

Short biography

Margaret Gooch is a PhD student within the Australian School of Environmental Studies at Griffith University, Kessels Road, Nathan, Brisbane, Q. 4111. Her thesis is concerned with the experiences of catchment volunteers and their contributions to natural resource management, and to their local communities. Her research is funded by the CRC Catchment Hydrology. Margaret can be contacted at M.Gooch@griffith.edu.au

Acknowledgements

I would like to thank my supervisors, Professor John Fien (AES, Griffith University) and Dr Jeni Warburton, School of Social Work & Social Policy, at the University of Queensland, for their help and support in preparing this paper. I am also grateful to all of the volunteers who took part in the study, and to the CRC Catchment Hydrology for supporting this work.

History of paper

I presented a version of the paper at the 6th Invitational Research Development Seminar on Environmental and Health Education, Budapest, Hungary, in June 2002. This version has been submitted in July 2003 for publication in the international journal *Local Environment*, at the following address:

Professor Bob Evans, Editor *Local Environment*,
Sustainable Cities Research Institute,
Northumbria University, Newcastle upon Tyne NE1 8ST, England.
Tel: 011 44 (0) 191 227 3500. Email: bob2.evans@northumbria.ac.uk

Voices of the volunteers: conceptions of catchment volunteers in coastal Queensland, Australia

Author	Margaret Gooch, PhD candidate
Address for correspondence	Australian School of Environmental Studies Griffith University, Nathan Campus, Qld Australia. Q.4111
Telephone	+61 7 33 66 8232
Email	<u>M.Gooch@griffith.edu.au</u>

Abstract

This paper discusses findings of a study of catchment care volunteers drawn from the east coast of Queensland, Australia. Catchment volunteering includes individuals in not-for profit stewardship groups with a catchment focus. Catchment volunteering was experienced by participants as maintaining a balance of perspectives; developing/maintaining an identity; networking; learning; empowering; and sustainable. An illustrative model (the Outcome Space), representing a set of scales, shows the relationship between conceptions.

Results indicate that catchment volunteering offers many benefits to individuals and local communities. Experiences described by the participants demonstrate that catchment volunteers are highly dedicated and creative. The study reveals that positive attitudes and dedication are not always enough, however, to achieve desired goals. Recommendations presented as a result of this study may help develop the capacity of community-based catchment groups and networks so that catchment volunteering is sustained well into the future.

Keywords: Catchment volunteering, landcare, balance, identity, networking, learning, empowering, sustainable

Introduction

In the last fifteen years many community-based environmental organisations and programs have emerged in Australia in response to environmental degradation across the nation (Dovers, 2000). Undoubtedly, the most successful of these programs and projects involves Landcare. There are three elements to Landcare: the National Landcare Program – a Commonwealth government body; Community Landcare; and the Landcare Movement (Cary & Webb, 2000). Community Landcare groups are voluntary organisations, usually funded by the National Landcare Program, to combat land degradation across Australia (Cary & Webb, 2000). There are now over 4000 Community Landcare groups across Australia, involving more than 120,000 volunteers (Byron & Curtis, 2002). The Landcare Movement is a general land ethic among individuals concerned with land degradation. The Movement includes a variety of stewardship groups such as Community Landcare, Rivercare, Bushcare, and Waterwatch (Cary & Webb, 2000; Ross, Buchy & Proctor, 2002). Such groups are often organised on a local scale, using catchments as natural boundaries (Byron & Curtis, 2002). The primary focus of this research centres on benefits that accrue specifically from the ‘catchment volunteering’ that contributes to the Landcare Movement. For the purpose of this study, the term ‘catchment volunteers’ include individuals in not-for profit groups and programs that have a catchment focus.

Undertaking the study

Phenomenography, the research approach used in this study, is based on the premise that there is variation in the ways in which people experience the same phenomenon (Marton 1994). Semi-structured interviews were used to gather the data. From the transcripts of interviews, the respondents’ understandings of ‘catchment volunteering’ were analysed and categorised in terms of the range of conceptions they represented. An ‘Outcome Space’, an illustrative model of the conceptions and the relationship between them, is developed as part of the analysis (Marton & Booth, 1997).

