trends and themes that occur within a community.

The project utilizes two separate methodologies aside from interviews. Firstly, this project contains a method referred to as triangulation. Flowerdew and Martin (2005), describe triangulation as the method by which researchers draw on many different perspectives or sources in the course of their work. This project methodology utilized multiple data sources that included contextual, academic, grey, primary and secondary components. Triangulation allows researchers to maximize their understanding of the research question(s) (Flowerdew & Martin, 2005). Upon the use of multiple sources, triangulation includes important analysis techniques such as cross-referencing one particular piece of evidence with another to give the researcher a greater understanding of the position of the data collected (Flowerdew & Martin, 2005).

Secondly, this project relied heavily upon participatory action research or PAR. Flowerdew and Martin (2005) describe participatory action research as a new, separate alternative to historical participatory epistemologies. Participatory action research recognizes that participants have the ability to take an active role in controlling and directing the research itself (Flowerdew & Martin, 2005) and stating that the central objective is to promote the kind of positive outcomes that other qualitative approaches regard as fortuitous side effects. As a researcher, it is extremely beneficial to increase participation in the research process and making social change (Stoecker, 1999). A product in doing this is that community members then become self-sufficient researchers and activist themselves (Stoecker, 1999). The framework of the methodological process of participatory action research paralleled that of Barnsley and Ellis (1992). In their work, Barnsley and Ellis map the steps needed in creating a successful research seminar.

## **2.4 - Discussion**

The two methods of interviews and a participatory action research seminar used in this project are not new processes. They have been utilized by researchers in previous studies of similar nature. The current study paralleled Barnsley and Ellis's (1992) method of participatory action research. Through interviews and the research seminar, the main goal was to collect data surrounding community, rural and regional development. It then placed the results into the Three Tiered Model of Geographical Development for analysis.

## **Chapter Three** **Site Description**

### **3.0 - Introduction**

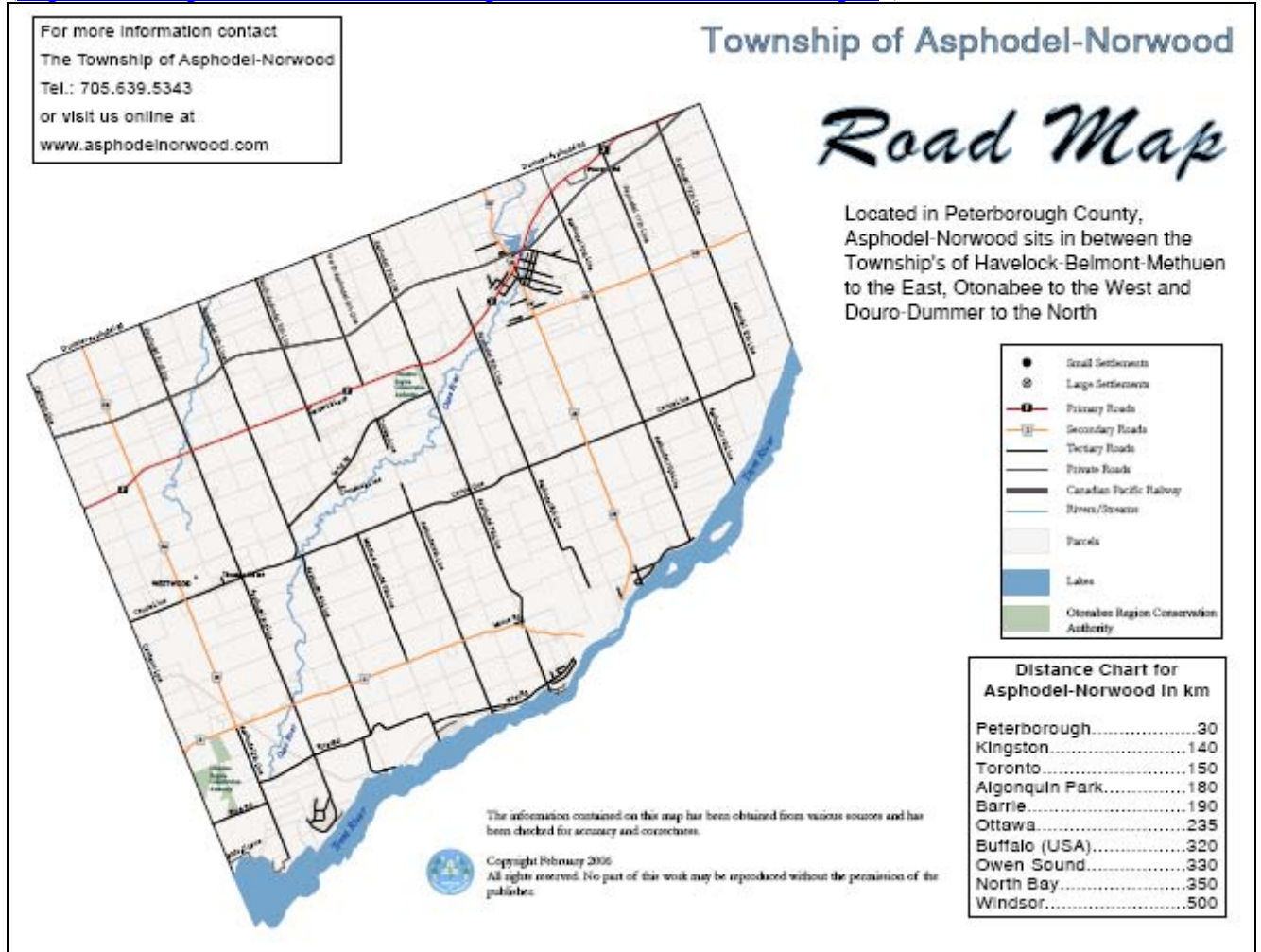
This chapter highlights the history, demographics, economy and landscape of Asphodel-Norwood Township. It states the importance of the characteristics that Asphodel-Norwood Township possesses as a community, rural landscape and as a region. The description of the study area emphasizes that Asphodel-Norwood Township an excellent example of a community, rural landscape and region that faces the pressures of community, rural and regional development. The chapter concludes with a brief description of Asphodel-Norwood Township's importance as a case study for the Trent Centre for Community Based Education's outreach strategy development plan.

### **3.1 - Location and Description**

Asphodel-Norwood Township was established in 1998 upon the amalgamation of Asphodel Township and the Village of Norwood. Located approximately twenty kilometers east of the City of Peterborough, Asphodel-Norwood Township is one of eight municipalities within Peterborough County, (see map 1.0 on pg. 3 and maps 3.0 and 3.1). According to the 2006 Census issued by Statistics Canada, the population of Asphodel-Norwood Township is 4,247. A small proportion of these residents are strictly seasonal as Asphodel-Norwood Township can be considered a 'gateway' to cottage country. These seasonal residents are mostly located along the Trent River that acts as the southern border of the township. The majority of the residents are rural.

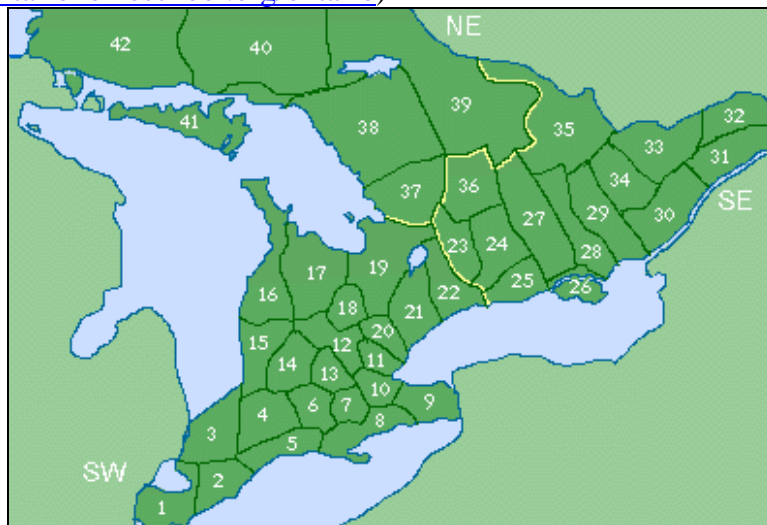
Map 3.1 – Asphodel-Norwood Township

(<http://www.asphodelnorwood.com/Map%20for%20Rec.%20Guide.pdf> )



Map 3.2 – Map of Ontario Counties, Peterborough County is section 24.

