

# Becoming a 26TEN Community

Lifting adult literacy levels in Tasmania

Part 2 of 2

THE 26TEN COMMUNITIES TOOL BOX



# Contents

Introduction	2
Tool 1 Roles and skills of your lead group	3
Tool 2 Leadership qualities	5
Tool 3 Succession planning	7
Tool 4 Working collaboratively	8
Tool 5 Productive and enjoyable meetings	12
Tool 6 Mapping your community's assets	15
Tool 7 Working in partnership with your community	16
Tool 8 Locating data on your community	18
Tool 9 Types and levels of literacy in Tasmania	20
Tool 10 Consulting your community	22
Tool 11 A model for social change	27
Tool 12 A strategic planning process	30

## Introduction

The 26TEN Communities Toolbox contains a number of tools you might find helpful.

Dip in and out, try different ones, and see what works best for you.

Don't feel you have to use them. You may already have your own tools that work well for you.

And if you have tools you use that you think others might find helpful, please let the 26TEN Strategy Team know so we can add them to the collection.

# Tool 1 Roles and skills of your lead group

*This tool might help you with Step 1: Set up a small group to lead the way*

Within your lead group, you will need to have access to skills that will allow you to:

- identify the key people in the community (the stakeholders) who will have an interest in, or be affected, by the work you are doing
- communicate and negotiate with people from a range of settings and backgrounds
- organise complex material
- plan in a structured and logical way
- monitor progress and provide clear reports
- work well with others and engage and motivate them
- solve problems and be creative in finding solutions
- know your own knowledge and skills and recognise your limitations
- know other sources of expertise and where they are available.

You also may need to have access to specific technical and administrative skills. If people in your group don't have a particular set of skills you need, you may sometimes need to bring it from elsewhere. Ways to do this include:

- arranging for individuals within your group to be mentored by someone else with the skills
- bringing in someone to work with your group, either as a paid contractor or as a volunteer
- setting up advisory committees or working groups made up of people with the skills that are needed.

Your work together as the lead group will be successful if the following features are consistently happening:

- a common vision
- skilled coordination
- regular communication
- clear authority for the people involved to do the work
- a plan that is understood by everyone involved
- ways to monitor progress that help you quickly see when there are both opportunities and problems
- willingness to change and adapt as the work proceeds.

Watch out for these common causes of failure:

- plans that are too simple, too complex, or unrealistic
- conflicts not resolved constructively
- key stakeholders not properly involved
- ineffective coordination
- problems and risks poorly managed
- not enough people with the right skills
- inadequate resources, equipment and facilities
- poor monitoring, with activities slipping behind schedule
- unclear communication about changes.<sup>1</sup>

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<sup>1</sup> SOURCES: Adapted from various documents including the Tasmanian Government Project Management Guidelines [http://www.egovernment.tas.gov.au/project\\_management](http://www.egovernment.tas.gov.au/project_management).

## Tool 2 Leadership qualities

*This tool might help you with Step 1: Set up a small group to lead the way*

Before we give you some tips on qualities of good leadership, you might like to work through these questions on your own.

1. Think back to two or three leaders you have admired. What are the qualities in them that make them a good leader?
2. Think back to when you were a new member of a group. What actions by other group members led you to feel welcome and part of the group?
3. What actions – or lack of action – might have made it difficult for you to settle and feel part of the group?  
(As this is an exercise in learning, not blaming, do this without naming people or organisations.)
4. If you were compiling your own list of leadership qualities, what would you include?

Now you might like to compare your list with this one from Our Community.<sup>2</sup> Our Community is a centre of excellence in supporting not-for-profit organisations and schools with advice, tools, resources and training. The list has been adapted from an article on their website and is used with their permission.

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<sup>2</sup> SOURCE: [https://www.ourcommunity.com.au/boards/boards\\_article.jsp?articleId=1356](https://www.ourcommunity.com.au/boards/boards_article.jsp?articleId=1356)