Catchment volunteers were approached from stewardship groups and programs including Landcare, Coastcare, Bushcare, Greening Australia, Waterwatch, and ICM (Integrated Catchment Management) committees. Twenty-six interviews were conducted along the east coast of Queensland, from Brisbane to Mossman, just north of Cairns. Thirteen were personal interviews, and the rest comprised groups of two to ten participants. Eighty-five people took part in the final study. All interviews followed the same format, however, the exact wording of questions varied among interviews, and occasionally other questions were added to follow-up on particular points.

Results

Six conceptions were revealed from analysis of the interviews. Each represents the ways in which participants experienced ‘catchment volunteering’. This section of the paper discusses these conceptions and the relationships between them, thus building the Outcome Space.

Category One: Catchment volunteering was seen as *seeking and maintaining balance*

The dominant conception to emerge from this study is that of seeking and maintaining a balance. The ways in which participants struggled to achieve balance influenced all of the other conceptions. This conception provides the basic shape for the Outcome Space, depicted as a set of scales, signifying the importance of keeping a balanced perspective on catchment volunteering.

Catchment volunteering was experienced as....

seeking & maintaining balance



Figure 1: Seeking and maintaining balance

Striving for balance affects decision-making, problem-solving, individual actions and group dynamics. Balance is sought in learning; power struggles; personal and group-based networking; in the ways in which both individuals and groups tackle environmental issues; and perhaps most importantly, in how volunteers balance their time. Indeed, a recurring theme was the need to balance unpaid work, paid work and family life. As one respondent commented:

You've got to weigh up your family life on the one hand, and your work and then your, this is just supposedly a recreation, your life is split into thirds, well I don't have recreation, I have our catchment group. Which is my work, my real work. It's just that that work doesn't get paid (Male, urban Landcare, personal interview. Interview No. 2).

The same person also expressed why it is difficult to maintain this balance:

There's a need here, I don't enjoy this [volunteering] at the moment, I must admit it. It's, it's killing me, but I've got to keep going, there's just too much at stake (Male, urban Landcare, personal interview. Interview No.2).

His passion and commitment to catchment volunteering, especially when he could see so clearly what he believed needed to be achieved, prevented him from keeping a balanced perspective. Sometimes group members could see what might happen if they didn't balance their time effectively:

[You] need to be careful that you don't get burnt out – it's hard when you are so passionate about what you do (Female 1, mixed rural group, Landcare and Coastcare members, group interview, interview No. 14).

Byron, Curtis & Lockwood (2001) contend that 'burnout' is a gradual process involving personal exhaustion, negative emotions, and a loss of professional effectiveness and accomplishment. The whole organisation may suffer if individual volunteers burnout as a result of not achieving an appropriate balance of time commitments. In some groups, however, volunteers managed to balance their time well, as this respondent with school-aged children explained:

I always have to go at 2.30 no matter what...I just think that you have just got to be realistic and say well, we are doing the best we can ... (Female, urban Landcare, individual interview, interview No.4).

According to Cox (1995), finding the balance among pressures of family life, paid work and public life is the key to becoming a fully rounded human being. Public life, in this case catchment volunteering, is the arena in which we contribute to a healthy civil society through our collective actions (Cox, 1995). Some respondents in the study deliberately chose to volunteer for a pre-determined time each week, but at the same time, ensured that the work they did as a volunteer was focused around group priorities, rather than their own needs. In other words, they allocated their time carefully to particular aspects of their lives.

Category Two: Catchment volunteering was seen as *developing/ maintaining an identity*

In the Outcome Space, the conception of developing/maintaining an identity is placed as the arm of the scales, signifying the dominance of this conception. It was held by almost all of the participants to some extent.



Figure 2: Developing/maintaining an identity

Some volunteers spoke of their experiences almost entirely in terms of their identity. A few participants spoke of identity in terms of the way that they saw each other and themselves. Many volunteers spoke of identifying strongly with the places that volunteering took place. Some respondents volunteered because they already had an affinity with a particular place, others

developed attachments to places through their volunteering efforts. The following person explained why catchment volunteering is popular in her community:

This is a lovely little community you know, it's a great sort of place to do this sort of thing [catchment volunteering], lots of families and all that sort of stuff and people who are interested because it is their place that they want to be at (Female 2, mixed rural group, Landcare and Coastcare members, group interview, Interview No. 14).

