

T O O L S F O R

Community Building

A Planning Workbook for
Northern Community-Based Literacy



**THE NWT LITERACY COUNCIL AND NUNAVUT LITERACY COUNCIL
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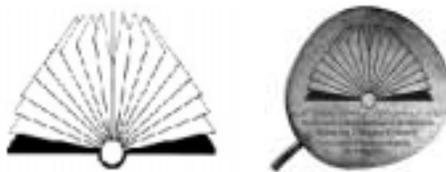
Tools for Community Building

A Planning Workbook

for

Northern Community-Based Literacy

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The [NWT](#) & [Nunavut](#) Literacy Councils

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Introduction

This section includes:

- Learning in the community.
- Who is this workbook for?
- How was it developed?
- Why do a workbook?
- Who took part in the workshops?
- How can I use this workbook?
- Who can I talk to for more information?



Learning In The Community

Remember how people used to learn from each other ... how you could learn by watching others make a canoe or kayak, listen to a story or go with someone to find the best berries?

These days even though many children and adults go to school, there are still a lot of things that we learn from each other.

Here are some examples of how people in northern communities learn from each other. Maybe you can think of others.

- A group of women gather everyday to work on recreating patterns of traditional sewing. They are making caribou skin clothing for their families and at the same time learning to read and write in Inuktitut and make their own sewing patterns.
- Some high school students decide to do a community history project. They learn about their community by interviewing elders and collecting old photos.
- A local cultural group runs a reading circle for kids and parents once a week. Sometimes elders come and they use pictures and puppets to tell stories. The children are learning to love reading and stories.

Would You Like To ...

- find out more about these kinds of learning activities and how they got started?
- talk about what might work in your community?
- plan an activity?



*If you said yes to
any of these ...
then read on!*

What Is This Workbook All About?

This workbook can help you if you want to:

- work together with others to make your community stronger.
- talk about learning and literacy.
- plan a local literacy activity.
- write a proposal to support your plan.

Who Is It For?

- Parents, young people, elders.
- Community workers in family, early childhood and health care programs.
- People who do paid or unpaid work in libraries, Friendship Centres, Aboriginal and Inuit organizations, women's and cultural organizations and groups, etc.
- Community leaders, teachers and adult educators.
- Anyone who wants to work with others to think about building literacy into what they already do or try out a new literacy activity.

How Was The Workbook Developed?

In 2001 the NWT and Nunavut Literacy Councils did a three-day workshop in Holman, Fort Providence, Gjoa Haven and Kimmirut. The workshop invited participants to:

- think about literacy in their communities.
- create a plan for a local literacy activity.
- write a proposal to support their plan.

This workbook is a result of what we did and learned in those workshops.

Why Do A Workbook?



This workbook is a tool kit of information that you may find useful in planning and carrying out local literacy projects and other community activities.

Who Took Part In The Workshops?



Fort Providence

"It was interesting seeing other people come out who are shy."



Gjao Haven

"This workshop was a nice pat on the back to me to let me know I am doing things correctly for my son at home."



Holman

“I was energized by the chance to work in groups to talk about vision and dream goals for our community, it was good to have everyone working together in a common direction.”



Kimmirut

“Comparing traditional and modern ways of learning was uplifting and very interesting.”



How Can I Use This Workbook?

We suggest you get a group of interested people together to work through each part of this workbook.

That way the ideas you come up with together will be supported by others and there will be more people to share the work.

What Do These Pictures Mean?



Words. We list them at the beginning of each section and then explain some of the words as we use them in the workbook.



Worksheets. We invite you to work with these.



Sources. We suggest other places to go for information on literacy and planning.



Examples. Look for an example in the Book of Examples.

Who Can I Talk To For More Information?

For more information about literacy, workshops and planning support.

If you live in the NWT ...

NWT Literacy Council

Box 761, Yellowknife, NT X1A 2N6

Phone: (867) 873-9262 Fax: 873-2176

Email: info@nwtliteracy.ca

www.nwt.literacy.ca

If you live in Nunavut ...

Nunavut Literacy Council

Box 1049, Cambridge Bay, NU X0B 0C0

Phone: (867) 983- 2678 Fax: 983-2417

kimcr@polarnet.ca www.polarnet.ca/literacy

Rankin Inlet Office Phone: (867) 645-5506

Fax: 645-3566 literacy@arctic.ca

Community, Literacy & Culture



In this section you will find:

- [What is Community?](#)
- [Word list](#)
- [Community Development](#)
- [What is Literacy?](#)
- [Literacy and Families](#)
- [Literacy and Culture](#)
- [Literacy and Other Social Issues](#)
- [Traditional and Present Ways of Learning](#)
- [Examples of Literacy Activities](#)
- [Reflection and Checklist](#)

What is Community?



Words

There are a lot of words used to talk about community and literacy. You will find a few of them in this workbook.

Community development

Capacity building

Literacy

Family literacy

Aboriginal and Inuit literacy



Community Development



Community development happens when people come together to take action around common issues. “Development recognizes that the power of a community rests with the people of the community and not just with its leaders” {MSGC}, 1996, p.1). It is a process that builds on the existing strengths of the community and involves local people in designing and making change, and learning from it. The most important outcome of community development is a better quality of life.

Community development ...

- Is a long-term process
- Is started and supported by community members
- Involves information sharing and good planning
- Benefits the community and its residents
- Is supported by many community organizations & groups
- Creates local ownership, shared solutions and responsibility, and strong local networks.

Community Development

Below are several different community development strategies. You may know about some others too.

- € Speaking out about important issues like the need for a shelter or for Aboriginal language programs.
- € Organizing people to take on a task like a community feast, clean-up or spring carnival.
- € Providing a service that the community needs like a literacy program, youth centre or arena.
- € Building Capacity of people through community workshops and training. Capacity building raise's people's knowledge, awareness and skills. It helps them to understand and take part in decision-making, communicate better with others and feel confident in their own abilities.

Since the first Management Training Program, our Board has come a long way. We've established a Community Centre at our housing complex and have written several project proposals which have all been approved for funding. That, as far as I'm concerned, is because I acquired a lot of the needed skills ... but probably even more importantly, we were encouraged to collaborate with others.

M. Budgell, Happy Valley–Goose Bay, Labrador.

Capacity Building ... can happen through change and learning. Here are some examples.

- Finding out how much you already know about a topic
- Discovering a new piece of information
- Trying out a new skill like planning, organizing, public speaking keeping records, etc.
- Thinking in different ways
- Learning how to take risks and do things you have not done before.

If you want to know how literacy connects to community development then here are some good resources.



Frank, F. & Smith, A. (1994) "Getting people ready, willing and able to revitalize their community". CCE Publications, 4656 Margaret Street, Port Alberni, BC V9Y 6H2 (888) 255-6779.

Frank, F. & Smith, A. The community development handbook. <<http://www.hrdc-drhc.gc.ca/community>>

Ministry of the Solicitor General of Canada. (1996). Community development and research. Aboriginal People's Collection. Ottawa: Ontario (ERIC Document Reproduction Service No. ED 408142)

What is Literacy?



The word literacy means different things to different people.

Here are some examples.

“Literacy is how people understand and use written information at home, at work and in their community”.

(NWT Literacy Council Research Report)

€

“All Nunavummiut have the right to participate fully and be included in their community. Literacy is much more than reading and writing, it also means being connected to your language and culture. Literacy involves everyone and is fundamental to the development of health and well-being. Literacy is fostering and nurturing understanding, knowledge and wisdom.”