## QUALITIES OF GOOD LEADERSHIP (Courtesy of [www.ourcommunity.com.au](http://www.ourcommunity.com.au))

<b>Self-awareness</b>	Knowledge of your own values, passions, skills, strengths and weaknesses. An ability to admit and learn from mistakes and to seek information to fill knowledge gaps.
<b>Integrity</b>	A strong sense of "what is right" and a demonstration of ethical practices that sets the tone for others. A commitment to leading by example.
<b>Courage</b>	The strength to act in accordance with your own values and the greater good, despite pressures pushing you in other directions. The ability to put your cause before the desire to be popular.
<b>Confidence</b>	A belief in your ability to meet most challenges that come your way.
<b>Vision</b>	A strong sense of where you are going as a person and where you think society, your community and your organisation should be going – and how it might get there.
<b>Enthusiasm</b>	A lively interest in the people, issues and events around you, a feeling of excitement about the possibilities, and the energy to guide them towards fruition.
<b>Innovation</b>	The ability to "think outside the box," take risks and develop new and effective solutions to old and emerging problems.
<b>Wisdom</b>	Intelligence coupled with insight and empathy.
<b>Adaptability</b>	A willingness to be flexible and to respond quickly and effectively to changing circumstances, along with a commitment to continual learning – formal and informal – and the ability to put that learning into practice.
<b>Strong inter-personal skills</b>	An ability to interact and work harmoniously with others, while being prepared to take on individual responsibilities.
<b>Effective communication</b>	A willingness and ability to listen to and understand the thoughts, ideas and concerns of others and to clearly communicate your own. A vision is nothing if it can't be sold to others.
<b>Belief in others</b>	The desire to build the capabilities of others, praise them where appropriate, go into bat for them when appropriate, provide them with helpful feedback and motivate them to do their best.
<b>Peer respect</b>	An ability to inspire respect, allowing a person to capably lead discussions, maintain discipline and encourage the contribution of others.
<b>Insight</b>	The ability to see the big picture, coupled with a strong sense of what stage you are at along the path, and to be able to tune into problems before they arise or before they become insurmountable.
<b>Sense of humour</b>	The ability to laugh at yourself and relieve tense or stressful situations with humour.
<b>Delegation skills</b>	A willingness to trust others and hand over some responsibility.

## Tool 3 Succession planning

*This tool might help you with Step 2: Create a plan of action with your community*

Each of the people in your lead group has great skills and strengths to offer to the work you are all doing together. From time to time, group members may need to leave – they may be moving out of the area or have pressing commitments that mean they can no longer contribute in the way they would like to. It's a good idea to be ready for this, with plans in place to be able to handle the transition smoothly.

Here are some ways to make sure your work doesn't get thrown off balance by the departure of a group member.

1. **Document important information** as much as possible and make it readily available to new people.

This might include your plan, the minutes of group meetings and other information. They may be paper records or electronic documents, or you may even keep them in an online storage system like Dropbox.

2. **Look out for new people** who might be interested in becoming involved in the future.

Set up and gradually grow a register of interested people. Record their names, contact details, skills, interests and community knowledge. Place advertisements for people to go on the register in the local newspaper, on social media and in community centres.

3. **Support new people** when they join the lead group or any working groups you might have.

Assign someone from the group to work with them for the first few months and be their "go to" person when they have questions or need information.



## Tool 4 Working collaboratively

*This tool might help you with Step 1: Set up a small group to lead the way*

You will want your work together to be productive and enjoyable. Ideally, you want everyone involved to feel confident that it's worth their while working jointly with others, even if at times it might seem difficult.

Before we give you some ideas on working collaboratively, you might like to work through these questions and reflect on what you already know. You also might like to discuss your responses together at a lead group meeting.

1. Take a moment to think about times when you've worked with others on a joint activity and the experience wasn't positive.  
(As this is an exercise in learning, not blaming, do this without naming people or organisations.)

What disappointed or frustrated you?

What do you think made it that way?

2. Now think about when you've worked together with others on a joint activity and the experience was positive.

What satisfied or excited you about it?

What do you think made it that way?

3. Look over your experiences – negative and positive – and come up with a list of what you think needs to happen for your group's work together to be productive and enjoyable.

Once you've done that, you might like to look at the ideas on the following page and compare them with what you've come up with.

## WHY YOU MIGHT CONSIDER USING A COLLABORATIVE APPROACH

A collaborative approach can be useful when people or organisations:

- have overlapping, shared interests and recognise they are interconnected
- have unique skills, knowledge, resources and access to different groups that would be of real benefit if shared
- can bring about more effective outcomes for people if they work together
- want to minimise duplication in their work.