This comment reflects Bell's (1999) assertions that familiarity and spending time in one place fosters authenticity, and builds 'social communities'. Cheng, Kruger & Daniels (2003, p90) contend that 'to be somewhere is to be someone'. As well, spending time in one place helps develop a 'sense of place', a set of experiences pertaining to specific places which accrue to individuals (Carr, 2002). When individuals and communities identify strongly with an area, they can become responsible custodians for the land, regardless of the legal tenure (Sochaczewski, 1999).

The study suggests that the social identity formed by members of a particular group contributes to a sense of belonging, responsibility, values and emotions. Many participants expressed their social identity in terms of caring for others in their group, and the friendships formed through volunteering. Identity can also be built through working with people who hold similar values as this quotation illustrates:

I just enjoy working with people who have got such great ethics, you know... the people here just, all believe in the same sorts of things and there's no great conflicts (Female 1, regional Landcare, small group interview, interview No.7).

Respondents most often talked about their reasons for volunteering as being based on their ecological, social or personal identities, rather than on more esoteric notions of service delivery. Some respondents didn't identify with the term 'volunteer' at all, believing that the term had connotations of subservience:

A volunteer to me is somebody who does something that somebody else wants them to do and I don't, I'm not good at that... I don't see myself so much as a volunteer as an activist (Female, member of regional ICM & Landcare groups, personal interview, interview No. 10).

As Bell (1999) argues, the volunteer movement should not be automatically synonymous with the 'third sector' where volunteering is perceived as a service. Rather, Bell asserts that a symbiotic relationship often develops between organisations and volunteers and an increasing number of individuals are opting to work in collaboration with particular organisations. This more empowering view of 'volunteers' and what they are willing and capable of undertaking, influences voluntary activities and outcomes.

An important aspect of identity is the learning and networking that takes place, as identities are formed and strengthened. The conceptions of learning and networking are discussed next.

Categories Three and Four: Catchment volunteering was seen as *learning* and as *networking*

Networking was experienced as both sharing and building relationships, and this was often done in conjunction with learning. For example, respondents described the ways of sharing information, skills and other knowledge as networking. Many respondents saw learning in terms of personal growth, while others saw learning as more of a public education process. Because of their complementary nature, the two conceptions of learning and networking are depicted in the Outcome Space as the handles of the pans, linking the arms to the pans.

Catchment volunteering was experienced as....



Figure 3: Learning and networking

Most of the groups involved in this study provided some type of skills-building program for volunteers. In many instances, personal learning happened incidentally through regular volunteering activities – learning by ‘doing’:

I get better understanding of the river system in doing it. I get a better understanding of the whole environment by doing water quality monitoring and it stimulates me (Male, rural Waterwatch group, personal interview, interview No. 26).

Others gained a deeper level of understanding of the interconnected nature of environmental problems. Participants commented on the importance of networking and sharing within the group - that is, developing ‘bonding ties’. The following remark captured the feelings of many, reinforcing their commitment towards the work through social bonding within the group:

Oh, it [volunteering] has given me a lot of pleasure, a lot of happiness, satisfaction - both from the work and from the friendships; the work and the results of the work, and the friendships I’ve made (Male, urban Bushcare group, personal interview, Interview No.6).

Networking apparently contributed to creativity and innovation:

It’s a cooperative thing and people share things and support each other and there’s just so much you can do when you do that.... Such wonderful ideas spark from one person to another and I think that it’s really creative... (Female 1, regional Landcare group, small group interview, Interview No.7).