(Collaborative effort, Literacy Summit hosted by the Department of Education, Government of Nunavut. 2000)

“Literacy is about more than reading and writing. It is about being able to function in our world: to understand, imagine and create as our world changes, so do the skills and knowledge we need to function effectively.”

(Kazemak in “Reading the signs: Connecting literacy and culture”. A traveling exhibition, 1997.)

A recent report about civic literacy looks at the relationship between literacy and being politically informed.

(Milner, 2001, Civic Literacy in Comparative Context)





What does literacy mean to you?

What words or pictures come to mind when you think about literacy?

Some words used to describe literacy

Here are some of the words used by workshop participants to describe what literacy is about.

Writing	Understanding
Respecting	Signs
Helping	Expressing one's self
Family values	Tool for thinking
Learning	Ideas and ideals
Reading	School
Books	Hands-on activities
Sharing	Communication
Oral	Producing
Knowledge	Spiritual growth
Freedom	Hard work
Story telling	Speaking
Choices	Opportunities
Learning how to	Reading to children
Singing	Songs & chants
Art	Independence
Life long learning	Living
Listening	Using language

"Literacy is our every-day activities."

Workshop participant.

Literacy and Families

A growing number of northerners are talking about the important connection between literacy and families.



Family literacy is the way parents, children and other family members used literacy at home and in the community. Examples might be children and parents sharing a book, writing letters and notes, using a recipe, making a list, telling stories. These activities allow parents to support their children's learning AND they help the children to develop their literacy and language skills too.



Family literacy programs:

- recognize the importance of parents in the literacy development of their children
- support families to build a literacy rich environment at home

A few examples of family literacy include story telling and reading circles, parent sessions with shared reading, book bags, homework clubs ... and more!

Why is family literacy important?

Parents are children's first and most important teachers. But some parents may need support to help their children become strong readers and writers. Family literacy is a good strategy for literacy development for both parents and children. Family literacy programs can:

- Provide ways to help parents model literacy and language skills within their homes.
- Increase the literacy levels of parents participating in the program.
- Increase the confidence of parents when dealing with issues related to their children's learning and education.
- Provide opportunities for positive parent-child interaction.
- Promote reading and learning as fun and enjoyable.



How does family literacy work?

Family literacy programs build on the parents' strengths and abilities. They often reflect the culture and traditions of the families involved in the program and build creatively on existing community services and resources.

Through partnerships, communities can provide a fully integrated family literacy approach that includes adult education, early childhood education, parenting support and interactive parent - child learning opportunities.

There are many different approaches to family literacy. You can take a look on the following pages at some of the models used in northern communities.

Peter, Peter

Peter, Peter dryfish eater,
Had a wife and liked to please her,
He took her to his smokehouse shed,
And there they wintered quite well
fed.

(Mother Raven Nursery Rhymes)

1-2-3 Rhyme with Me



1-2-3 Rhyme With Me” is designed for parents and their babies or young children. The program teaches rhymes, songs and stories to parents and provides a good opportunity for parents to spend time with their children. Songs, rhymes and stories are great ways to encourage language development of babies and young children. Rhymes and songs show children the rhythm of language. As children’s own speech develops, they join in the chanting of the rhyme. The nursery rhymes and songs can be adapted to your community or your language to make the learning experience more relevant.

The program can be run in a variety of settings and offered either to a particular group or to the public. The program usually runs between 6 - 10 weeks and meets once a week for one hour. The teaching is specifically directed at parents, with the children either joining in, playing or napping.

1-2-3 Rhyme with Me

- Creates a supportive and encouraging learning environment for parents and their children.
- Builds a feeling of community and mutual support within the group.
- Strengthens the connection of participants with other community programs and agencies.
- Provides parents with tools to help their children with early language development.
- Provides parents with an opportunity to create a lasting bond with their children through touch, language, singing.

Through 1-2-3 Rhyme with Me parents gain confidence as learners and as parents. Parents and children interact using language, eye contact and touch. The program helps to create bonds and provides support. The rhymes and songs can be used in a variety of family situations.

Book Buddies



Community members volunteer one hour of their time to go into the school or community organization and read with their book buddy. It is helpful when their employer will allow them to use work time for their volunteer reading time. In Fort Good Hope the entire band office volunteers at the school for one hour each week.

Each volunteer is matched with one child. Volunteers go to the school or community program for one hour each week to read with their buddy. “Book Buddies” not only promotes reading and literacy skills, but also encourages volunteerism and community development.

It is helpful to have a volunteer coordinator that will match children up with adult volunteers in the community. In addition, the coordinator would be responsible for organizing “Book Buddy” gatherings. It is important the children and volunteers have parties throughout the year in order to celebrate their successes. Certificates for the volunteers recognize the time and effort spent during the year on this important project.

Weledeh Catholic School in Yellowknife has been running a very successful “Book Buddies” program. The program is coordinated through the Rotary Club and members of the community go to the school to read with their book buddy each week. The program has been a huge success with over 50 volunteers participating in the programme.

Book Buddies encourages young children to enjoy the pleasure of reading and being read to.

Books in the Home



“Books in the Home” is based on the belief that parents are children's first and most important teachers. In this program, parents learn to read and share books with their children in positive and enjoyable ways. The program promotes reading and writing of both parents and children.

A group of parents and a workshop leader meet once a week for 6 - 8 weeks. Childcare should be available on site. Each week, parents study a children's book and take the book home. Parents are encouraged to ask questions about the book and do a craft related to the book. In addition, the parents are asked to write a journal each week outlining goals for the week. At the end of the session parents spend time reading their new book to their children.

Children need to read and write and talk and listen if they are to become literate. They also need to have fun and share their ideas with their parents. Parents who have gone through this program have noticed a remarkable change in their relationship with their children.

Books in the Home

- Creates a supportive and encouraging learning environment for parents.
- Provides parents with tools to help their children with reading and writing in the home.
- Helps parents prepare their children for school or help with homework.
- Promotes life long learning in parents and children.

Books in the Home helps to make reading and writing and part of everyday family life. Family relationships are enriched and communication is improved as parents share quality time with their children. Children learn to love reading and writing. Often parents also become more interested in improving their own reading and writing skills.

Families First

Northern Parenting and Learning Program



This program is designed to work with people who wish to improve their literacy skills by using parenting issues and materials. The purpose is to provide a supportive learning environment where both literacy and parenting skills are explored. Parents meet to share their parenting ideas and gain new tools for parenting. The main topics include: ages & stages, self-esteem, safety, communication skills,

children and schools, children and learning, discipline, time management and traditional and culture. Other topics can be added to the program such as nutrition and cooking.

Families First encourages participants to:

- Develop a positive attitude towards learning.
- Have a more positive attitude towards themselves and their children and to have higher self-esteem, increased personal awareness and self confidence.
- Feel more comfortable with print material and develop an increased interest in reading and writing.
- Gain new parenting skills as well as support from the facilitator and other participants.
- Celebrate the uniqueness of the aboriginal culture.

Through Families First, children learn to develop a love of learning and parents gain new skills and tools that can enrich family life. Parents are encouraged to make reading and writing more a part of their lives. They may become interested in continuing their own learning through Adult Education programs. The program also creates a support network for parents and helps to build community.