## IMPORTANT COLLABORATION CONCEPTS

<p><b>Long-term focus</b></p>	<p>The group shares a common aim that they know will, over time, bring clear benefits to themselves and others.</p> <p>They have a strong and steady approach, made up of numerous small steps which collectively lead them towards their goal.</p>
<p><b>Trust</b></p>	<p>Trust underpins cooperation and commitment, and also fosters enthusiasm. It doesn't happen instantly, but is built over time by open communication, a willingness to share, honesty and fair-dealing, confidence in each other's abilities, and consistent action.</p> <p>Trust has a very practical side to it based on mutual understanding and agreements about expected behaviour.</p> <p>At a concrete level, it is about people doing what they have said they will do, carrying out agreed tasks and following up as agreed.</p> <p>Trust is fragile. It can be easily fractured and, if this happens, is hard to regain.</p>
<p><b>Reciprocity and a commitment to win/win</b></p>	<p>The partners are willing to offer support to each other, knowing that sometimes it is to one party's benefit, sometimes to another's, but overall the long-term shared aim is being achieved.</p> <p>To this end, partners need to solve problems jointly by working hard to help the other achieve their goals.</p>
<p><b>Equality and equity</b></p>	<p>The people involved see each other as equals. Everyone is prepared to work in ways that build trust, reciprocity and cooperation.</p>

## QUESTIONS TO CONSIDER IN THE EARLY STAGES OF SETTING UP YOUR LEAD GROUP<sup>3</sup>

### Part 1: Is a collaborative approach the way to go for us?

Consider these questions first.

Questions to consider	Yes or No
1. Do we share a compelling purpose or aim?	
2. Is this something we wouldn't achieve as well working on our own as we can if we work together?	
3. Is there likely to be support of a collaborative approach from other key people in our community?	
4. Are all the potential players likely to be committed to this long-term?	
5. Is everyone likely to be willing to give and take over time, knowing that sometimes they will be giving more and other times they will be receiving more?	
6. Would all the players feel that they are exposed to about the same level of risk, even though the risks may be different?	
7. Do the players have fairly compatible ways of working or would be willing to make allowances for the other from time to time?	
8. Do you think the relationship could be based on respect, collaboration, trust and openness?	

If you answered "Yes" to at least six of these, including the first two, then it is definitely worth considering a collaborative approach.

Next, work through the questions on the following page.

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<sup>3</sup> SOURCES: Compiled from various Tasmanian Government publications and short course material developed by Lea McInerney Consulting

## Part 2: What is the potential of our collaboration?

Consider these questions on your own first and make some notes. Next, have a group discussion about them, and explore your different views and ideas together.

Questions to consider	Your notes
1. What is the other people's value to us – why are we considering them as partners?	
2. What is our value to them – why do we think they are considering us as a partner?	
3. Why are we interested in collaborating?	
4. What are our expectations for how we would like to work together?	
5. What risks are there to the collaboration?	
6. What risks might there be for other organisations we are part of or work for?	
7. Is there anything significant in our history together that could impact on our work together?	
8. Is there anything that is non-negotiable for any of us?	
9. Shall we proceed?	

## Tool 5      Productive and enjoyable meetings

*This tool might help you with Step 1: Set up a small group to lead the way*

All of us want our meetings to be the sort that when people pack up their folders to leave everyone is smiling at each other and saying, “That was a good meeting”.

So what does it take to get that response?

You might like to do this activity at one of your first meetings to help you work out what is going to make good meeting practice for your group.

1. Take a moment to think about meetings you've been at that were disappointing or frustrating. What do you think made them that way?  
(As this is an exercise in learning, not blaming, do this without naming people or organisations.)
  
2. Now think about meetings you've been at where you felt satisfied at the end. What do you think made them that way?
  
3. Look over everyone's different experiences and come up with a list of what you all think needs to happen – and not happen – for your meetings to be efficient and productive.

Once you've done that, you might like to look at the list of meeting tips on the following page and compare it with the ideas you've come up with.

## TIPS ON RUNNING GOOD MEETINGS

### 1. Before the meeting

Work through these questions:

- What is the overall purpose of the meeting?
- What specific outcomes do we want to achieve?
- Who needs to be there?
- What time do we need to start and finish?
- What needs to be discussed and what decisions do we need to make?
- What background papers might we need to read before the meeting so we all come to the meeting well informed?
- Do we have a written agenda?
- Have we nominated someone to chair the meeting?
- Have we nominated a minute-taker to record the key points raised during discussions, decisions made, action to be taken including who will do what by when, and items to be carried over to future meetings?
- Who else might we want to invite to give us background or ideas?
- How soon before the meeting should we send out the agenda and background papers to those attending?