(<http://www.ontariohomeschool.org/ontario>)



Asphodel-Norwood Township consists of a handful of small villages and hamlets. The Village of Norwood is the main economic centre of the township with a number of small businesses and locally owned retail. The other hamlets within Asphodel-Norwood Township are Westwood, Trentview Estates, Asphodel Heights, Birdsall and Birdsall Station. The economic base of Asphodel-Norwood Township is mainly agricultural and construction based. Many community members commute to Peterborough creating high volume traffic along provincial Highway #7.

Asphodel-Norwood Township is very recreationally orientated with multiple clubs, organizations and community involvement. The newly constructed community centre plays refuge to multiple semi-professional sports venues and a strong minor hockey and baseball program. One particular attribute of Asphodel-Norwood Township that stands out is the Norwood District High School. Leading the way in innovation and entrepreneurial curriculum, Norwood District High School has recently inaugurated a Youth Hockey Academy, as well as an Equestrian, Forestry and Diesel Machinery program. Their main goal is to graduate as many students as possible from the region develop them into a local business and service sector.

### **3.2 – Discussion of Location**

Asphodel-Norwood Township is not any different than many other rural landscapes. It faces community, rural and regional developmental issues that are evident throughout rural Canada. There appears to be an equilibrium between age and youth residing within the township which produces the dynamics of population growth. However, pressures of a rural landscape prevail in the form of a decreasing agricultural



industry and pressures that accompany the rural-urban fringe. Asphodel-Norwood Township is a great location for the study site of this project.

## **Chapter Four**

### **Methodology**

#### **4.0 - Introduction**

The purpose of this chapter is to explain the various methods utilized throughout the project. As mentioned in chapter two, this project draws heavily upon qualitative research methods. These methods include two interviews, a research seminar and contextual analysis. They are a product of a qualitative research methodology, based mainly on triangulation. In a joint effort with the Trent Centre for Community Based Education, the methodology was constructed to collect data from multiple sources within Asphodel-Norwood Township. It draws mainly upon the research seminar carried out on March 1<sup>st</sup>, 2008 at the Asphodel-Norwood council chambers. The parameters used in the methodology parallel the work of Flowerdew and Martin (2005), along with a general framework for participatory action research in Barnsley and Ellis (1992).

#### **4.1 - Site Selection**

The researcher was given a choice of selecting a township that was located in Peterborough County, Ontario. There were many reasons for the selection of Asphodel-Norwood. The most influential factor in the selection process was the location of the Township in proximity to the researcher's home town of Warkworth, Ontario. Hence, based upon accessibility, the Township of Asphodel-Norwood was chosen as the area of research. Adjacent to the Municipality of Trent Hills, Asphodel-Norwood allowed the researcher to utilize previous avenues of interpersonal relationships, as well as the availability of access to the community.

The Municipality of Trent Hills falls below Asphodel-Norwood Township, across the Trent River to the south-east in Northumberland County (see map 3.2, section 25). The Township of Otonabee-South Monaghan, the adjacent township to the west of Asphodel-Norwood, was also subject to similar research by a separate party also under the supervision of the TCCBE.

#### **4.2 - Determining Research Questions and Goals**

Upon the selection of the research site, it was pertinent to construct the questions and goals to be addressed within the project. In collaboration with the TCCBE, the researcher brainstormed multiple questions and aims that were examined. The questions and aims were made geographical due to the criteria of Geography 470 Research in Human Geography at Trent University. The questions and aims that were produced allowed for both the TCCBE and the researcher of the Trent University Geography Department to gain academic research for their respective agencies. The research questions and goals are outlined in Chapter One.

#### **4.3 - Selecting Relevant Literature**

As stated in previous sections, the project draws heavily on qualitative research methods, particularly triangulation. For this reason, the literature selected for validity was both contextual and academic. Contextual literature for the purposes of this project was collected through newspaper articles, council minutes and the main website of Asphodel-Norwood Township. These sources allowed the researcher to investigate

certain issues that were occurring in Asphodel-Norwood Township in a preliminary manner. By examining and utilizing these contextual literary sources, the researcher was able to gain better insight into what issues currently affect the Asphodel-Norwood community. It also allowed the researcher to structure the interview format and questions that were to be used later in the project.

Academic sources were a product of the preliminary research established through the contextual sources. Learning what type of issues Asphodel-Norwood was concerned with, the researcher was able to distinguish that the project should take on a geographical development investigation. Previous academia that focused upon community, rural and regional development was examined to give both the researcher and readers a more knowledgeable understanding of the scope of the project. The literature reviewed allowed for the researcher to depend upon the idea of scale for the analysis of the data collected. As outlined in Chapter Two, the Three Tiered Model of Geographical Development was constructed on the basis of the academic literature on the varying tiers of development. The data collected was analyzed and categorized according to the criteria of the three tiers within the model. The selection of the academic literature for review allowed for this analysis to occur.

#### **4.4 - Interview Design**

The purpose of the interviews was to gain knowledge and understanding about the community of Asphodel-Norwood Township. Moreover, the interviews were conducted with the intentions of gaining insight to developmental issues affecting the community, as well as composing a list of possible participants for the research seminar. When

conducting interviews, the proper steps were taken. Adhering to the Trent University Ethics Policy, the interview format was submitted to the Department of Geography Research Ethics Committee and approved prior to conducting any formal or informal meetings. Appendix A contains a copy of the participant informed consent form.

The interview format was comprised of multiple sections that consisted of both general and specific questions. The interview's general questions were implemented to gain an understanding of the interviewee, their general characteristics and their role within the community of Asphodel-Norwood. The remainder of the interview format was sub-divided into three sections of specific questions.

The first of the three sections dealt with issues involving agriculture. The questions in this section focused on the waning agricultural industry and what impacts and consequences this could have on the Asphodel-Norwood agricultural economy. The latter part of this section was formatted to ask the interviewee's opinions on what kind of measures could be taken to improve upon the current situation. The second section, based upon the infrastructure of Asphodel-Norwood Township, was formatted in much the same manner. It focuses on information surrounding road maintenance and restoration of an aging landscape. Again, interviewees were asked about what programs or initiatives could take place to resolve any of these issues involving infrastructure. The third and final section of the interview was recreation. It differed from the other two sections. Following up on the contextual sources explored, Asphodel-Norwood has recently developed and has begun to excel in recreational opportunities throughout Peterborough County. Using this information, the recreational portion of the interview focused on asking how Asphodel-Norwood was able to implement certain recreational

institutions and asked if they had had any type of snowball effect within the community. Appendix B contains the interview format and questions.

The goal of the interview method was to conduct preliminary meetings to collect data on what was currently occurring within the community. These interviews were conducted with two community leaders that held a municipal and educational role respectively. The interviews were audio recorded and kept locked for confidentiality purposes. Interview data was analyzed by transcribing the interviews, which produced some of the initial themes that were used as a framework for discussion in the research seminar. One of the most important roles that the interview process played was to create a list of potential participants that would the research seminar would benefit from. This method ensured that the interviews were successful.

#### **4.5 - Research Seminar**

Aside from the interviews, more data was needed to examine what types of developmental issues were occurring in Asphodel-Norwood Township. In partnership with the TCCBE, the researcher constructed a seminar format that would be implemented on a set date. The research seminar featured a participatory angle that engaged the participants in constructive discussions.

The seminar began with a small luncheon and a ‘getting to know each other’ registration period. During registration, participants were asked to sign the consent forms that allowed the researcher to release information gathered in the seminar. Also during the registration, participants were given small cue cards and asked to list three developmental issues within the community that were important to them. These cards

were then collected and analyzed during introductory speeches. At this point, the researcher introduced both himself and the TCCBE to each participant. Following this short introduction, a brief statement by both the researcher and the members from the TCCBE was given. An icebreaker was arranged for the next activity, however, most of the participants were familiar with each other and this portion of the seminar was omitted.

The most crucial pieces to the research seminar in terms of gaining insight into the different levels of development within the community came in the form of two distinct activities. Activity number one asked the participants to gather into small groups of four or five. After the participants had been grouped, multiple sheets of paper were distributed, approximately four per group. On these sheets were headings of a particular issue that had been raised in the preliminary interviews along with those issues that the participants recorded on their cue cards upon their arrival to the seminar. This activity was a time based exercise. Each participant had five minutes to brainstorm as many concerns as they could relating the issue they were given. At the end of the five minutes, the sheets were then passed to another participant within the group and they were given four minutes brainstorm upon the new issue at hand. Appendix C, D, E and F contain the framework for the issues sheets circulated during activity number one.