Other Family Literacy Ideas

Let's Cook

Find some good recipes for things that your child likes - cookies, apple crisp, bannock, etc. - and make it with them.

Cooking is a great literacy activity because it involves:

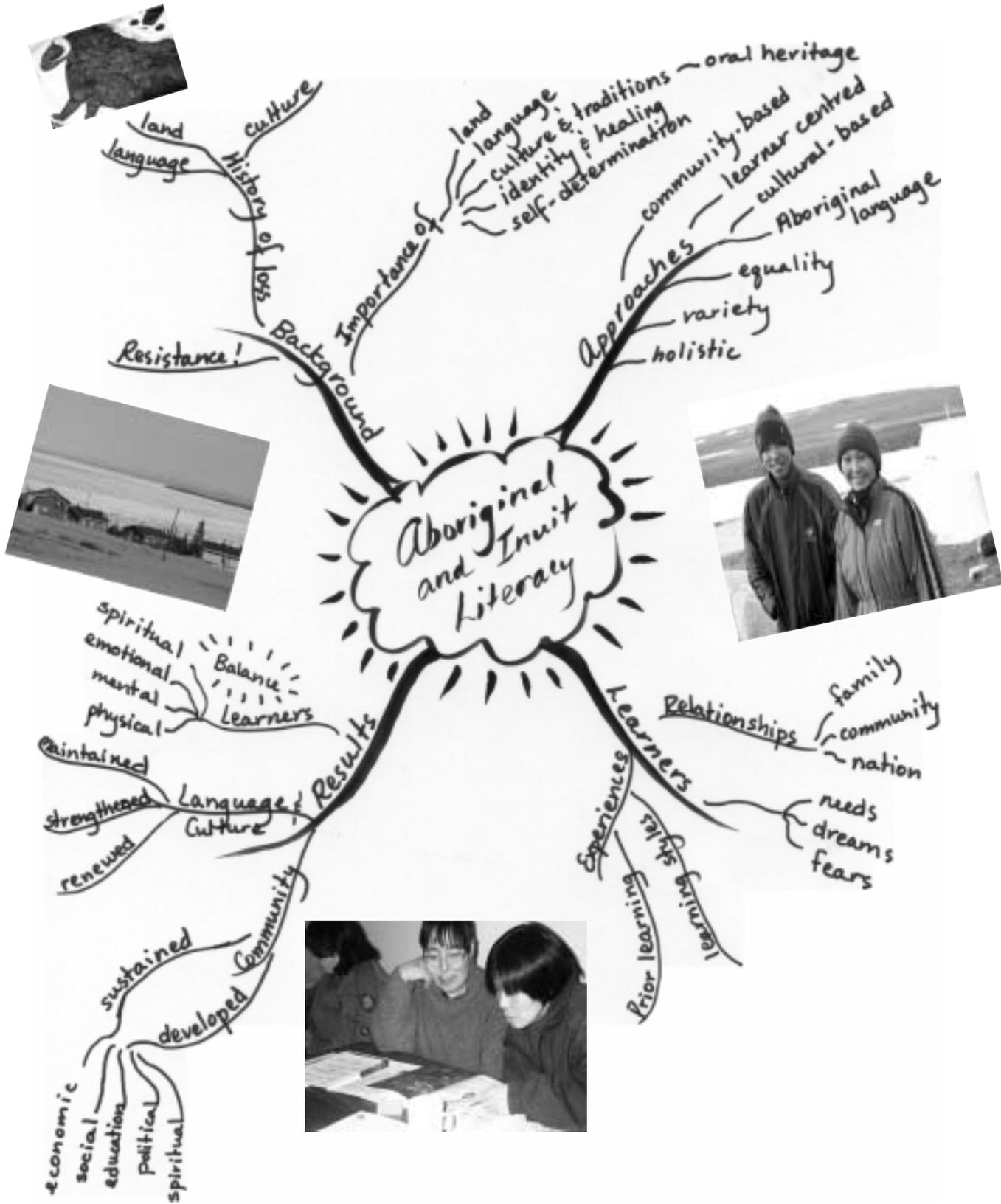
- € Reading
- € Math - measuring
- € Fine motor skill development - mixing and pouring.



Story Stretchers

Story stretchers are fun activities you can do with your children when reading a story. They encourage you and your child to talk about the book you are sharing together. Some examples of story stretchers are ...

- Drawing a picture of your favourite part of the story
- Acting out your favourite story
- Writing your own story together.



Literacy and Culture



Aboriginal literacy is about being able to take hold of, make stronger and give new life to Aboriginal identity, language and culture.

It is important to place aboriginal literacy activities into cultural ones. One learner says it this way ...

“When I learn to read and write in our language, I can hear the voices of the elders in my ears, feel them in me. The stories start coming back.”

The Ontario Native Literacy Coalition says it this way...

“Native literacy is essential to self-determination. It is a tool which empowers the spirit of Native Peoples. Native literacy fosters and promotes a sense of purpose and achievement, both integral to self-determination.”



Aboriginal literacy overview. <<http://www.literacy.ca/litand/aborig/overview.htm>>

Smythe, S. & Weinstein, L. (2000). *Weaving literacy into family and community life: A resource guide*. Canadian Association of Family Resource Programs. Ottawa.

Sabourin, B. (1998). *The language of literacy: A resource directory of Aboriginal literacy organizations*. Step by Step Early Learning Centre, Kahnawake First Nation.

NWT Literacy Council (1999). *Languages of the land: A resource manual for Aboriginal language activists*.



Literacy and culture worksheet

Take a few minutes with a partner to think about your culture and language. Finish each statement with a few words or a simple picture and talk to each other about what comes to mind.

- Something about my culture/language I am proud of is ...
- A strength or quality of my culture/language is ...
- A fear I have about this is ...
- My wish or hope about this for the future would be ...



Literacy and Other Social Issues

Because literacy is about being able to get, use and share information it is connected to many other issues faced by aboriginal and northern communities. These issues include:

- Being healthy and safe
- Getting and keeping a job
- Having an income
- Dealing with the justice system
- Taking part in the community and government.

66% of Aboriginal adults and 31% of non-aboriginal adults in the NWT do not have the literacy skills they need for daily living.

(Making the Case for Literacy, p. 4)

Here are two examples.

Literacy and Being Healthy

Sarah got sick after taking her headache pills. She did not understand the instructions on the bottle that told her to take her pills with food.



Literacy and Being Employed

George wants to take a course at the college so he can start his own business. He quits after the first few classes because he is having trouble keeping up. He did not enjoy school when he was a kid and now he does not think that he can do it.

Can you think of other ways that low literacy affects people?

Low literacy skills can limit job opportunities. People with low literacy skills are twice as likely not to have a job. They may have trouble getting and keeping a job.

Making the Case, p. 8



You'll find more information on literacy and social issues in Examples and Resources.



Literacy and social issues worksheet

Use a mind map to brainstorm some of the connections between literacy and social issues.