### 2. At the meeting

- Be welcoming of each other (think about having light refreshments).
- Think about the seating – a circle or semi-circle is ideal for making sure everyone can see and hear each other.
- Start on time.
- Remind everyone of the purpose of the meeting and clarify any queries about it.
- Work out approximately how much time you need to spend on each agenda item and stick to it.
- Encourage group discussion so that everyone gets to hear different views and ideas.
- Keep focused on the topic at hand. Stick to the agenda unless the group agrees that there needs to be a change.

- Be respectful of each other – listen, contribute, share speaking time fairly. Some people may want to talk more, others less, but make sure everyone is able to say what is on their mind, and also be able to contribute their views and ideas.
- At the end of the meeting, have the chair summarise decisions and agreements as a positive way of wrapping up the meeting.
- Make sure everyone is clear about when the next meeting is.
- Consider spending five or ten minutes at the end of the meeting reviewing what went well and whether there is anything you could do next time to improve the meeting. Do this in an open-minded way – looking to learn and improve as a group, not to judge or blame individuals.

### **3. After the meeting**

- Write up and circulate minutes of your meetings, ideally within a week.
- Do what you said you would do.

## Tool 6 Mapping your community's assets

*This tool might help you with Step 2: Create a plan of action with your community*

Asset Based Community Development (ABCD) is a community development tool that focuses on identifying and using the assets, talents and strengths in a community, rather than emphasising the problems, needs and deficits. It starts with what is present in the community and not what is problematic or absent. Focusing on assets helps to build your community in a positive way.

ABCD recognises that everyone in the community – including individuals, organisations and businesses – has skills, abilities, talents and experiences that they can use in order to make it a better place to live. Additionally, every community has natural resources of space and physical resources.<sup>4</sup>

An ABCD toolkit can be downloaded here:

[www.communitybuilders.nsw.gov.au/Making\\_Headway\\_ToolKit.pdf](http://www.communitybuilders.nsw.gov.au/Making_Headway_ToolKit.pdf)

It draws from the work of the Asset-based Community Development Institute in Illinois, USA. [www.abcdinstitute.org](http://www.abcdinstitute.org)

A Tasmanian example, “Local voices: Enquiry into community assets in Circular Head” from May 2011 is available from the Publications section at [tascoss.org.au](http://tascoss.org.au).

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<sup>4</sup> SOURCE: Adapted from the introduction to a toolkit developed by the Central Coast Community Congress Working Party in New South Wales in 2003.



## Tool 7 Working in partnership with your community

*This tool might help you with Step 2: Create a plan of action with your community*

The idea of “Doing it with us, not for us” is a critical part of community development. In practice, with adult literacy, this means making sure that people whose lives are directly affected by low literacy are actively involved. They may be on working groups or committees, they may be offering their ideas and suggestions through surveys or interviews or community forums, or they may be spreading the word about literacy and the support available to their friends and families.

There are many processes and tools available. One in particular is offered here because of its focus on building positive relationships between people seeking support and service providers offering support. The Family Partnership Model was developed in the United Kingdom at the Centre for Parent and Child Support. It is based on sound evidence, and has been shown to create authentic partnerships. Like the asset based community development model (see Tool 6), it has a strengths-based approach. Some of the features of the model are summarised here.

### **Characteristics of partnership**

- Working together with active participation and involvement
- Developing and maintaining genuine connectedness
- Sharing decision making power
- Recognising complementary expertise and roles
- Sharing and agreeing on aims and process of helping
- Negotiating disagreement
- Showing mutual trust and respect
- Developing and maintaining openness and honesty
- Communicating clearly

### **Intended outcomes of a partnership approach to helping someone**

- Do no harm
- Help people identify and build on their strengths
- Foster resilience
- Facilitate social support and community development
- Improve the service system

The model also sets out the qualities and skills helpers need to have to properly work in partnership with people.

### **Essential qualities of the helper**

- Respect
- Genuineness
- Empathy
- Humility
- Quiet enthusiasm
- Personal strength and integrity

### **Skills of the helper**

- Concentrating and active listening
- Prompting, exploration and summarising
- Empathic responding
- Enthusing and encouraging
- Enabling change in feelings, ideas and actions
- Negotiating with others
- Communicating and making use of technical knowledge, expertise and experience
- Problem management

For more detailed information about this tool, including interesting ideas about the problems that can happen when service providers are seen as “experts” who are superior to those receiving services, visit to CPCS website [www.cpcs.org.uk](http://www.cpcs.org.uk).