One person explained that sharing skills helped his group to succeed on a number of occasions. Kilpatrick, Bell & Falk, (1998) describe learning that is achieved collectively as ‘social learning’. Social learning stems from an understanding of the social context – the attitudes, language, values,

acceptable behaviour, acquisition of knowledge – in which it occurs. According to Foster-Fishman et al (2001), social bonding between diverse individuals is critical to successful capacity building, where different members bring a variety of skills and resources with them, and different points of view are considered respectfully. However, Falk (2000) maintains that ‘bonding ties’ which unify groups will only contribute positively to social cohesion if balanced by ‘bridging ties’ linking groups and communities externally to the broader society. Some groups had a range of networking strategies to build ‘bridging ties’ beyond their groups, to heighten community awareness of catchment management issues. For example, many had well-established public education programs, open days, demonstration sites and field days to raise awareness and understanding of catchment management within the community. Volunteers developed ‘bridging ties’ in other ways as well, as the following illustrates:

When we’re trying to find out things it’s really valuable to find people who have that information and just by talking to people... you find a person from this group will know something and a person from another area will know something else.... It’s just valuable talking around – it becomes a web, more or less (Female urban Landcare group, personal interview, interview No. 4).

Both bonding ties and bridging ties contribute to the building of ‘social capital’ - which can be defined as social networks, norms and levels of trust within and between social groups (Putnam, 1993). Social capital may be seen as a public good which enables a greater output to be produced from the stock of physical and human capital in society. This stock accumulates through use and over time, reinforcing networks, norms and trust (Putnam, 1993).

Pretty & Frank (2000) believe that social capital and social learning are critical to the effective functioning of community-based natural resource management groups. To facilitate the accumulation of social capital and social learning, groups could establish a ‘learning circle’, where socially acceptable approaches to learning including ‘authentic discourse’ are achieved (McCool & Guthrie, 2001). Authentic discourse may be initially generated through the development of a set of core competencies, a set of skills common to all participants, to facilitate communication and directed action (Foster-Fishman et al, 2001). Developing core competencies can be empowering for individuals and the whole group, and is further discussed under the next heading.

Category Five: Catchment volunteering was seen as *empowering*

Empowerment refers to the process of gaining influence over events and outcomes of importance that may unfold the individual, group, or community level (Fawcett et al, 1995). Corresponding to Ife’s (2002) observation that that empowerment involves the redistribution of power, many respondents tended to refer to ‘empowerment’ in terms of self-help and self-determination. Others perceived ‘empowerment’ as a power struggle between individuals and between groups. The results concur with Friedmann (1992, cited in Carr, 2002), who indicate that place-based issues (integral to the development of identity) are central to catchment volunteer groups, and group members are empowered and mobilised through social networking and on-going experiential learning. The conception of empowering was seen to underpin and link conceptions of developing/maintaining an identity, networking, and learning. Hence, in the Outcome Space, the conception of empowering is placed at the centre of each pan, linking arms and handles.

Catchment volunteering was experienced as....

seeking & maintaining balance

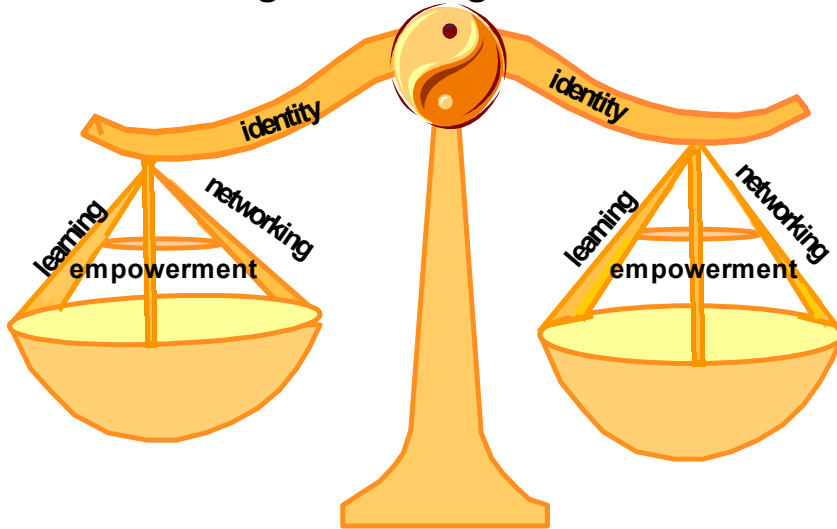


Figure 4: Empowering

One respondent spoke of how her group provided a platform to speak to politicians and funding bodies with confidence. Another described how his involvement in the group gave him the confidence to approach politicians:

[Volunteering has] changed me in the sense that I don't feel any fear from anyone above me...The way I look at it now, I never get nervous going into a meeting with a politician or anyone...It doesn't matter what he thinks of me anymore, that's not the point (Male, urban Landcare, personal interview, interview No.2).