A small break was then administered followed by activity number two. During the break, the sheets used in activity one were collected and analyzed. The concerns of the participants were grouped into common themes. Activity number two involved the use of the themes gathered from activity number one. Each theme was labeled at the top of a piece of flip chart paper. The facilitator then began to ask questions as to what

particular concerns there were about the issue at hand. Questions were then collectively manufactured to produce areas that were of greatest concern at the present time. After all of the questions had been decided upon, facilitators distributed three small sticky dots to each participant. Participants were then asked to place their stickers beside any questions they felt were of the utmost importance and needed to be explored as soon as possible. This ‘dotmocracy’ as it was dubbed produced the final results that could be analyzed for the benefit of Asphodel-Norwood Township, the Trent Centre for Community Based Education and also for the Three Tiered Model of Geographical Development.

Table 4.1 – Description of research seminar activities, facilitators and the approximate amount of time to complete each task.

<b>Event</b>	<b>Facilitated By:</b>	<b>Approximate Time</b>
Luncheon and Registration	Researcher/TCCBE	10 Minutes
Introductory Statement	Researcher	5 Minutes
TCCBE Statement	TCCBE	10 Minutes
Ice Breaker	TCCBE	10 Minutes
Activity #1	Researcher/TCCBE	45 Minutes
Break	Researcher	5 Minutes
Activity #2	TCCBE/Researcher	25 Minutes
Evaluation/Thank You	Researcher	10 Minutes

The seminar ended with a small evaluation of how the day went overall. Most of the responses were positive with one criticism being that there should have been more background information for the participants involved. The research seminar was a success in collecting participant’s opinions and thoughts on what were important developmental issues within Asphodel-Norwood Township. Perhaps one of the biggest reasons that this research seminar methodology was able to be a success is due to previous works published on participatory action research by Barnsley and Ellis (1992).



A complete schedule and listings of the supplies needed for the research seminar are included in Appendix G and H.

#### 4.6 - Choosing Participants

One of the purposes of this project was to evaluate the practicality of this methodology. In measuring the scale of geographical development within a particular community it is vital to include participants that consistently are involved within the community itself. This meant that identifying criteria when the selection process took place was crucial. Participants that were involved through volunteerism, community based organizations or held other key interests throughout the community were chosen. The participants that were included on the list were contacted via telephone. Of the list of twenty potential participants for the research seminar, ten showed up with various interests and concerns. Table 4.2 and 4.3 characterize the list of participants contacted.

Table 4.2 – Distribution of community interest among list of potential participants.

<b>Role Within Asphodel-Norwood</b>	<b>Number of Participants on List</b>
Agriculture	5
Community-Based Organizations	4
Media	3
Municipal	3
Volunteer	6
Other	5
<b>Total</b>	<b>26</b>

Table 4.3 – Participant response upon attempt to contact.

<b>Response When Contacting Participants</b>	<b>Number of Responses</b>
Agreed to Attend	15
Actually Attended	10
Left Multiple Messages	5
Wrong Numbers	2
No Answer	3
Made Contact After Research	1
<b>Total</b>	<b>26</b>

The selection process for participants began with the initial interview with what Flowerdew and Martin (2005) dub 'gatekeepers'. From this interview a list of potential participants were produced. Unfortunately, only a select few were able to confirm their availability for the interviewing process. Ultimately, of the ten names given in the first interview only one subsequent interview was conducted. The interviewee that was available came from the educational community. The other participant names that had been provided were extended invitations to attend the research seminar. Again only a handful were available. Flowerdew and Martin (2005), stress that it is important to explore other options when attracting potential participants for research purposes. Alternative avenues were explored. Luckily, thanks to personal contacts within the community of Asphodel-Norwood, a snowball effect occurred and a more explicit list was produced with a greater turnout ratio (Flowerdew & Martin, 2005).

Exploring alternative avenues for the selection process allowed the research seminar to be successful. Not only did it alleviate some of, if any, bias perspectives given by the initial gatekeeper (Flowerdew & Martin, 2005), it also strengthened the number of participants able to attend the research seminar. After the completion of the research seminar it is safe to conclude that the process of participant selection was successful. The participants in attendance were not hesitant to voice their opinions which in turn created various constructive discussions. Even personal supporters of the researcher were able to form a small group and brainstorm the same issues occurring in their native municipality of Trent Hills. This was later compared with the issues raised in Asphodel-Norwood ending in a small, aside discussion.

#### **4.7 - Method of Analysis**

The methods used when analyzing the data from both the interviews and the research seminar was constructed mainly from Flowerdew and Martin (2005) and Barnsley and Ellis (1992). The data was analyzed using the following steps outlined in Barnsley and Ellis (1992).

- Data was photocopied and filed.
- Data was coded to group common themes.
- Notes taken on repeated patterns and linked to possible questions that need to be examined.
- Key word analysis used to describe how participants described issues.
- Data collected was compared with contextual sources and research questions.
- Data compared with literature sources and then implemented into the Three Tiered Model of Geographical Development.

Throughout the analytical process the data collected was kept in a secure environment to minimize potential damage and confidentiality threats. As stated in the participant consent form, names and occupations of participants were only given to the Trent Centre for Community Based Education and will not be distributed to any other parties.

The most important method used when analyzing the data was triangulation. Denzin (1989) and McAvoy (2007) both make use of triangulation in their research. They both refer to the four different methods of triangulation which include data, investigatory, theory and methodological (McAvoy, 2007). This project used methodological triangulation of interviews, contextual data and the research seminar.

Denzin (1989) rationalizes methodological triangulation, stating that the use of multiple methodologies often allows for each method to strengthen a weakness portrayed through the use of another method, and vice versa.

#### **4.8 - Challenges of Methodology**

Each methodological avenue proved to be successful in the collection of data. This does not mean that there were not any challenges throughout the process. Interviews proved to be a limited resource. This is largely in part to the time of year in which participants were contacted, Christmas holidays 2007. It had been assumed that this period of the year would work best for the interviewer because participant availability would be more accessible. However, it was not. It did not prove to be a complete failure as much information was gained from the two administered interviews.

The research seminar came up against the strongest challenge. Inclement weather on February 1<sup>st</sup>, 2008 postponed the seminar for one month. Participants had to be contacted to inform them of the cancellation on short notice. This made the majority of the initial participants hesitant to commit to the rescheduled seminar. More participants were contacted and the rescheduled research seminar turned out to be more successful than the initial in all probability.

#### **4.9 – Discussion of Methods**

Chapter Six makes assumptions and discusses what possible outcomes may occur from the data collected. The methods used for discussing the results used a sub-categorical framework. It was divided into how the results make relationships to 1) the

community of Asphodel-Norwood, 2) the Trent Centre for Community Based Education and 3) the Three Tiered Model of Geographical Development and the discipline of geography as a whole.

This chapter has mapped out the steps taken throughout the project as an entirety. It has carefully illustrated what measures were taken in constructing, administering and analyzing the interviews, research seminar and contextual sources. For the most part, the methods used in this project have been successful. However, it is difficult to maintain specific timelines and techniques as challenges arise. The methods used were able to adapt to these challenges and produce advantageous results to the research questions and aims outlined in Chapter One.

## **Chapter Five**

### **Results**

#### **5.0 - Results of the Research Seminar**

The research seminar conducted on March 1<sup>st</sup>, 2008 at the Municipal Offices in Norwood, Ontario produced very rich and in depth results. As stated in the methodology (chapter four), ten out of a possible twenty-six peoples participated in the seminar. The results from the research seminar provide a description of the community, rural and regional developmental issues that affect Asphodel-Norwood Township. The results are a product of those who participated in the research seminar and reflect their personal opinions of what the current issues being faced consist of. This chapter will identify the results of the research seminar by dissecting the results of each activity that took place.

#### **5.1 - Activity One - Registration**

At the beginning of the research seminar, each participant was given a small cue card and a pen to record their personal opinions of three developmental issues that they felt were most important. Each cue card was then collected prior to the actual conduction of the research seminar. These cards were then evaluated and the following themes prevailed. The seminar was searching for most common themes, only those themes that were collectively popular are listed below.

Table 5.1 – List of issues recorded from initial registration.

<b>Concerning Issues</b>	<b>Frequency of Issue Recorded</b>
Low Income Housing	5
Maintenance of Roads	4
Maintenance of Public Space	3
More Recreational Opportunities	3
Maintaining a Clean Environment	3
Agriculture	2
Restoration of Heritage Buildings	2
<b>Total</b>	<b>22</b>

The results were expected to collect thirty hits on developmental issues. However, some cue cards were returned with only one or two issues recorded. This could be because that particular participant felt that those issues recorded were the only ones that they felt strongly about.

The results of the primary gathering of potential issues produced four main themes that would form the discussion criteria for the second activity of the research seminar. Table 5.1 shows that low income housing, the maintenance of roads, the up-keep of public spaces and maintaining a cleaner environment appeared to be priorities for those participants whom registered. These issues formed the focus for the second activity.