## Tool 8 Locating data on your community

*This tool might help you with Step 2: Create a plan of action with your community*

The Census of Population and Housing that is run every five years by the Australian Bureau of Statistics (ABS) can provide you with data about your community, such as the number of people, age, gender, number of households, average incomes and so on. The Census products listed below are available free of charge from their website. They can be accessed through the 'Census' tab on the homepage [www.abs.gov.au](http://www.abs.gov.au) or through the Census data tabs on this page [www.abs.gov.au/census](http://www.abs.gov.au/census).



### **QuickStats**

If you want simple information, you can search for your area and get a quick summary. Access it from the Census home page by clicking on the Quick Stats icon.



### **Community Profile**

If you want detailed information for an area you can download it direct onto a spreadsheet. Like QuickStats, it is available by area and includes a series of summary tables covering a comprehensive range of data from the Census.



### **Tablebuilder**

With this tool, you can look at data items for a topic then delve further using tables, and you can also create your own tables, graphs and maps.

#### **TableBuilder Basic**

This is designed for people who have some experience using Census data and who want to construct basic data tables.

#### **TableBuilder Pro**

This tool is available for purchase and is designed for advanced Census data users who want the freedom to create large and/or complex tables.



### **DataPacks Download**

These packs contain more comprehensive data about areas and include geographic information.



### **SEIFA**

The Socio-Economic Indexes for Areas (SEIFA) is a product developed by the ABS that ranks areas in Australia according to relative socio-economic advantage and disadvantage. Files can be downloaded from the downloads tab of the SEIFA publication.

### **Other ABS data – Topics @ a Glance**

The ABS collects data on a wide range of topics outside the Census. This provides access to key statistics about topics such as people, industry, economy, regional, and environment and energy. These can be accessed through the 'Topics at a Glance' tab on the ABS website.

If you are unable to find the data you are looking for you can call the ABS on 1300 135 070 (free call) for assistance.

## Tool 9 Types and levels of literacy in Tasmania

*This tool might help you with Step 2: Create a plan of action with your community*

There are two sources of data that can help you work out approximately how many people in your community might need literacy support.

### 1. Adult Literacy and Life Skills Survey

The Australian Bureau of Statistics (ABS) carries out surveys from time to time on what are known as “Adult Literacy and Life Skills”. These cover five measures of literacy.

In 2006, when the last ABS survey was done, Tasmania’s rates for each measure of literacy as a percentage were:<sup>5</sup>

<b>TYPE</b>	<b>DESCRIPTION</b>	<b>TASMANIA</b>
<b>Prose literacy</b>	Being able to read books, newspapers, magazines and brochures	51.0%
<b>Document literacy</b>	Obtaining information from bus timetables, charts and graphs	49.3%
<b>Numeracy</b>	Adding, subtracting, multiplying, dividing and calculating percentage	43.8%
<b>Problem solving</b>	Working through day-to-day challenges and their consequences	26.9%
<b>Health literacy</b>	Reading and interpreting medicine labels, information and advice	36.5%

<sup>5</sup> SOURCE: *Adult Literacy and Life Skills Survey, Summary Results, 2006, Catalogue Number 4228.0, Australian Bureau of Statistics (ABS) 2008*

## 2. Program of International Assessment of Adult Competencies

ABS also administers an international tool for measuring literacy called the Program of International Assessment of Adult Competencies (PIACC).

The tool measures literacy, numeracy and problem-solving in technology-rich environments. It rates skills from Level 1 to Level 5, where Level 1 is the lowest level of literacy. Level 3 is defined as the minimal level to function fully in society and the modern work environment.

A survey was done in 2011–12 and the results for literacy and numeracy at Levels 1 and 2 are included here.

<b>TYPE</b>	<b>LEVELS</b>	<b>TASMANIA</b>	<b>AUSTRALIA</b>
Literacy	Level 1 and 2	48%	44%
Numeracy	Level 1 and 2	58%	55%

If you would like someone to come and help you better understand the data as it applies to your community, contact 26TEN on freecall 1300 00 2610 or [email@26ten.tas.gov.au](mailto:email@26ten.tas.gov.au).