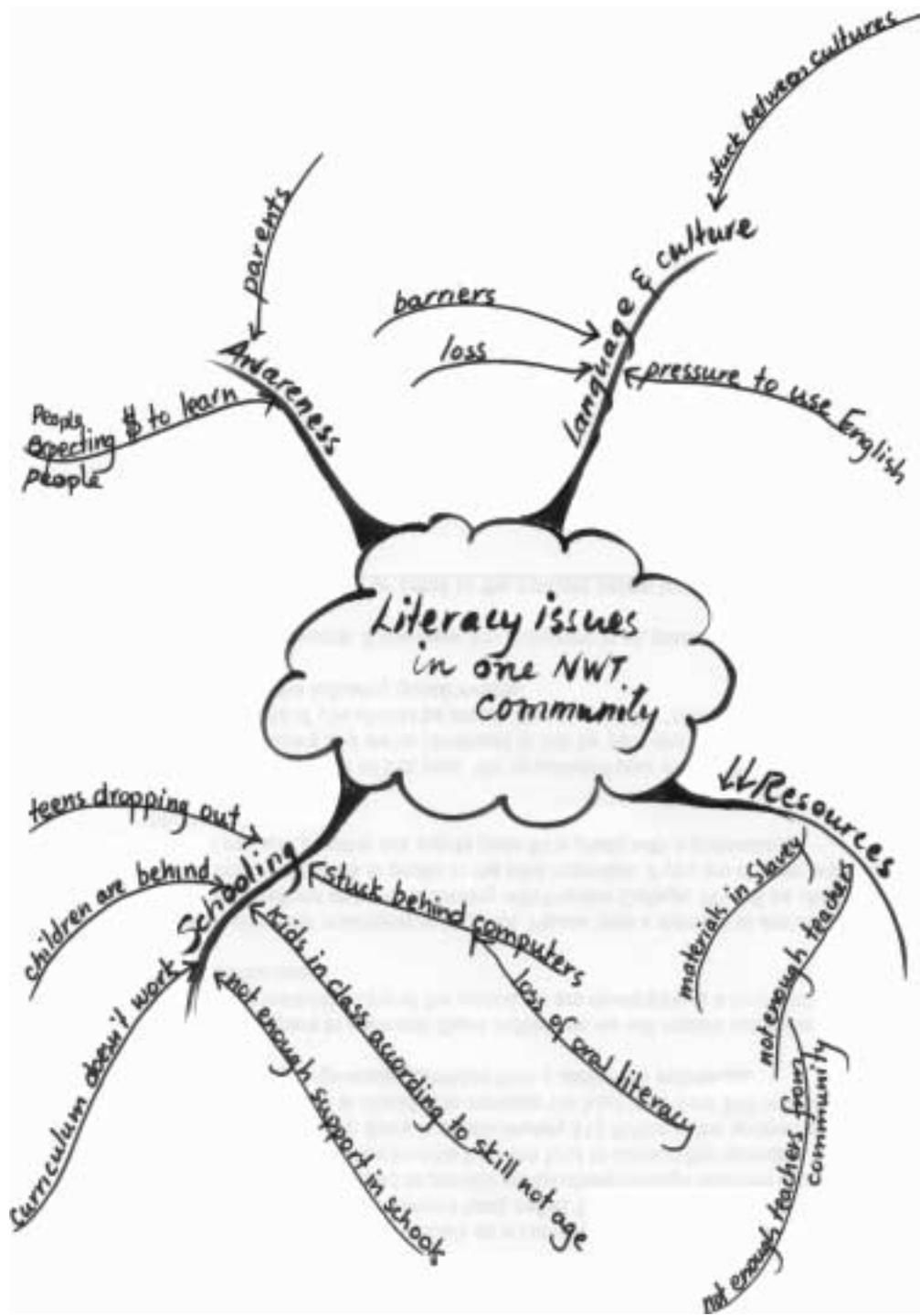
Community literacy issues worksheet

What are some of the literacy issues in your community?

In some communities lack of Aboriginal language resources is a huge issue.



Example: Literacy Issues Mind Map



Literacy Issues in Northern Communities

Here's a bigger list that combines what several communities said about literacy issues. We have put their thoughts into categories.

Culture, Language & Learning

- A history of loss of language for older people through residential schools.
- The loss of language and culture greatest in children and younger people.
- People being stuck between cultures.
- People under pressure to speak English and shy about using their language for fear of criticism.
- Different cultures have different styles of learning.

Community

- The challenges of building community capacity and training and relying on people.
- A rapid rate of change and strong outside influences.
- Health and other social issues mean that children are not ready to learn when they come to school.
- Parents are not very involved in children's education.
- Reading & writing are seen as a school responsibility.
- A low interest in learning.
- People expecting to be paid to learn.

Schools

- Young children arrive without solid language skills, those who speak Inuktitut learn English faster.
- Students need English to learn math.
- No Internet access for elementary students.
- Poor attendance and high drop out rates.
- Students are streamed.
- Students put in classes according to skill level rather than age level.
- Students are passed for social reasons.
- Little support for higher academics for high school students.
- Not enough teachers and not enough teachers from the community.
- Teachers struggling to cope and feeling unsupported.
- Curriculum needs to reflect culture.
- Should have same curriculum standards for English and Inuktitut.
- Lack of public support to change the curriculum.
- Teachers not allowed to adapt curriculum to reflect community needs.
- Not looking where kids are starting from.
- Need more life skills and less emphasis on academics.
- Traditional skills being taught at school and not at home.
- More Slavey classes.

Low literacy skills can limit access to the justice system.

Making the Case, p. 15

Programs, Services and Resource Materials

- Not enough programs.
- Not enough programs for parents.
- Lack of culturally appropriate resources materials.
- Not enough English resource materials.
- Can't buy materials in the community.
- Can't afford to buy materials.

People with low literacy skills may have limited understanding of land claims, self-government agreements, and impact benefit agreements

(Making the Case for Literacy, p. 16)



[Making a case for literacy: The state of adult literacy and adult basic education in the NWT](#), NWT Literacy Council, 2000.

Traditional and Present Ways of Learning

What comes to mind when you think about traditional ways of teaching and learning? How are teaching and learning done today?

If you are getting ready to plan a literacy activity in your community you may find it helpful to think about traditional and present ways of learning and what is best about each of them.





Traditional and present ways worksheet

Take a few minutes to jot down your ideas under “Traditional Ways” and “Present Ways”. The questions may help to guide your thinking.

Questions	Traditional Ways	Present Ways
Who teaches and who learns?		
How do they do it?		
When does it happen?		
What is taught and learned?		



“Our ways” worksheet

Which parts of “Traditional Ways ” and “Present Ways” are most important to you?

If you could choose your own ways of teaching and learning what would this look like?