## **5.2 - Activity Two – Group Discussion**

Activity one of the research seminar focused on the initial concerns of the participants. Upon the distribution of blank sheets of paper with a sub-heading at the top of the sheet regarding each issue, participants were asked to describe the certain issues within that particular category that they felt needed to be addressed. Each participant was allotted a certain amount of time to record their opinions. The results of this activity are

described in this section according to the specific themes of environment, recreation, social housing and local infrastructure.

### 5.2.1 - Environment

Information collected regarding the environment surrounding Asphodel-Norwood Township provide a description of the issues that the participants believed were most important. The following graphs show the distribution of participants concerns with the environment and suggested strategies currently or potentially to be implemented into Asphodel-Norwood Township.

Figure 5.1 – Distribution of concerns regarding environmental issues in Asphodel-Norwood Township.

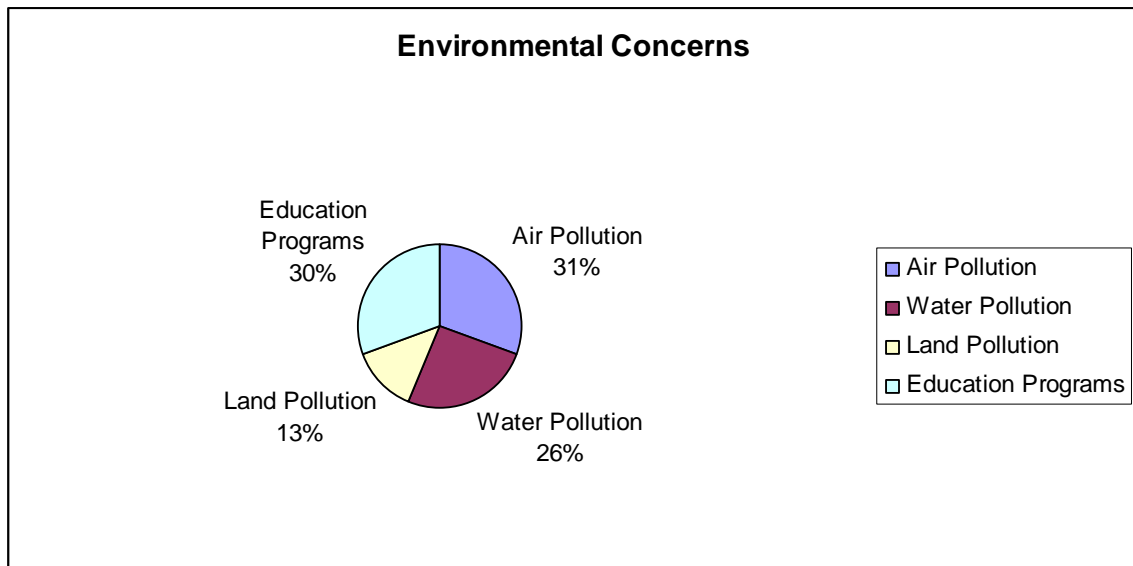
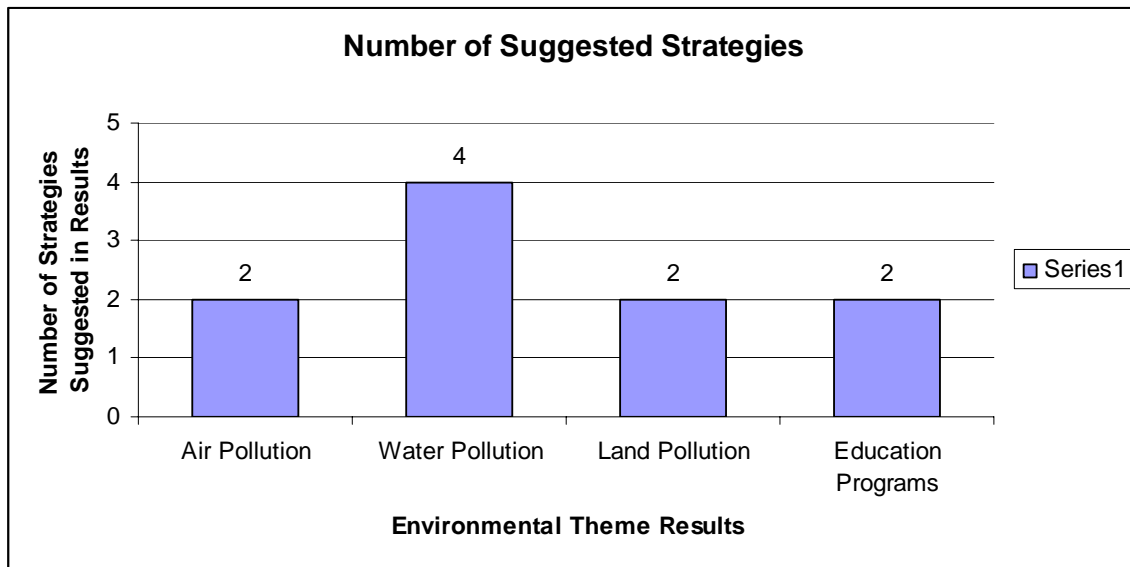




Figure 5.2 – Distribution of suggested strategies for each environmental theme.



#### *Air Pollution*

The results of environmental concerns resulted in 31% of the issues relating to air pollution. The main results producing this percentage included issues regarding smog drifting in from the Greater Toronto Area and the Northeastern United States. An alternate concern with air pollution was focused upon maintaining and improving their forestry programs to graduate local maintenance. Minimal concerns were also noted.

Two results were produced when the participants were asked to suggest current or future strategies in dealing with issue results. Firstly, the planting of more shrubs and trees were suggested. Secondly, coinciding with the first result was the development of more green spaces to counterattack air pollution. For a full list of other minimal concerns and strategies regarding air pollution see Appendix I.

### *Water Pollution*

The issues relating to water pollution produced 26% of the result totals. The main results producing this percentage included issues regarding excessive excrement from the high populations of Canada Geese during their migratory season. Also of great concern is protecting Asphodel-Norwood Township's water resources from human wastes such as by-products from the spreading of bio-solids.

Two main themes resulted from the four strategies produced when the participants were asked to suggest current or future actions. The first one was the implementation of programs educating the safety of bio-solids. The second result was the confirmation of the Mill Pond Committee taking remedial actions on Canada Geese waste and Mill Pond revitalization. For a full list of other concerns and strategies regarding water pollution see Appendix I.

### *Land Pollution*

Land pollution resulted in 13% of total concerns over environmental issues. The main themes in the results were concerns with two particular issues. Firstly, there was an issue over the cleanliness of road ditches from both the overgrowth of tree limbs. Secondly, garbage accumulation along the roadside also resulted in a concern over roadside cleanliness.

Two suggested strategies were put forth. The first was the initiation of an agricultural committee to oversee complaints. The second was greater promotion of roadside cleanup in the Township. For a full list of other concerns and strategies regarding water pollution see Appendix I.

### *Environment Education*

Issues on educating the community of Asphodel-Norwood Township about the environment resulted in 30% of overall concerns. A prevalent theme from these issues was concern over educating and adopting environmental programs and policies. One other strong theme was promoting this notion to neighbouring townships in a cooperative effort.

Results of strategies already or potentially put into action concerning education Asphodel-Norwood Township came in two themes. Firstly, the Norwood Lion's Club has a 'Youth Environmental Club' promoting environmental policies. Secondly, there was a suggestion made to search for new innovative programs that are eco-friendly. For a full list of other concerns and strategies regarding water pollution see Appendix I.

### **5.2.2 - Local Infrastructure**

Results collected regarding the local infrastructure of Asphodel-Norwood Township describe the concerns and strategies of the participants. The following graphs show the distribution of concerns regarding local infrastructure and suggested strategies currently or potentially to be implemented in Asphodel-Norwood Township.

Figure 5.3 – Distribution of concerns regarding local infrastructure in Asphodel-Norwood Township.