## Tool 10 Consulting your community

*This tool might help you with Step 2: Create a plan of action with your community*

To gain a better understanding of how people in your community view literacy and what sort of support would work best for those who need it, it's critical that you listen to as many people as possible. This might happen through:

- individual interviews
- small focus groups
- larger public forums.

We have set out suggested questions you might like to explore.<sup>6</sup> They will work equally well in any of the above approaches. Feel free to use the questions as they are or adapt them. Make sure whoever is leading the discussions has sound communication and facilitation skills. You may decide to get an independent facilitator to do this part of the work. Some tips on how to open and close the meeting are included at the end of this list of questions.

### PART 1: UNDERSTANDING COMMUNITY PERCEPTIONS OF LITERACY

1. What do you think of when someone says the word 'literacy'?

*\* Note for facilitators – depending on what the group has already covered, provide additional information about what we mean by literacy, that is: Listening and speaking, reading, writing, numeracy, learning, and using everyday technology to communicate and handle information.*

We know that around half of adult Tasmanians lack the skills to deal with the demands of everyday life (it might be reading forms or bills or adding up things in the supermarket).

2. Is it an issue for people in <insert name of community>, do you think?
3. Do they think about it as something that is important to them?
4. Do people talk about it? If yes, how do they talk about it?

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<sup>6</sup> SOURCE: This tool was developed by the Circular Head Education and Training Consultative Committee for its Literacy Plan 2014–19, in collaboration with consultant Janine Combes of Community Focus.

## PART 2: IDENTIFYING BARRIERS AND ISSUES ABOUT ENGAGEMENT

Many communities now have volunteer tutors and paid staff who can help people with learning to read, write, count or use everyday things like phones or computers.

5. What might stop people in *<insert name of community>* from being involved in a literacy program (e.g. meeting with a volunteer tutor to learn these skills)?

## PART 3: IDEAS FOR HOW WE COULD ENCOURAGE PEOPLE TO LEARN

6. What reasons do you think people in *<insert name of community>* might have for wanting to improve their literacy?
7. What might it take for someone to do something about improving their literacy? What would make it important enough for them to seek help with it?
8. How do we make it 'the right time' for people to do something about it?
9. What do you think we could do to encourage people to use these programs?

## PART 4: PROMOTION OF LITERACY AND IT BEING SEEN AS 'NORMAL'

10. If we wanted to 'sell' the idea that improving your literacy was a normal thing to do in *<insert name of community>* what would we need to do?
11. How could we make it something that everyone does in *<insert name of community>*?
12. How would we promote it, for example Facebook, radio, at community events? Would we hold events, have community members stand up and talk about their own experiences, use the community newspaper to tell positive stories?
13. What sort of words or style of language would we use to get everyone on board with the idea that it's a good thing?



## PART 5: AWARENESS ABOUT 26TEN AND LITERACY

A program called 26TEN has been started across Tasmania to help improve adult literacy. 26TEN refers to 26 letters and ten numbers – the tools you need to be able to read, write and count.

14. Have you heard of 26TEN? If so, what do you know about it?

\* \* \*

### TIPS ON HOW TO OPEN THE DISCUSSION – SUGGESTIONS FOR WHAT TO SAY

- We are holding this and other meetings so we can find out what people in our community think about literacy.
- The sorts of questions we want to talk about with you include: Do people know what we mean by this word? Is it an issue in this community? Do they talk about it? What sort of words should we use to describe it? Does it matter? Why would people want to do something to improve their literacy skills? How would we encourage people to get involved in literacy programs?
- There are no right answers – we want to hear everyone’s views.
- You do not need to agree with each other – it is fine to have different views and to talk about them.
- Please let everyone have an equal chance to talk. You can talk as much or as little as you feel like but not all at the same time!
- We would like you to assist us by sharing your observations, experience and knowledge of your community. What you tell us will be written down but only as ideas – we are not recording who says what or anything personal about you. If you feel like sharing any of your own experiences please feel free to do so, but don’t feel you have to.
- We do need the group to agree to keep confidential anything personal that a person may choose to say.
- The aim of our project is to bring literacy into the life of the community – to make it a ‘normal’ thing for people to want to improve their literacy skills so they can fully participate in all aspects of daily life.
- We have a series of questions which we would like to discuss with you. It should take about 1 to 1.5 hours.