Our Ways

Example: Traditional and present ways

Traditional Ways	Present Ways
<p><u>Who Teaches?</u></p> <p>Elders, grandparents, parents, extended family, community, clans, everyone, shamans, priests & nuns, whalers & traders, environment, seasons & weather.</p>	<p><u>Who Teaches?</u></p> <p>Teachers & assistants, adult educators, formal educators, professionals, certified people, paid people, white people. System, outside cultural forces, outside sources, TV, media, newspapers, computers, books. Elders, parents, extended family, peers, traditional knowledge, some parents teach land knowledge. Spiritual training, church, university.</p>
<p><u>How Is It Done?</u></p> <p>Hands-on, orally, watching, showing, trial & error, role modeling, encouraging. Traveling, environment, stories & legends, games, visions. In family setting, more individual education, overtime & with patience.</p>	<p><u>How Is It Done?</u></p> <p>Modern technology, books, computers, reading & writing, calculators, curriculum, maps, TV, exchange programs. Interactive, traveling, lecturing, repetition & memory, directed & structured environment, time limits, activities, higher learner/teacher ratio, oral to written, toward outcomes, same expectation for everyone. Money.</p>
<p><u>When Does It Happen?</u></p> <p>Continuously, seasonally, throughout and connected to life, from birth & before, when ready, according to interest, with light and rhythms of nature, on Dene time.</p>	<p><u>When Does It Happen?</u></p> <p>"The clock is the big boss", starting at age 5 and up, in certain buildings, in chunks, seasonal.</p>
<p><u>What Is Taught And Learned?</u></p> <p>Culture & tradition, community values, beliefs & morals - independence, discipline, respect, responsibility, patience, endurance, caring, spirituality. Skills - language, survival, life & living, relationships, hygiene, sewing, hunting, fishing, parenting, what is necessary in community.</p>	<p><u>What Is Taught And Learned?</u></p> <p>What the system says, abstract knowledge, things removed from daily living, school comes first, keeping up with the neighbours. Curriculum, monthly theme, subjects - reading, writing, math, history, science, health, computers & technology, job skills, 2nd language, current news, TV, cultural inclusion, respect, tradition.</p>

Examples of Literacy Activities in NWT Communities

Lutsel K'e ... a family literacy night with storytelling by elders, a reading circle and a feast. Each family will get books to take home.

Fort Providence ... a community-wide family literacy night with a reading bingo and a reading circle. Each child received a book to take home. They are also planning a workshop for parents of children aged 7–11 called “how to help your child to read”.

Holman ... every few weeks parents get together to share rhymes and songs with their children. (See 1-2-3 Rhyme with Me).

Hay River ... the Aurora College Learning Centre runs family literacy activities on professional development days. Adult learners bring their children to school. They read and play games together.

The Dene Ts'sh Ts'udaa K'ehonii' Koe' pre-school (Hay River Reserve) ... will bring elders in to do storytelling. Parents and children will hear stories of the past. The stories will be collected for others to use.

Kakisa Lake School ... will be making story sacks to use. They are also planning a family literacy night including reading, story telling, snacks and free books. They look forward to developing Aboriginal literacy games for families to use.

Examples of Literacy Activities in Nunavut Communities

Taloyoak ... the Snowy Owl Reading Circle—parents and children—meets once a week to read together. Parents must come with their children. This year they are starting a Books for Babies program too.

Kugluktuk ... a group of teachers and parents have formed the Family Literacy Project. For a few years they have run a reading circle for elementary school kids out of the Jimmy Hikok School. Parents must attend. The group has also delivered book bags to community families.

Kugaarjuk (Pelly Bay) ... is starting a books for babies/parent and child reading program. It is being run out of the local library with support from the school.





Community, Literacy and Culture Reflection

- What new things did you learn?
- What surprised you?
- What questions do you have?
- What skills and resources do you have in your group?



Community, Literacy and Culture Checklist

Statement	Yes	Somewhat	No
Are people in my community concerned about literacy issues?			
Is enough happening in my community to educate people about literacy issues?			
Am I concerned about literacy in my community?			
Am I willing to work towards educating people in my community about the importance of literacy?			
Do I have the time and energy to help organize a community meeting about literacy?			
Do you think that a family literacy program would be helpful in your community?			
Would you be willing to help organize or volunteer in a family literacy program?			

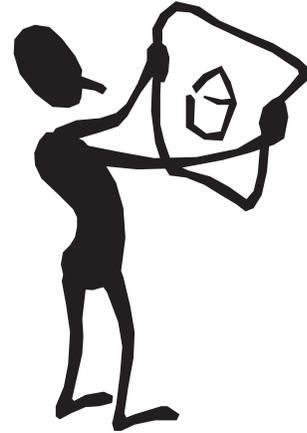
Are you ready to move on to the planning section?



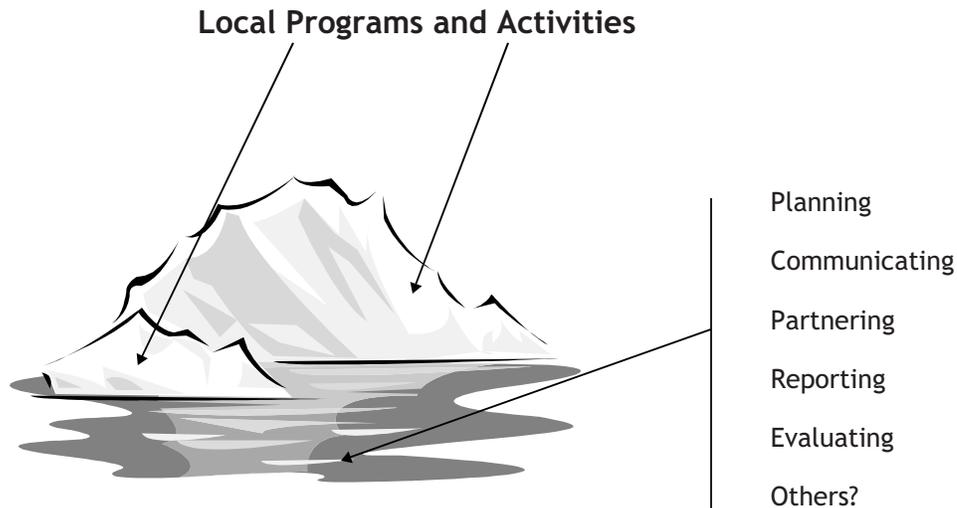
Planning

This section includes:

- [The Planning Iceberg](#)
- [Words](#)
- [Why Do We Plan?](#)
- [Many Ways To Plan](#)
- [Programs Or Projects You Have Known And Loved ... Or Hated](#)
- [Project Planning Success Factors](#)
- [One Way To Do Planning](#)
- [Step 1: The Vision](#)
- [Step 2: Current Situation](#)
- [Thinking Ahead ...](#)
- [Step 3: The Project Goal](#)
- [Step 5: The Action Plan](#)
- [Step 6: Implementation—Making It Happen](#)
- [Step 7: Evaluating Progress And Results](#)
- [Planning Section Reflection Sheet](#)



The Planning Iceberg



Think of a program or a project you know about in your community.

What you know about it - the people - the services - the place - the outcomes - are visible just like the tip of an iceberg.

What we sometimes take for granted, or don't see, are all the activities and resources that go into making a program or project happen. Planning is one of these activities.

Can you think of others?

Words

People assume they are talking about the same thing when they use one of these planning words. In fact, some of these words mean different things to different people.

Vision	Assets
Mission	Strengths
Mandate	Weaknesses
Values	Opportunities
Goals	Threats
Objectives	False Consensus
Strategic Planning	Implementation
Evaluation	SWOT
Current Situation	
Partnerships	
Action Plan	

Why Do We Plan?

Planning is a key part of any community development project or activity. Good community-based planning creates opportunities for working together and results in activities that benefit the whole community.

To be effective, a community-based planning process should:

- Involve community people, groups and organizations from the beginning in the design of local activities
- Make sure that people with different abilities and literacy levels are able to participate in design and decision-making
- Consider how to make the best use of community strengths and resources
- Respond to local needs and interests
- Build in ways to review how project activities are going and make changes as needed
- Include opportunities for local people to develop their skills, knowledge and experience
- Raise awareness about what is being planned.
- Increase the sense of local ownership.
- Lead to shared responsibility, increased local partnerships and relationships.