Some described how volunteering helped to develop personal skills and feelings of self-worth by providing a focus for daily activities and social interactions. One person described why he enjoys volunteering:

I suppose it's therapeutic,it's very relaxing and plus, you know you're doing something good....Get's me out of bed in the morning, to do something worthwhile as I see it (Male 3, Central Queensland group interview, Interview No. 15).

Other respondents also recognised the value of volunteering while they looked for employment, especially in terms of the skills that they were developing while doing voluntary work. One respondent believed that through the skills she had acquired as the local Landcare coordinator, she was able to motivate some farmers to consider new practices. Even though volunteers can help each other to achieve positive results, many respondents felt that the groups needed on going funding and access to adequate resources to remain viable. For example, when projects finish, resources associated with the project are withdrawn. These experiences are disempowering for volunteers, as they cannot adequately participate in natural resource management.

One group particularly focused on issues of power, when it came to environmental decision-making. They felt that in general, decisions made regarding natural resource management were one-sided, and that volunteers were often the ones left out of the decision-making process. Nevertheless, some respondents acknowledged that bureaucrats often have to compromise in their efforts to appease all stakeholders. Yet on one occasion, a respondent described a rare ‘win-win’ outcome for all stakeholders, including the local Council.

Through an understanding of the different forms of empowerment that is occurring within catchment groups, it may be possible to encourage appropriate levels of participation by volunteers in a variety of group activities.

Category Six: Catchment volunteering was seen as *sustainable*

The final conception depicted in the Outcome Space is that of being sustainable. Understandings and the use of the term ‘sustainable’ varied considerably among participants in the study. Some perceived sustainability as something intrinsic to human and natural systems; many viewed the sustainability of their group as being directly linked to the availability of funding and resources; and others were concerned more with the sustainability of their local environment. The importance of this conception is portrayed in the Outcome Space as being the culmination of all of the other conceptions. Thus, it appears as the pans of the scales.