## TIPS ON HOW TO CLOSE THE DISCUSSION AND INVITE PEOPLE TO BE INVOLVED IN THE FUTURE

- Thank you for sharing your thoughts and ideas with us.
- We would also like to invite you to continue to be involved.
- You might like to come to future meetings to find out what is happening and how you could become involved.
- You might be able to help us to generate more community interest in literacy skills by talking to people you know about it.
- Could you also talk to one of our team members on your way out and answer a few short questions so we have some basic information about who has taken part in this discussion.

*See survey form on next page.*

Important note: As there is a good chance that some people at the focus group or public forum meetings may have limited literacy skills, you might decide to have several people near the exit to farewell people and ask them these questions as they leave. This can also provide an opportunity for members of your lead group and other volunteers to further connect with people and build goodwill about literacy and the idea of becoming a 26TEN Community.

# LITERACY CONSULTATION SURVEY

**1. Your age group (please ✓)**

- under 18 years
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 and over

**2. Your gender**     male    female

**3. Which part of <name of the community> do you live in?<sup>7</sup>**

- area 1                       area 4
- area 2                       area 5
- area 3                       other

**4. Have you taken part in any literacy programs** (for example, meeting with a volunteer tutor)?

- Yes    No

**5. Would you be like to be involved in our Literacy project in some way in the future** (for example, to help us to promote literacy in the community)?

- Yes – Could you please provide your name and contact details:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address if you have one: \_\_\_\_\_

- No – Thank you for your ideas today

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<sup>7</sup> You can add different areas of your community here e.g. individual towns or suburbs

## Tool 11 A model for social change

*This tool might help you with Step 2: Create a plan of action with your community*

Collective Impact is a way of achieving social change that is gaining interest around the world as a result of recent research and validation. It involves using a systematic approach that brings people from different sectors together to work jointly on an entrenched problem. If you would like to consider this approach, a brief summary follows, along with links to further information.<sup>8</sup>

### **Preconditions for success**

To create the opportunity and motivation to bring together people who haven't worked with each other before – and then hold them in place until the initiative's own momentum takes over – you need:

#### **1. An influential champion (or small group of champions)**

Someone, or a few people, who are passionate about solving the problem. Rather than them promoting a particular point of view, they need to be willing to let all the people who need to be involved work out answers for themselves. Ideally it needs to be someone who commands the respect necessary to bring together leaders at CEO level from different sectors, and to keep their active engagement over time.

#### **2. Adequate financial resources**

For at least two or three years, there needs to be at least one funder who is engaged from the beginning and can support and mobilise other resources to pay for the needed infrastructure and planning processes.

#### **3. A sense of urgency for change**

Has a crisis created a breaking point that will convince people that an entirely new approach is needed? Is there potential for substantial funding that might entice people to work together? Is there a fundamentally new approach that can make a big difference? Is there research that highlights the severity of the problem and persuades people to come together?

### **Conditions for collective success**

The following five conditions are what make the difference between a series of isolated activities and a truly collaborative approach.

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<sup>8</sup> SOURCE: *Channelling change: making collective impact work* by Fay Hanleybrown, John Kania and Mark Kramer, *Stanford Social Innovation Review*, 26 January 2012. *Collective impact* by John Kania and Mark Kramer, *Stanford Social Innovation Review*, Winter, 2011.

## **1. A common agenda**

- A shared vision for change
- A common understanding of the problem
- A joint approach to solving it through agreed actions

## **2. Shared measurement systems**

- Consistent data collection and measurement of results
- Efforts remain aligned
- Participants hold each other accountable and learn from each other's successes and failures

## **3. Mutually reinforcing activities**

- A diverse group of participants working together, but not all necessarily on the same thing
- Efforts coordinated through a mutual action plan

## **4. Continuous communication**

- Recognition that it takes time and regular meetings to understand and appreciate the common motivation behind each participant's different efforts
- Consistent and open communication
- Building trust and assuring mutual objectives

## **5. Backbone organisation**

- A separate organisation and people with specific skills to serve as the backbone for the initiative
- Staff with skills to coordinate the organisations taking part and leave those participating able to spend the majority of their time on their agreed activities

### **Making a plan for action the Collective Impact way**

There are three main phases of action. The first two can take anywhere between six months and two years. Once the initiative is established, the third phase can last a decade or more. During this time, you can expect to see encouraging signs of progress towards the long-term vision.