Many Ways to Plan

Just like getting ready to go out on the land, good planning usually takes a lot of talking and getting ready before you can get going.

There are many different ways to plan. The planning methods you choose will depend on:

- who is involved
- how well you know each other
- whether you have worked together before
- how much you agree on what you want to do
- how much you know about where you are going.



On the next page you will find an example of two different ways to plan.

Sewing circle plan # 1

This group wants to start a sewing circle. They make a plan at the beginning that looks something like this.

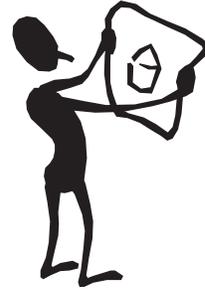
- Talk to others to see what kind of a sewing circle they should have
- Choose and gather materials
- Decide on a time and place to get together
- Meet each week according to plan
- Check in at the end of the season to see if anything could be done differently next time.



Sewing circle plan #2

This group includes some people who want to make clothes for their families and others who want to make traditional clothes to sell. They don't want to drop the idea of having a sewing circle just because they do not agree. So they agree to try a few things out first before they decide how to run their circle.

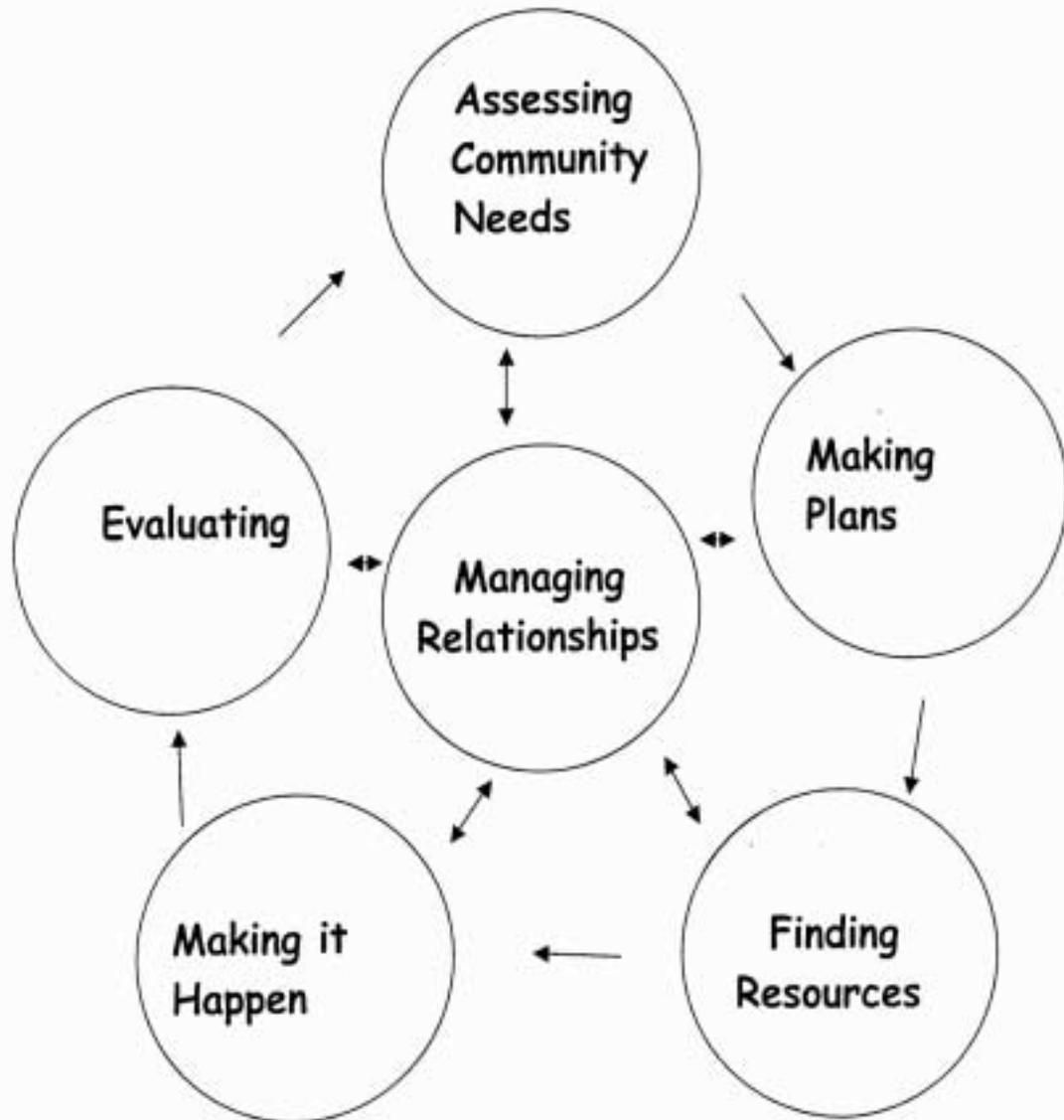
Planning Can Happen ...



In A "Straight Line"	In Other Ways	In A "Round About" Way
In order ... first, second, third, etc.	Any combination that works for your group!	In an order that feels right.
One step at a time.		Doing things as needed.
Doing things at the same time every year no matter what.		Trying out things, thinking about how it went and then deciding what to do next.

It does not really matter which way you choose to plan. What *is important* is that the group understands and can talk about how and when to make changes.

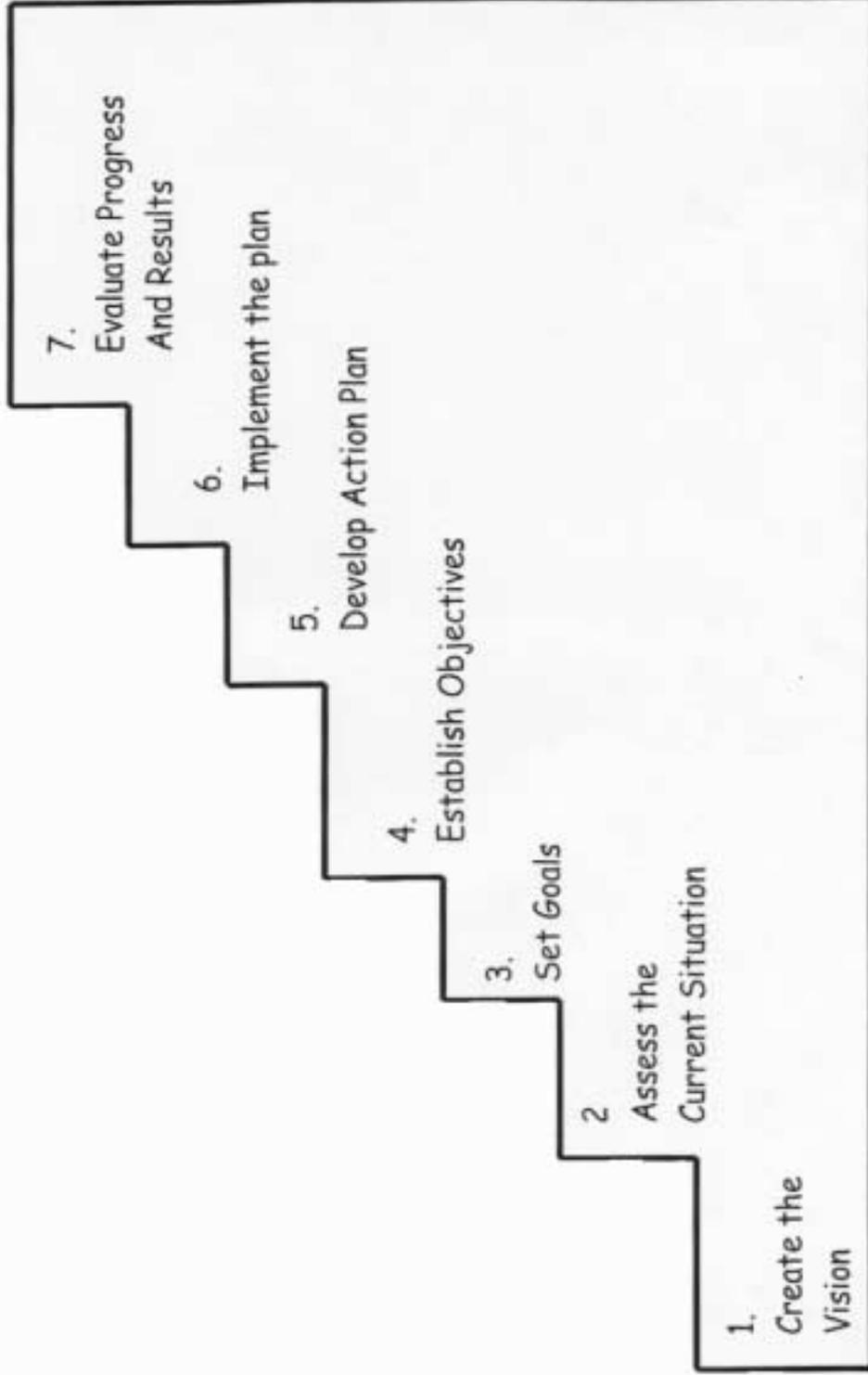
One of the many ways to think about planning