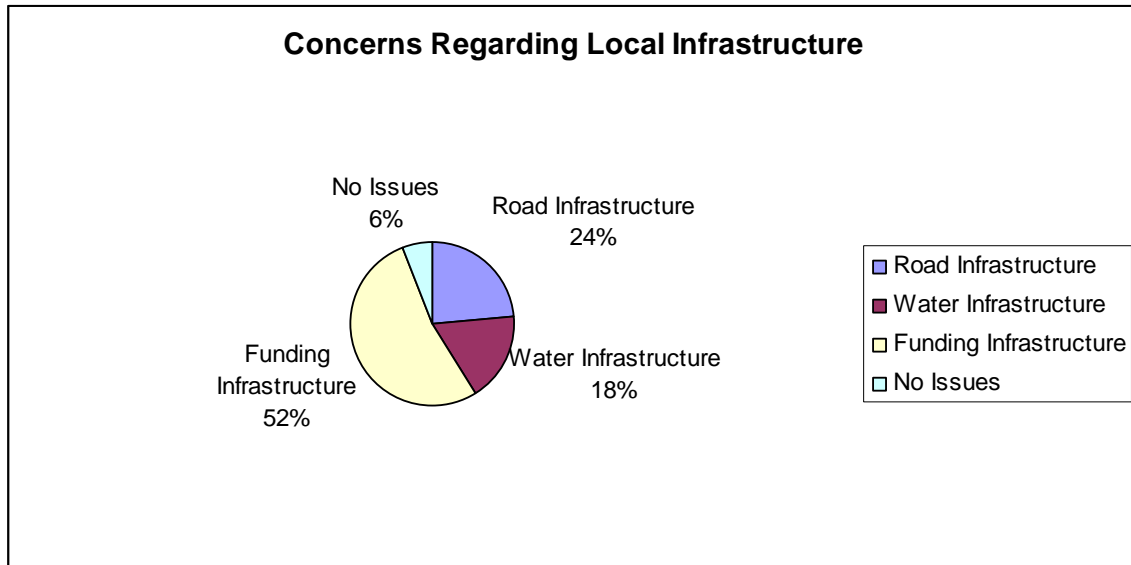
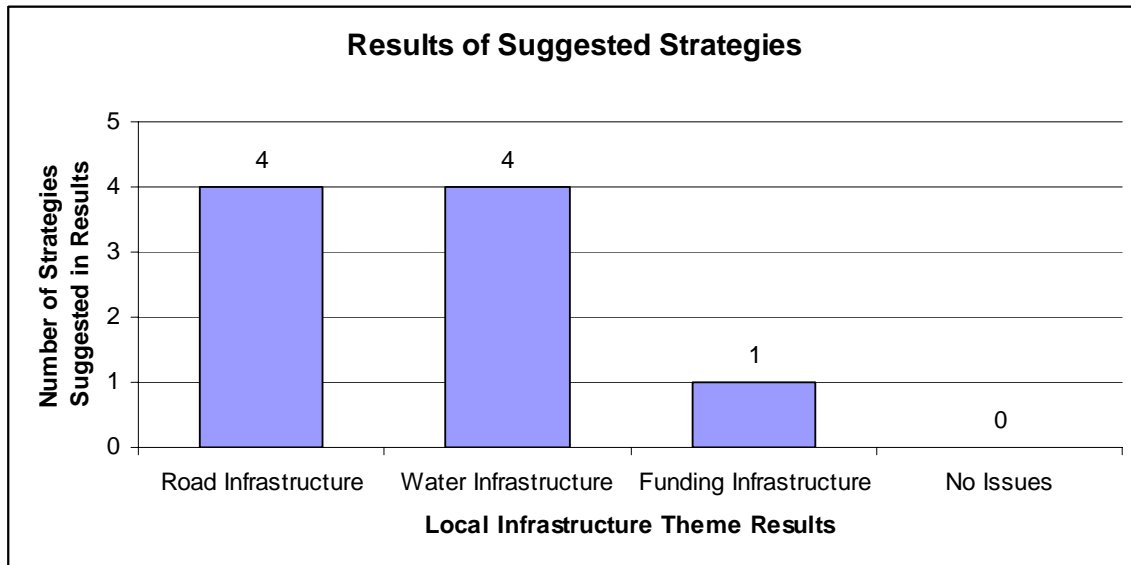


Figure 5.4 – Distribution of suggested strategies for local infrastructure results.



*Road Infrastructure*

Road infrastructure resulted in 24% of the total concerns over local infrastructure. Two contrasting themes emerged. Firstly, there was a concern with the maintenance of mostly rural roads. These concerns were based mainly around potential road paving and dust control. Secondly, there was a contrasting opinion that there were not any issues

concerning local infrastructure. Expanding from this, one participant suggested that some community members have too high of expectations of rural road services.

Again, there were two contrasting results in strategies presented about the concerns. One result was a strategy that is currently operating. This strategy is the upgrade and hard-topping of a set amount kilometers of rural roads. Contradicting this result was the suggestion to encourage less travel on rural roads. A full list of concerns and strategies regarding road infrastructure see Appendix I.

### *Water Infrastructure*

Themes relating to the water infrastructure of Asphodel-Norwood Township accounted for 18% of the results. The results produced two common themes. The first was the completion of the water sewage plan currently in operation and the second was exploring alternate areas for beds during snow removal. Paralleling this concern was snow run-off and the fluctuation of water levels that surround removal.

The results were scattered for suggested strategies in dealing with the concerns. Results included implementing studies for the discovery of potential snow removal beds. Other results for strategies included programs for maintaining new sewage systems and establishing more frequent community clean up programs for aquatic regions. A full list of concerns and strategies regarding water infrastructure see Appendix I.

### *Funding Infrastructure*

Concerns over funding local infrastructure amounted to 52% of the results. The resulting themes that were most common were the lack of government assistance, lack of

funding for promotion of programs and the encouragement of building upon more urbanized areas.

Resulting strategies were weak in for this particular theme. Only one strategy was suggested and it involved encouraging the local community to better promote the availability of programs providing community care and to explore alternate avenues to food sharing within the local food bank. A full list of concerns and strategies suggested regarding funding local infrastructure see Appendix I.

#### *No Issues*

There were very little results that suggested that there were no concerns regarding local infrastructure. This accounted for only 6% of the total concerns. As a product of this, there were no results for suggested strategies for acting upon the concerns for local infrastructure.

### **5.2.3 - Recreation**

Results collected regarding recreation in Asphodel-Norwood Township describe the concerns and suggested strategies of the participants. The following graphs show the distribution of concerns regarding recreation and the suggested strategies in acting upon these issues.

Figure 5.5 – Distribution of concerns regarding recreation in Asphodel-Norwood Township.

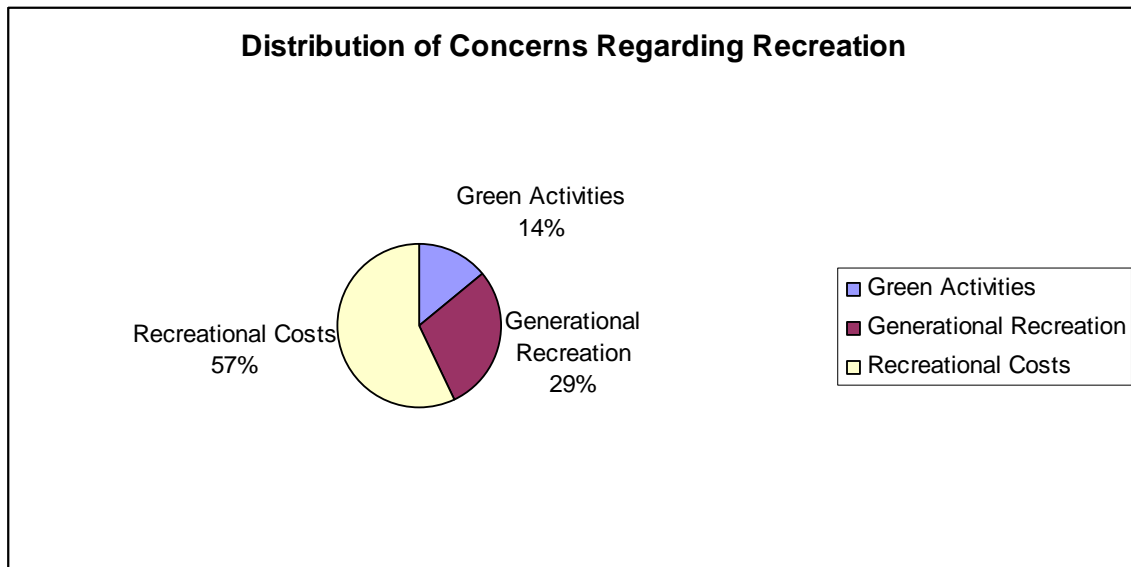
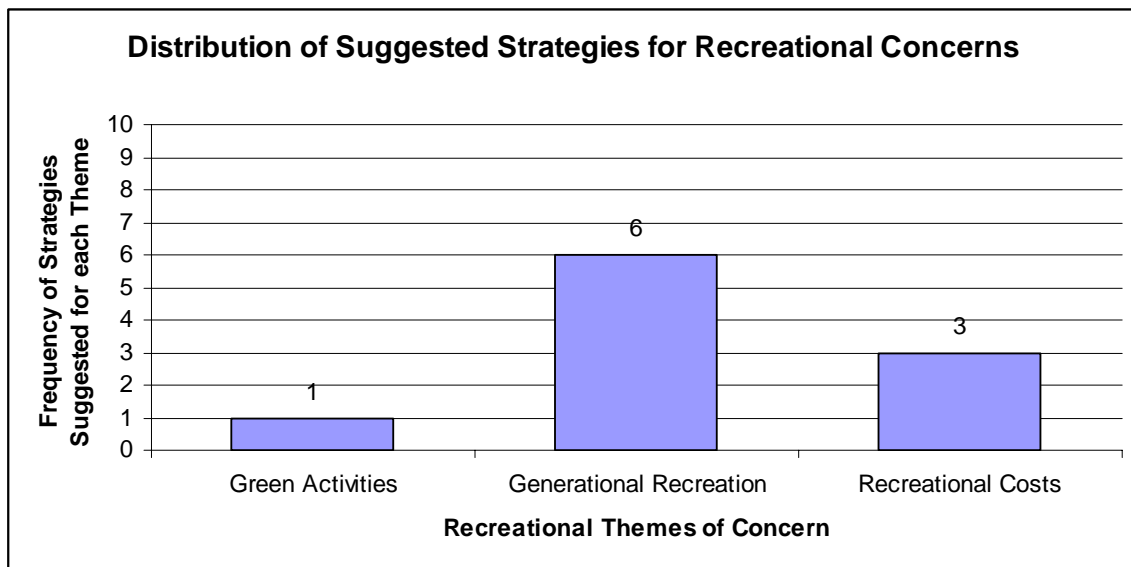