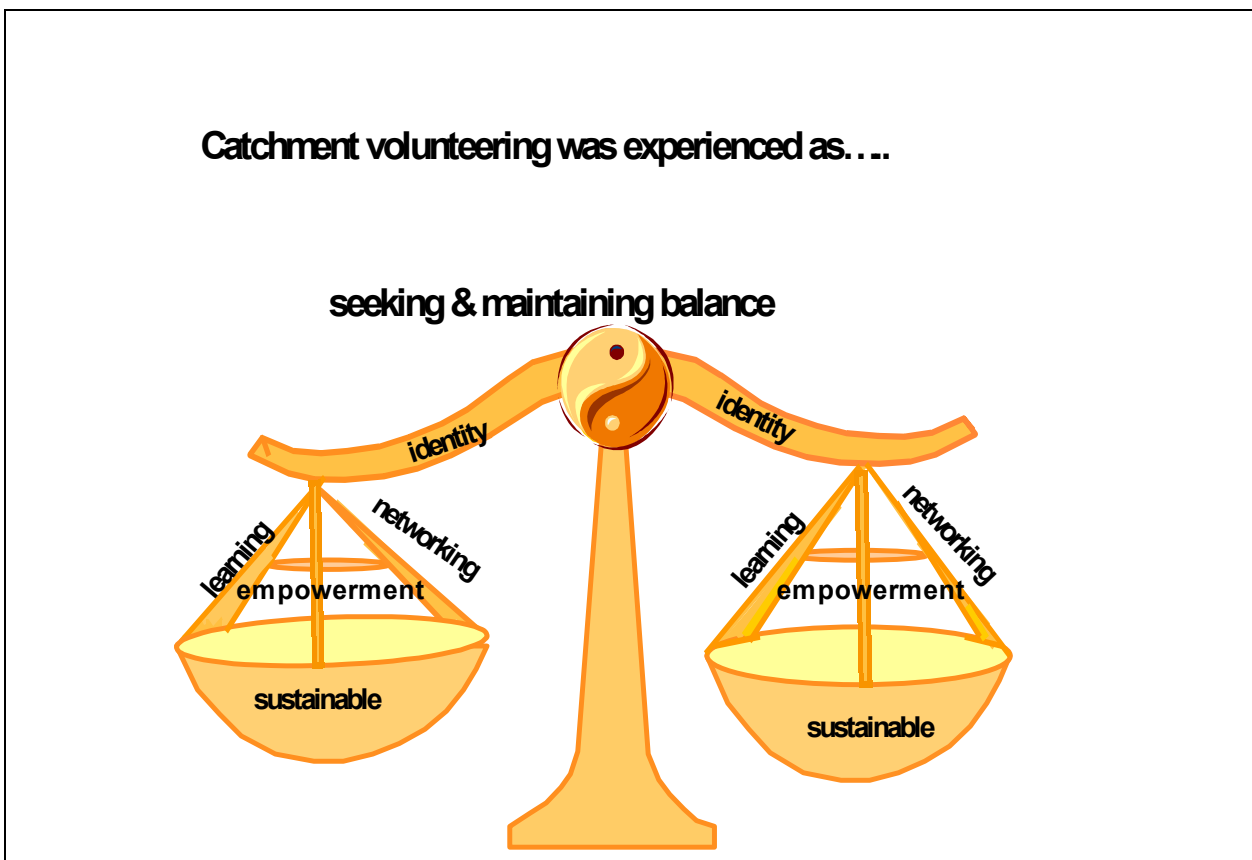


Figure 5: Sustainable

Many participants spoke of the benefits of stewardship for future generations accrued through volunteering. One participant saw catchment volunteering as distinctly different from other forms of volunteering because of the long-term commitment and vision required of environmental volunteers:

You feel as though you have to be in there for the long term...even though there is immediate gratification... I’m thinking of hundreds of years down the track... I look at a

tree which I know, has a lifespan of over 500 years, and I'll try and picture it.... And I try and wonder what sort of people will be around and if our birds and animals we are trying to keep from going locally extinct, will be still around... I can't think of anything which is more long term (Male, urban Bushcare group, personal interview, interview No.6).

One factor that was seen by many participants as being critical to the longevity of catchment groups was the appointment of a permanent paid coordinator with good leadership skills. As well as being seen as empowering, many respondents saw adequate funding as critical to the sustainability of their group, as this comment suggests:

You get (government) funding for one team and you might get six months' work out of that one team and then it might take another two or three months or another six months to get the funding through again. And in that time, those water reeds take over again and stuff and then the people have got to come along and do exactly the same work that you've done five months ago, so in that way it's very frustrating, because you are not actually getting ahead (Male 2, regional Landcare, group interview, interview No.11).

Uncertainty over funding has motivated some groups to become self-funded, to ensure their long-term survival. Pretty & Frank (2000) argue that a balance of corporate and government support features in the history of long-serving, community-based environmental care groups. They suggest that there has to be sufficient existing investment in human, social and natural capital and mechanisms in place to allow for the transitions and restructures typically associated with environmental care groups.

Central to the long-term viability of a group or program is having a reliable core of volunteers to draw upon. Recruiting and retaining volunteers was experienced by participants with varying degrees of success. In urban settings, retaining volunteers seemed more difficult than recruiting them. At least one participant was an exception, indicating that a diversity of experiences was central to the appeal of voluntary work:

When we get new volunteers we try as much as possible to give them variety...that's what I mean by looking after them and try and make it interesting... we are obviously doing something right for them to keep coming back, for a long, long time (Female urban Landcare group, personal interview, Interview No. 4).

In addition to asking what volunteers want to do, matching skills, interests and expertise with available tasks help to keep members motivated. External motivation wasn't needed by all respondents - for some, volunteering was seen simply as a 'way of life' - a vocation. For example, one respondent explained that her family members volunteered for a number of organisations when she was growing up, and so it was a natural progression for her.