Source: Community Action Pack

Another Way to Think About Planning

The Seven Steps in a Community Planning Process



Projects You Have Known and Loved ... Or Hated!

Take a moment to think about programs or projects in your community. Does any program or project stand out?

- Why was it important and what was the purpose?
- Why was this project chosen instead of another?
- How were decisions made?
- What resources (people, money, materials, equipment, etc.) were needed?
- What was the project expected to do?
- Was your program successful or not?
- What issues came up during the project?
- What do you like about it?
- Is there anything that frustrates you about it?
- How could it be different or better?

What you like and what frustrates you are useful to think about when you're getting ready to plan a project. These things will have a lot to do with how well your project goes.



“Projects we have known” worksheet

Here’s an opportunity to think and talk about your own experiences with projects.

What Went Well?	What Was Frustrating?	How Could it Be Better?
<u>Example</u> The project had clear goals.	<u>Example</u> Those who did not agree kept quiet.	<u>Example</u> People speak up when they do not agree.

How does your list compare with the example on the next page?

Example: “Projects we have known”

Here is an example of what one workshop group told us about the characteristics of projects that went well or were frustrating.

What Went Well	What Was Frustrating
<ul style="list-style-type: none"> • When everyone takes part in the planning, organizing or running the program. • Enthusiasm helps! • Seeing success. • When things are followed through on. • Positive feedback or constructive criticism • Goals are achieved. • Lots of open communication. • Lots of people participating. • Clear goals. • Everyone putting in some effort. • Money for materials and incentives. • Make it fun. • Good planning and organizing. • Advertising. 	<ul style="list-style-type: none"> • Not enough community involvement. • Ongoing whining from fault finders who are not willing to get involved themselves. • No one shows up at an event. • Not enough planning before an event. • Too many demands = poor planning. • Same few people volunteer to take a leadership role • Too much dependence on prizes and rewards. • People not speaking out when they do not agree. • People not following through on commitments. • Too much time spent fundraising rather than being able to spend time on the project. • Don't have enough time.

Some Project Planning Success Factors

Here are some factors that usually help to make project planning more effective. Projects are more likely to be successful when people have ...

- A shared vision
- Effective leadership
- A sense of commitment to the issue
- Enough resources - (people, money, time, equipment, materials and other supports)
- A realistic picture of the current situation
- Community support
- Political support
- A process that includes others
- A sense of teamwork
- The time to work through the planning stage
- A plan that builds on past accomplishments and efforts
- A way to evaluate their work.

Are there any items from your worksheet that you would add to this list? Is there anything on this list that you didn't talk about?

Shared planning

Has this ever happened to you?

You are at a meeting where the people in the room seem to agree with what was being said. Then later on in the parking lot you hear things like “What do they want to do that for?” and “I don’t agree with that!”



This is called false consensus. False consensus happens when people feel unsafe about speaking out or shy about talking in a group. It also happens when meetings do not allow enough time or space for people to give feedback.

On the next two pages you will find a checklist to help you make sure that your planning:

- Involves the people who will be affected by the results of the plan
- Uses methods that make it easy for others to take part.



Shared Planning Checklist

Before the Meeting	Yes	Not Sure	No
Do people understand why they are being invited?			
Do they know about the purpose of the meeting, why it is happening and what it hopes to do?			
Have people had the chance to see and comment on the agenda?			
Does the agenda include enough time for discussion and decision-making?			
Have you prepared printed materials of important information? Are they easy to read?			
Is the meeting location easy to get to? Is it quiet and well lit? Does the seating allow people to talk to one another and see the flipchart?			
Once the Meeting Starts			
Do people understand the purpose of the meeting?			
Do they agree to the agenda?			
Do they know what decisions they can make and what items they can take action on?			
Have the opportunity to say who they are and why they came?			

Has the group made decisions about how they will identify and solve problems?			
Has the group been able to plan for how they will communicate after the meeting?			
Does the group have a plan for how they will deal with conflict?			
After the meeting			
Did the chair or facilitator do these things ...			
Create a safe atmosphere			
Create space for everyone to ask questions and comment on each topic before moving on			
Keep the meeting on track			
Make sure things are clear and suggest changes as needed			
Share leadership, tasks and actions with group members			