Figure 5.6 – Distribution of suggested strategies for recreational concerns in Asphodel-Norwood Township



*Recreational Costs*

Recreational costs resulted in 57% of the concerns over recreation in Asphodel-Norwood Township. The most common themes that were found involved rental and administrative fees when booking recreational activities. Also, concerns over equipment costs to participate in recreational opportunities were evident.

Strategies that were recorded included fundraising programs to raise enough that costs could be cut. Another strategy that resulted was government subsidies for recreational opportunities to keep people active. For a full list of concerns and suggested strategies see Appendix I.

### *Generational Recreation*

Concerns over generational recreation opportunities accounted for 29% of the results recorded. Results were varied as there were multiple concerns for this particular theme. Results show that residents of Asphodel-Norwood Township were concerned with the widening gap between the community's older and younger populations. Mostly, that there was a lack of opportunities in which both parties could interact and socialize. Other concerns were attracting younger residents to other recreational opportunities other than sports as a way of creating a larger volunteering foundation.

There were multiple strategies suggested for coping with the lack of generational recreation opportunities. Most commonly suggested was the formation of a committee to search avenues in which opportunities could be discovered. Alternate strategies were recorded, particularly the establishment of weekly gatherings in the Village of Norwood to bring all ages of the community under one umbrella. For a full list of concerns and suggested strategies see Appendix I.

### *Green Activities*

Surprisingly, concerns over green activities produced the weakest results. Only 14% of the concerns were attributed to this theme. Most commonly noted was the lack of



trails and public green space within Asphodel-Norwood Township. Also, a small portion of the concerns focused on eco-friendly recreation and programs.

Suggested strategies for action upon the lack of green space and the search for eco-friendly recreation were also minimal. The results only recorded one suggestion and this was the creation of more environmental space. For a full list of concerns and strategies see Appendix I.

### 5.2.4 - Social Assistance/Programs

Results collected regarding social assistance/programs in Asphodel-Norwood Township describe the concerns and suggested strategies of the participants. The following graphs show social assistance/programs concerns and suggested strategies in acting upon these issues.

Figure 5.7 – Distribution of concerns over social assistance/programs

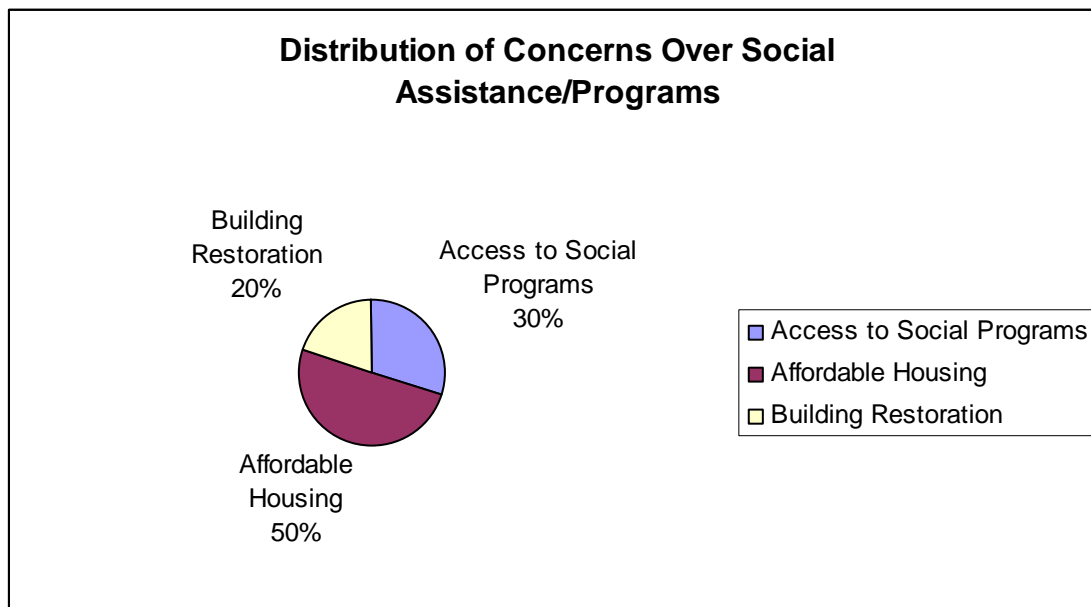
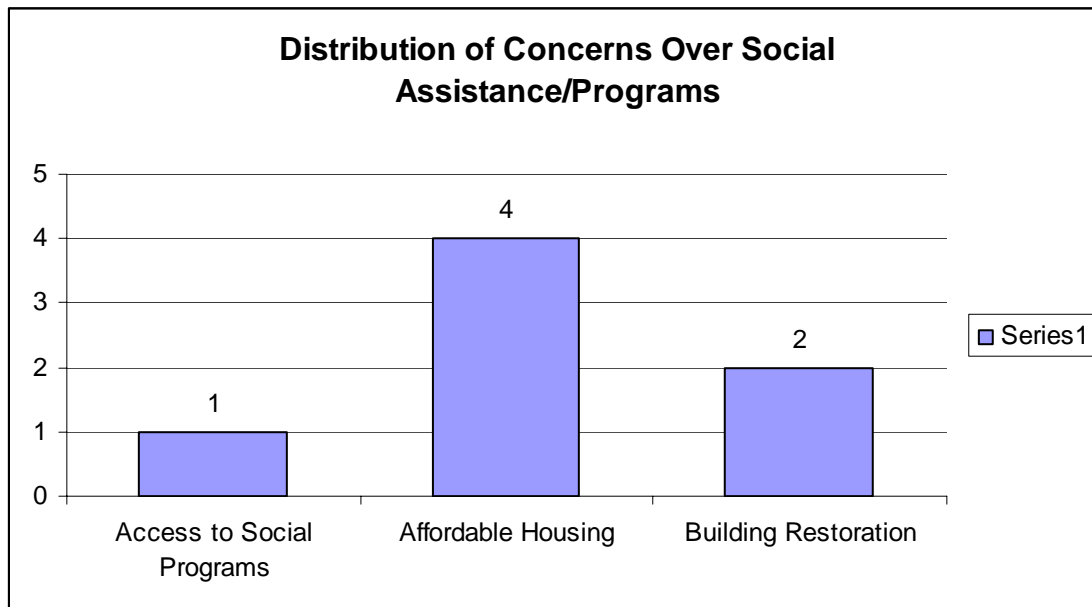


Figure 5.8 – Distribution of suggested strategies over social assistance/programs concerns.



### *Affordable Housing*

Concerns over affordable housing produced 50% of the results in Asphodel-Norwood Township. Two main themes emerged within this concern. Firstly, there was concern over the lack of affordable and low-income housing within the region. Secondly, there was concern over funding from the municipal, provincial and federal governments in creating low-income housing opportunities.