Conclusion

This study suggests that sustainable catchment volunteering is built by maintaining a balance between public life, paid work and family life; empowering citizens by instilling confidence and developing personal skills; ensuring there are adequate resources to undertake local level natural resource management tasks; fostering active networking and learning; and by cultivating a particular identity, formed from 'a sense of place', values, beliefs, and interests. Volunteers in this study were more likely to see themselves as activists or stewards undertaking a long-term vocation, rather than short-term 'service providers'. For respondents in this study, catchment volunteering contributes richly to the fabric of their lives, providing meaning and satisfaction in routine activities, and enhancing local sustainability.

Recommendations

The following recommendations are suggested in response to the findings of this study. They are targeted at core members of relevant groups and networks (including coordinators) to assist the accomplishment of organisational goals.

The articulation of clear goals

Clear goals, processes and procedures should be articulated so that individuals and groups are aware of the goals towards which they are striving.

Time commitments

Using a calendar to schedule time commitments can help reduce the likelihood of burnout.

Social and environmental benefits

Volunteers should be encouraged to invite friends and family members along to social functions and working bees. Community groups should continue to strive for a diversity of membership, so that different perspectives can create new opportunities and enhance problem-solving.

Environmental benefits of catchment volunteering can be enhanced by adopting an 'adaptive management approach' to natural resource management whereby experimentation and the use of local knowledge and skills, are combined with the 'expert' knowledge of biophysical scientists and agency staff.

Social and environmental audit

The aim of an audit is to improve social and environmental performance over time, consistent with the group or network objectives, and the volunteers' expectations. The audit would address issues that may be difficult to measure. Maintaining a diary of social as well as environmental successes, updated by volunteers themselves, is part of the process (Pearce, 2001).

Sense of place

'Sense of place' was seen as a strong motivator for many volunteers. It can be fostered through information evenings, field trips, and hands-on activities, so that volunteers have lots of opportunities to share local history, memories and knowledge about specific places. A 'sense of place' can be consciously created through the use of a communal meeting place, such as a community centre.

Learning and networking

Learning and networking through strategies such as personal contact, newsletters, meetings, public displays, demonstration sites, working bees and field days can contribute to creativity and innovation – essential for maintaining energy and enthusiasm, and for utilising scarce resources. Learning was also experienced within the groups as experimentation and seeking information from a variety of sources. To facilitate learning and networking, groups and networks could establish a 'learning circle', where approaches to learning are achieved through addressing a range of core competencies.

Empowering

Volunteering that results in personal changes such as increased self-esteem, confidence, learning new skills, and developing friendships should be encouraged. Volunteers should always be welcomed, and the group atmosphere should be non-threatening, respectful and inclusive. Wherever possible, volunteering should be centred on the needs of the volunteers, as much as the goals of the organisation.

Funding

Community groups should continue to receive on-going government support in terms of adequate funds and resources. At the same time, volunteers should continue to pursue funding and resources from a variety of sources.

Recruiting and retaining volunteers

Recruiting volunteers can be achieved by emphasising personal, social and environmental benefits, such as opportunities to meet 'like-minded' people, and opportunities to learn about and restore places of local interest. A key to retaining volunteers is to actively involve them in all aspects of the organisation and to ensure that tasks are as interesting and varied as possible.

Acknowledgements

I would like to thank my supervisors, Professor John Fien (AES, Griffith University) and Dr Jeni Warburton, (School of Social Work and Social Policy, at the University of Queensland) for their help and support in preparing this paper. I am also grateful to the volunteers that were interviewed for this study.