## **PHASE 1    INITIATE ACTION**

What you need to do during this phase:

1. Identify champions and form a cross-sector group
2. Map the landscape and use data to make the case
3. Facilitate community outreach
4. Analyse baseline data to identify key issues and gaps

## **PHASE 2    ORGANISE FOR IMPACT**

What you need to do during this phase:

1. Create infrastructure – backbone organisation and processes
2. Create a common agenda – goals and strategy
3. Engage the community and build public will
4. Establish shared metrics – indicators, measurement, approach

## **PHASE 3    SUSTAIN ACTION AND IMPACT**

What you need to do during this phase:

1. Facilitate and refine the backbone organisation and processes
2. Support implementation – alignment to goals and strategies
3. Continue engagement and conduct advocacy
4. Collect, track and report progress – process to learn and improve

Further information:

[www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

<http://collectiveimpactaustralia.com/>

<http://thephilanthropist.ca/index.php/phil/article/view/994>

## Tool 12 A strategic planning process

*This tool might help you with Step 2: Create a plan of action with your community*

The following is a series of questions you can ask to help you get a clear sense of purpose and direction for your work together.

1. Why are we here – what are we here to work on? (our purpose)
2. Who are we here to work for and with? (our target groups)
3. Who are we? (the lead group members)
4. Who do we work closely with? (the key relationships we need to nurture)
5. What are we trying to achieve overall? (our vision)
6. What important beliefs guide how we go about doing this? (our guiding values)
7. How will we know if we have been successful in making our vision come to be? (measures of success)
8. What risks might we face that could stop us being successful? (risk analysis – see next page)
9. What series of big steps will get us to our vision? (goals)
10. What specific action do we have to do to achieve each goal? (tasks)
11. Who will do each task, how long will each one take and when will they start and finish? (action plan)<sup>9</sup>

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<sup>9</sup> SOURCE: Lea McInerney Consulting

## IDENTIFYING AND ANALYSING RISKS

Begin by identifying possible risks you face with your 26TEN Community project. Here are some areas to consider:<sup>10</sup>

- getting the support of key people in the community
- having sufficient resources – people, funds, time, office accommodation
- forging connections with other similar projects in the community
- responding to community concerns about our work
- the extent of our knowledge and skills
- having adequate support for communication and information technology.

Then analyse the risks. Do this by assessing the *likelihood* of each potential risk happening and the *consequences* if it does – see the table below. In this way, you can exclude extremely low risk items and avoid wasting time on them, and then just concentrate on the significant ones.

### 1. Assess each risk

Consider how likely it is that each risk might happen and the impact if it did. Plot your responses on this matrix to work out how significant the risk is, and therefore how intensely you will have to manage it.

	Seriousness or Impact			
Likelihood	Low	Medium	High	Extreme
Low	E	D	C	A
Medium	D	C	B	A
High	C	B	A	A

Using the grading for each risk – A, B, C, D, E – work out what response to take, as in the following table.

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<sup>10</sup> SOURCE: Compiled from various sources including Tasmanian Government Project Management Guidelines [http://www.egovernment.tas.gov.au/project\\_management](http://www.egovernment.tas.gov.au/project_management)



Grade	Risk Management Mitigation Strategies
A	Identify actions to reduce the likelihood and seriousness and put them into action as soon as the work begins
B	Identify actions to reduce the likelihood and seriousness and put them into action at appropriate times as the work proceeds
C	Identify actions to reduce the likelihood and seriousness, calculate the cost and put them into action if and when funds permit
D, E	Note the risks but no action is needed unless grading increases over time

## 2. Identify action to prevent or manage each risk

The table below is an example of one way to document your risk management action. In practice, these actions should then be incorporated into your larger plan as either goals or tasks. An example is included (in italics).

Risk	<i>Not gaining the support of key people in the community</i>					
	Likelihood	<i>Medium</i>	Impact	<i>High</i>	Grade	<i>B</i>
Strategies	<ol style="list-style-type: none"> <li><i>1. Identify all the people and organisations who can help make the project successful.</i></li> <li><i>2. Contact them, let them know about the project and discuss ways they might like to be involved.</i></li> <li><i>3. Follow up on their ideas about how they would like to be involved.</i></li> <li><i>4. Keep in touch with them regularly.</i></li> </ol>					
Responsibility	<i>Project Manager</i>					