Many suggestions produced dead-end strategies for acting upon this issue. Government grants are not just handed out willingly. One viable suggestion was made in that there should be committee formed to search avenues on ways to create better opportunities for funding packages. For a full list of concerns and suggested strategies regarding affordable housing in Asphodel-Norwood Township see Appendix I.

### *Access to Social Programs*

Concerns over the accessibility to social programs in Asphodel-Norwood Township resulted in 30% of the total concerns. The main themes surrounding this issue involved Asphodel-Norwood Township's distance from the City of Peterborough and the fact that most social programs for Peterborough County are based out of city headquarters. Again, participants were concerned with the inability of rural residents to travel or find avenues in to receive social aid and assistance.

Suggested strategies in acting upon this issue involved the possible research into cheap, public transportation venues to and fro the City of Peterborough. Suggestions for strategies were shaped around this idea of trying to find a way to link rural residents with the governmental system of Peterborough County. For a full list of concerns and suggestions regarding the accessibility of social programs see Appendix I.

### *Building Restoration*

The restoration of damaged buildings within Asphodel-Norwood Township resulted in 20% of the total concerns over social assistance/programs. Concerns were very narrow in the fact that only one theme emerged. That theme was the immediate beautification of old and damaged structures throughout the township.

Many suggested strategies included creating an organization that specifically dealt with the restoration of these buildings other than the local historical society. Also suggested was a strategy to categorize those buildings in need of renewal and those buildings that could possibly wait. For a full list of concerns and suggested strategies concerning the restoration of buildings in Asphodel-Norwood Township see Appendix I.

### 5.3 - Activity Three – Question Forming/Dot-mocracy

Activity three of the research seminar consisted of a period of forming questions about specific concerns that were discovered in activity two. The facilitators recorded the questions created by the participants. The questions formed are shown in the following tables.

Table 5.2 – Questions formed regarding environmental concerns.

<b>Environment</b>	
What can be done as a community to reduce pollution?	
How is environment educated within the community?	
How can the community communicate with corporate pollution?	
What programs can be implemented to help clean pollution?	
How can the community successfully apply green strategies in neighbouring communities?	
<b>Total</b>	<b>5</b>

Table 5.3 – Questions formed regarding infrastructure concerns.

<b>Infrastructure</b>	
What are people thinking about road supervision?	
What are people’s expectations of rural roads in Asphodel-Norwood?	
How are rural roads being used?	
What effects are dams creating on water flow in the area?	
Where can the community find funding for infrastructure?	
<b>Total</b>	<b>5</b>

Table 5.4 – Questions formed regarding recreational opportunities.

<b>Recreation</b>	
What are the aspirations of the newer generations?	
What would ‘new’ seniors be interested in?	
How can Asphodel-Norwood Township create intergenerational activities?	
How does Asphodel-Norwood Township create a survey regarding what community members want and what they will actually participate in?	
How can Asphodel-Norwood Township balance high and low budget activities?	
How can Asphodel-Norwood Township generate family orientated activities?	
<b>Total</b>	<b>6</b>

Table 5.5 – Questions formed regarding social assistance/programs.

<b>Social Assistance/Programs</b>	
How can Asphodel-Norwood Township address housing up-keep?	
Are there financial resources for the ratification of run down buildings?	
What sort of actions do out-of-towners have on residential and business?	
How can Asphodel-Norwood Township pursue low-income housing?	
Is there a way to create affordable transportation to the City of Peterborough?	
How can the municipality make social assistance information more accessible to the community?	
In what way can Asphodel-Norwood Township assess the situation of low-income housing locally?	
How can the municipality convince residents to build homes in more built up areas?	
How can Asphodel-Norwood Township attract funding for social assistance and programs?	
<b>Total</b>	<b>9</b>

#### 5.4– Dot-mocracy Activity

These are the questions that were formed in activity three. Finally, participants were given three circle stickers and asked to place their stickers beside the questions that they felt should be acted upon if future projects were to be produced from this particular project. The results of the dot-mocracy exercise are shown in the graph below.

Figure 5.9 – Results of dot-mocracy activity; most common selections

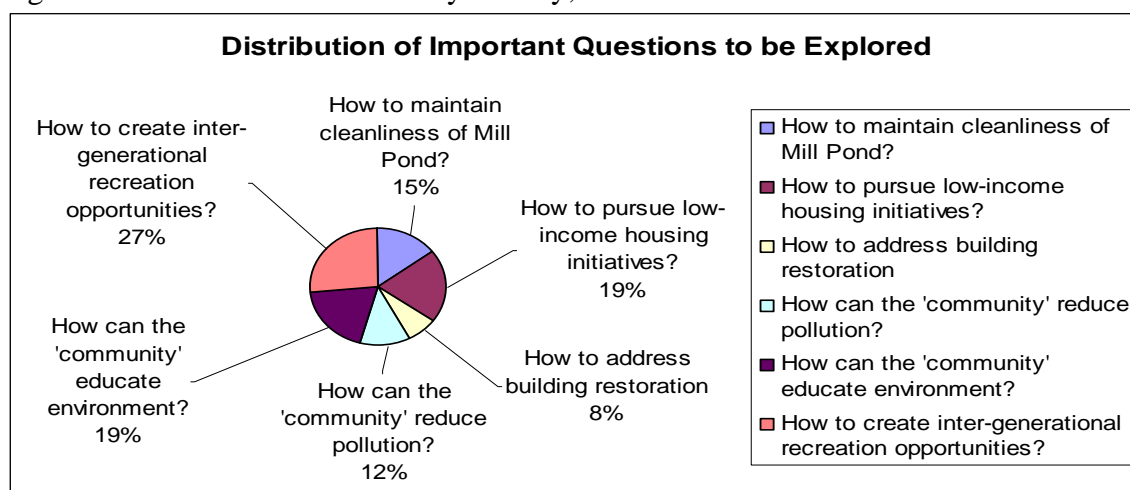


Table 5.6 – Final rankings of questions targeted in dot-mocracy exercise.

<b>Final Rankings of Questions Targeted in Dot-mocracy Exercise</b>	
1. How can Asphodel-Norwood Township create intergenerational recreation opportunities?	27%
2. How does Asphodel-Norwood Township pursue low-income housing initiatives?	19%
2. How can Asphodel-Norwood Township educate environmental policies?	19%
3. How can the community maintain the cleanliness of Mill Pond?	15%
4. How can Asphodel-Norwood Township reduce pollution as a community?	12%
5. How can the community address the restoration of buildings and structures?	8%
<b>Total</b>	<b>100%</b>

### **5.5 – Three Tiered Interpretation of Results**

The interviews and research seminar produced viable results that were able to be placed into the Three Tiered Model of Geographical Development. Each tier contains the relevant issues and concerns that fit the criteria. The model was successful in separating the issues and concerns of Asphodel-Norwood Township into the three separate spheres. According to the criteria set out in the literature review regarding community, rural and regional development, the data was stratified into the table below.

Table 5.7 – The Three Tiered Model of Geographical Development in an applied framework with results of concerns.

<b>Community Development</b>
Maintenance of Mill Pond Intergenerational Recreational Opportunities Building Restoration Education of Environmental Policies Attraction of New Residents
<b>Rural Development</b>
Sewage System Initiative Creating a Higher Population Concerns Over Rural Roads Accessible Social Programs for Rural Residents
<b>Regional Development</b>
Catering to ‘new’ Senior Generation Collaboration with Neighbouring Townships on Green Policies Transportation Services to Peterborough Funding for Housing and Recreation

## 5.6 - Summary of Results

This research discovered many concerns within Asphodel-Norwood Township regarding community, rural and regional development. The results also provided some concrete strategies that could be put into action as a community alone. The results are an outcome of the two interviews and the ten participants that took part in the research seminar. The main themes of the results are shown in the above sections. There were prevailing and minimal themes that were produced and all themes are listed in Appendix I. The methodology was successfully implemented and created a framework that

produced the desired results. A newspaper article from the Peterborough Examiner can be seen in Appendix J.



## **Chapter Six** **Conclusions**

### **6.0 - Introduction**

The final chapter brings together all the ideas, themes and suggestions that were explored throughout the project. In doing this, this chapter summarizes the project, and states the contributions that it will make to geographical academic research, the TCCBE and Asphodel-Norwood Township. A discussion highlights the limitations and challenges of the research and unique problems that were encountered while compiling the project. The chapter concludes with a personal reflection of the researcher and some final remarks on the overall project.