References

- Bell, M. (1999) Volunteering: underpinning social action in civil society for the new millennium. in *Civil society at the millennium* [contributors, Marcus Akuhata-Brown, et al]; published in cooperation with CIVICUS. Kumarian Press, Inc., Connecticut, USA. pp.27-41.
- Byron, I. & Curtis, A. (2002) Maintaining volunteer commitment to local watershed initiatives. *Environmental Management* 30(1) pp. 59–67.
- Byron, I., Curtis, A., & Lockwood, M. (2001) Exploring burnout in Australia's Landcare program: a case study in the Shepparton Region. *Society and Natural Resources* 14 pp.901- 910.
- Carr, A. (2002) *Grass roots and green tape: principles and practices of environmental stewardship* The Federation Press, Leichhardt, NSW.
- Cary, J. & Webb, T. (2000) *Community Landcare, the National Landcare Program and the landcare movement: the social dimensions of Landcare*. Social Sciences Centre, Bureau of Rural Sciences. Canberra
- Cheng, A., Kruger, L. & Daniels, S. (2003) "Place" as an integrating concept in natural resource politics: propositions for a social science research agenda. *Society and Natural Resources* 16 pp.87–104
- Cox, E. (1995) A Truly Civil Society Lecture 1: Broadening the Views *The 1995 Boyer Lectures* (Broadcast: Tuesday, 7th November 1995, 8.30am (Rpt. 8.00pm) on Radio National) Available from: <http://www.lamp.ac.uk/ahr/archive/issue1-feb-mar-96/cox/cox.1.html> accessed on 15th September, 2000
- Dovers, S. (2000) Beyond everythingcare and everythingwatch: public participation, public policy, and participating publics. In conference proceedings, *International Landcare 2000: Changing Landscapes, Shaping Futures* Melbourne. Available from: <http://www.nre.vic.gov.au/> accessed on 25th March, 2003
- Falk, I. (2000) Human capital and social capital: What's the difference? *Adult Learning Commentary*, 28, October 2000
- Fawcett, S. B., Paine-Andrews, A., Francisco, V.T., Schultz, J. A., Kimber, P. R., Lewis, R.K, Williams, E. L., Harris, K. J., Berkley, J. Y., Fisher, J. L., & Lopez, C. M. (1995) Using empowerment theory in collaborative partnerships for community health and development. *American Journal of Community Psychology* 23(5)

pp. 677-691

Foster-Fishman, P.G., Berkowitz, S.L., Lounsbury, D.W., Jacobson, S., & Allen, N. A., (2001) Building collaborative capacity in community coalitions: A review and integrative framework. *American Journal of Community Psychology*; New York. 29(2) pp. 241-261.

Ife, J. (2002) *Community development: community-based Alternatives in an age of globalisation* Pearson Education Australia Pty Limited. NSW.

Kilpatrick, S., Bell, R. & Falk, I. (1998) Groups of groups: the role of group learning in building social capital. Paper presented at *AVETRA 1998 Conference*, University of Technology Sydney, February 16-17, 1998. Available from: <http://www.crlra.utas.edu.au/discussion/D3-1998.shtml> accessed on 25th May, 2000.

Marton, F. (1994) The idea of phenomenography. In Conference Proceedings, *Phenomenography: philosophy and practice* QUT, Brisbane, November, 1994 pp.7-9

Marton, F. & Booth, S. (1997). *Learning and awareness*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

McCool, S. F. & Guthrie, K. (2001) Mapping the dimensions of successful public participation in messy natural resources management situations. *Society and Natural Resources*, 14, pp. 309-323.

Pearce, J. (2001) Manual and workbook for social accounting and training for community based organisations. Community Business Scotland. Edinburgh

Pretty, J., & Frank, B.R. (2000) Participation and social capital formation in natural resource management: achievements and lessons. In conference proceedings, *International Landcare 2000: Changing Landscapes, Shaping Futures* Melbourne. Available from: <http://www.nre.vic.gov.au/> accessed on 25th March, 2003

Putnam, R. D. (1993) The prosperous community: social capital and public life. *The American Prospect*, 14 Spring, 1993 Available from: <http://www.prospect.org./archives/13/13putn.html> accessed on 26th March, 2003

Ross, H., Buchy, M. & Proctor, W. (2002) 'Laying down the ladder: a typology of public participation in Australian natural resource management. *Australian journal of environmental management* 9 pp205-217

Sochaczewski, P. (1999). Chapter 15: Life reserves: opportunities to use spiritual values and partnerships in forest conservation. In S. Stolton & N. Dudley (eds) *Partnerships for protection: new strategies for planning and management for protected areas*. IUCN Earthscan Publications Ltd, London. pp137-144.