### **6.1 - Summary of Project**

This project made observations involving the theories and processes of previous research. It used definitions of community, rural and regional development and applied these definitions to developmental issues occurring in Asphodel-Norwood Township. To begin, this section reiterates the main goals and specific questions of this project. Scholarly literature will display how the findings of this project support previous research, the research methods used and the significance of the findings.

The goal of this project was to develop an outreach strategy for the TCCBE that could be applied throughout Peterborough County. In doing so, this project constructed a geographical model – The Three Tiered Model of Geographical Development – that could measure three tiers of geographical development. To gain data to insert into the model, the project also constructed a research methodology that constituted of academic,

contextual and grey literature analysis, interviews and a research seminar. Lastly, the project takes the key findings that the model and seminar produced and makes suggestions that link the mandate of the TCCBE with the Township of Asphodel-Norwood in possible future projects. In order to reach the main objectives of this project three specific questions were addressed: 1) What developmental issues are currently affecting Asphodel-Norwood Township? 2) How do these issues fall into the Three Tiered Geographical Model of Development? and 3) How can the TCCBE and the Asphodel-Norwood Township work together in future projects regarding the results found?

Many of the themes that emerged within this project reflected those that were found in studies by Lloyd (1967), Bollman (1992) and Gradus and Lithwick (1996). Although community, rural and regional development is not stagnating Asphodel-Norwood Township, there is certainly concern regarding each level. In terms of community development, the findings parallel Lloyd (1967), through the evidence of a strong relationship among community members and their government. Also paralleling Lloyd (1967), Asphodel-Norwood is beginning to successfully start programs that target these development issues within the community. Much like Bollman (1992), rural development within Asphodel-Norwood Township is shifting from a more agricultural perspective to other avenues that now concern the rural landscape. Regional development in Asphodel-Norwood Township probably parallels scholarly literature the most, in particular Gradus and Lithwick (1996). The shift away from welfare policies to neo-liberalists strategies has created social assistance dilemmas and funding issues throughout the region of Asphodel-Norwood Township. Asphodel-Norwood Township

is a successful township in terms of community effort. There appears to be a collective atmosphere between the residents to tackle developmental issues that are within their control. The issues and concerns given by the participants from this project suggest that the issues that affect Asphodel-Norwood Township are important.

## **6.2 - Key Findings**

The results of the research determined the following: 1) a definition of community, rural and regional development as it applies to the dynamics of Asphodel-Norwood Township, 2) that there is developmental issues occurring in Asphodel-Norwood Township on an important level, 3) the views that residents and officials have on what issues are most important and 4) potential strategies that can be put into action to resolve these issues.

Asphodel-Norwood Township is concerned with many issues that span across various themes. Environmentally, Asphodel-Norwood Township is concerned with educating their community on methods of becoming more environmentally friendly and eco-aware. How to promote these programs and encourage community members to is one of the initial concerns. Infrastructure issues within the township are more difficult to assess and act upon. They require multiple funding sources and access to this funding is limited. The main finding surrounding infrastructure is the need further research into how rural roads are used and the frequency of use. Further studies in these areas could help Asphodel-Norwood Township target what type of funding could be explored to adhere to rural roads and concerns over them. Recreationally, there is a strong push for the establishment of intergenerational activities. This is a close knit community that

would like to bring all age groups together for the betterment of community cohesion. One last major concern is the accessibility of social institutions to all rural residents. Most importantly, how to bring services that are located in the City of Peterborough closer to Asphodel-Norwood residents.

Key findings regarding the methodology used to collect data and develop an outreach strategy into more rural areas of Peterborough County proved successful. This project can conclude that the methodology put into action has the potential to be implemented in other rural areas.

### **6.3 - Contributions**

Geographically, the results of this project determined that the Three Tiered Model of Geographical Development is a valid framework for interpreting community, rural and regional development. The results were easily inserted into the correct levels of measurement that displayed how Asphodel-Norwood Township can approach these developmental issues internally, or if available, externally. The validity of the model as of the completion of this project is strong and can successfully be applied in similar research. It has contributed to the discipline of geography through the fact that geographers have one more way in which to measure developmental issues of a specific locality.

The project also contributed to the mandate of the TCCBE. There is now an initial outreach strategy that can be applied in various areas throughout Peterborough County. It has also identified potential projects that can be targeted in future research through the Trent Centre for Community Based Education or through a partnership

between the Trent Centre for Community Based Education and other research courses at Trent University. Listed below is a list of potential studies that the project has produced for the TCCBE.

1. Assist the Norwood Lions Club through research enhancing the education of environmental programs
2. Collaborate with the Norwood Mill Pond Committee in searching avenues on how to maintain the cleanliness of the Mill Pond.
3. Aid the Affordable Housing Action Committee by researching different methods of pursuing low-income housing.
4. Work with recreational organizations on how to develop intergenerational activities.
5. Assist the municipality in researching the uses of rural roads.
6. Work with conservation authorities to research the impact of developing water systems.

The project has also contributed to the Township of Asphodel-Norwood. Key developmental issues have been identified and there is now a direction on what the concerns are within the locality. Along with the participants from Asphodel-Norwood Township, during the research seminar a small group from the neighbouring municipality of Trent Hills undertook a parallel exercise and identified similar issues. This gives weight to potential transformability of the outreach strategy to other rural communities. The project has also produced a working relationship between Trent University, the Trent Centre for Community Based Education and Asphodel-Norwood Township. It has given the community an option to explore these concerns through potential student research or through the TCCBE alone.

#### **6.4 - Limitations and Challenges**

Overall, the project methodology and data collection was successful, however, there are limitations to the research methods used. Rural localities are vast in area and

there is difficulty reaching all members of the rural area. The interviews used in the research were supposed to be more abundant. Requests for interviews were made during the Christmas holidays of December 2007. This project found that residents were less willing to participate during this period, which was very surprising according to the researcher's earlier assumptions. One other limitation of conducting research in a rural area is distance. Unfortunately, the researcher did not have a car or a license. With Asphodel-Norwood Township located approximately 20 kilometres east of the City of Peterborough and Trent University it was difficult to access. Perhaps this limitation can strengthen Asphodel-Norwood Township's concerns with the access of programs and assistance that is located in the City of Peterborough.

Unfortunately, a very small amount of previous researchers have left a negative image for the occupation. Many residents felt that this project was being conducted to portray their community in a negative light. For this reason, it was difficult to obtain willing participants as they were hesitant and questioning of the researcher's intentions. It is difficult for an outsider to be accepted into a foreign community. This negative image that was created in the area made this recruitment much more difficult.

One main challenge of conducting research, especially with confirmed dates and meeting time is unexpected, inclement weather. There had been an initial research seminar scheduled for Saturday, February 2<sup>nd</sup>. However, there was extreme winter weather and the seminar had to be cancelled. Unfortunately, communications failed and not everyone was made aware of the cancellation. This made it difficult to convince those participants to attend the rescheduled seminar. Fortunately, it can now be

mentioned that the rescheduled research seminar created more rich data as more people did end up in attendance than were expected at the initial seminar.

### **6.5 - Personal Reflection and Concluding Remarks**

I decided to conduct this project on Asphodel-Norwood Township because of its proximity to my hometown of Warkworth, Ontario and the social networks that I had already possessed within the area. The Trent Centre for Community Based Education gave me the option of choosing a township within Peterborough County. I chose Asphodel-Norwood Township because of my interests in rural, settlement and historical geography. Mostly, I chose Asphodel-Norwood Township because I believe that local research is extremely important and that more often than not, rural areas are overlooked.

After conducting the research, I concluded that Asphodel-Norwood Township, with small exceptions, is not any different than the place where I grew up. Their issues are mainly community-focused or local and most commonly present way to bring community members closer together. Of course there are larger issues that involve the intervention of governments and institutions, but what intrigued me the most was community aspect of development and the concerns that were brought forth in the research seminar.

The experience of conducting a project such as this has been nothing short of beneficial and advantageous. The skills I have been able to acquire are phenomenal. Inter-personal, time management, project improvisation, and problem solving are just a few of the skills that I have taken from this experience. I feel that this experience has

really given me a ‘head-start’ over colleagues in the future workplace. Overall, I would say that this experience was a success both academically and personally.

The development of an outreach strategy for the Trent Centre for Community Based Education was a joint effort between the host organization, faculty supervision, community participation and the researcher. It is very rewarding to walk away from a project and feel that something has been accomplished. I hope that both the Trent Centre for Community Based Education and Asphodel-Norwood Township can forge a partnership in the future to explore some of the findings that the project produced. Asphodel-Norwood Township may be a small rural landscape, but it has the strength of major city. Through the uncovering of those concerns of community members and the tools now available to act upon these concerns, Asphodel-Norwood Township has the potential to be even stronger.