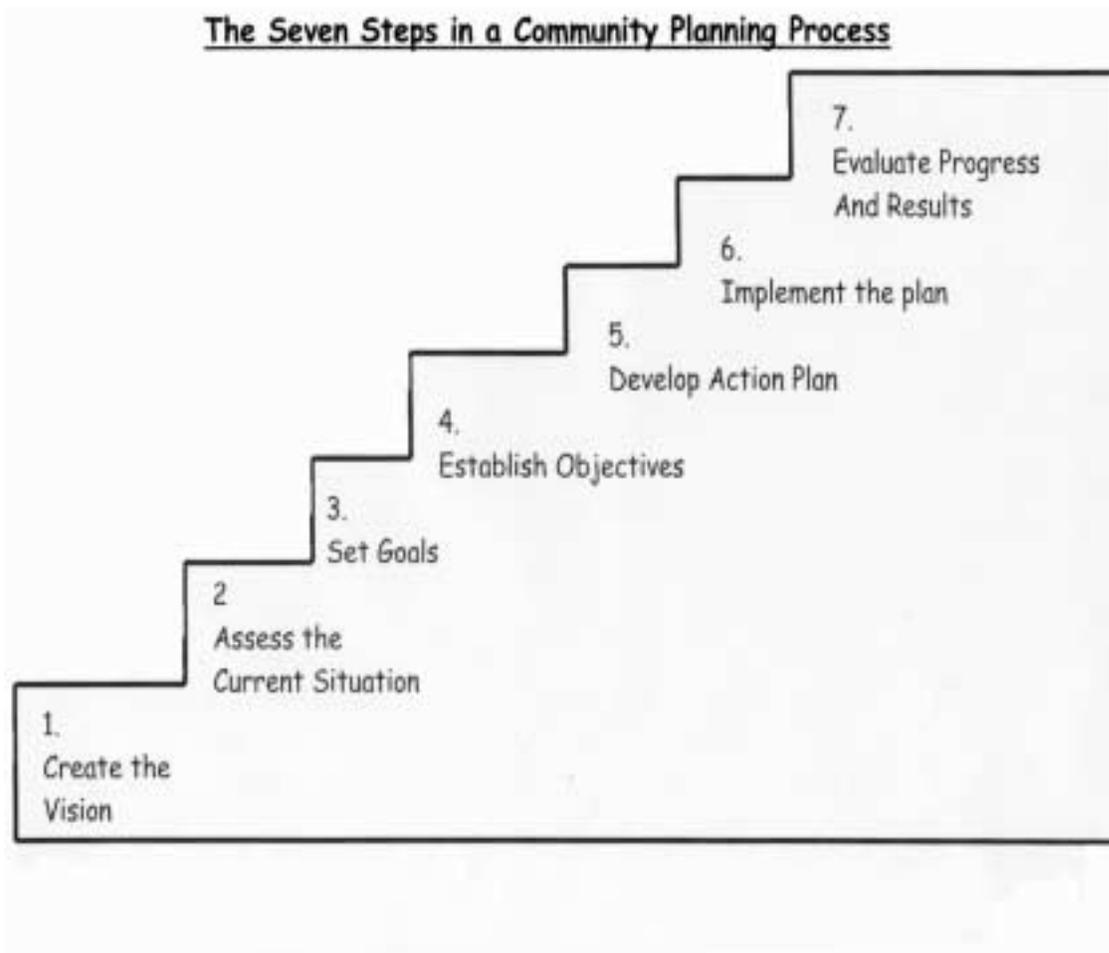
Try using this checklist to plan and evaluate your own meetings.

One Way To Do Planning

The last few pages gave you a chance to learn about planning from your own experience.

This next part uses a step by step approach to planning. It is intended to help you and your group to ...

- build on what you know about planning
- create a plan for a community-based literacy activity.



Step 1: The Vision



A community vision describes *what is hoped for and valued* in the community. It is an ideal *picture of the future*.

Some people and organizations have a vision of a better future and they *use it as a guide* to what they do.

Some people might think that imagining a better future is foolish and not very practical. It may feel a bit foolish a first but a vision is practical because it guides you and helps you on the right path while you create a plan.





Vision worksheet - part 1

Take a few minutes on your own. Use drawings or words to describe this ideal future.

Imagine your community some time in the future.

- What is it like?
- What literacy and learning activities are happening?
- What else can you see, hear, feel, touch, taste?



Vision worksheet - part 2

Now share your work with the others in your group.

- What's the same?
- What's different?
- When you hear each other's ideas do other things come to mind?

You will probably agree on some things and not on others. That's okay.

Try creating a shared vision below using the words and images that you do agree on.

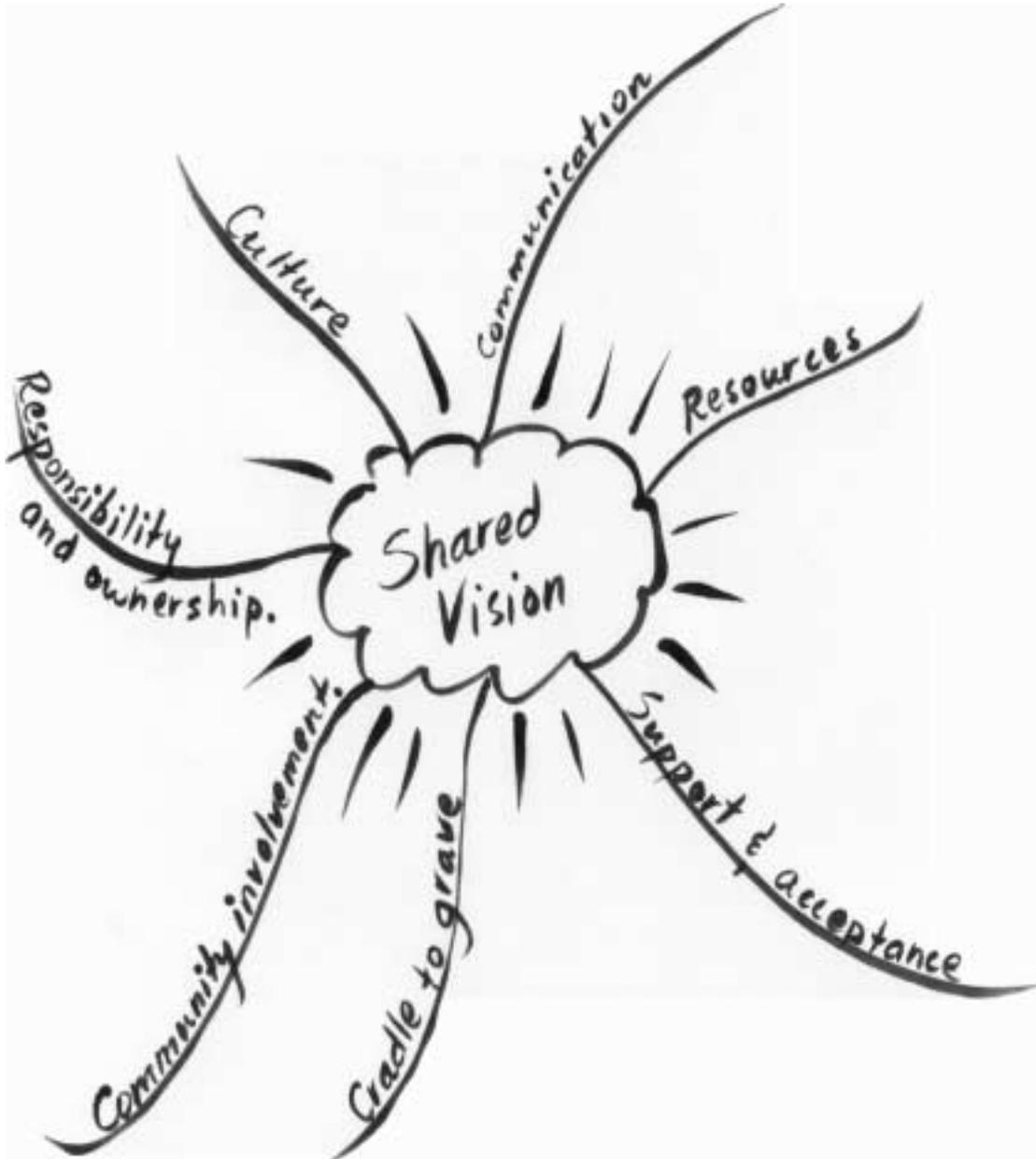
Example: Vision

Here are two examples of things included in visions developed by the workshop groups.



One workshop group's vision included ... cultural literacy programs, more cultural resources, lots of \$\$, a cultural resource center/campus, plus cultural values instilled and shared, and more!

Example: Vision





Step 2: Current Situation



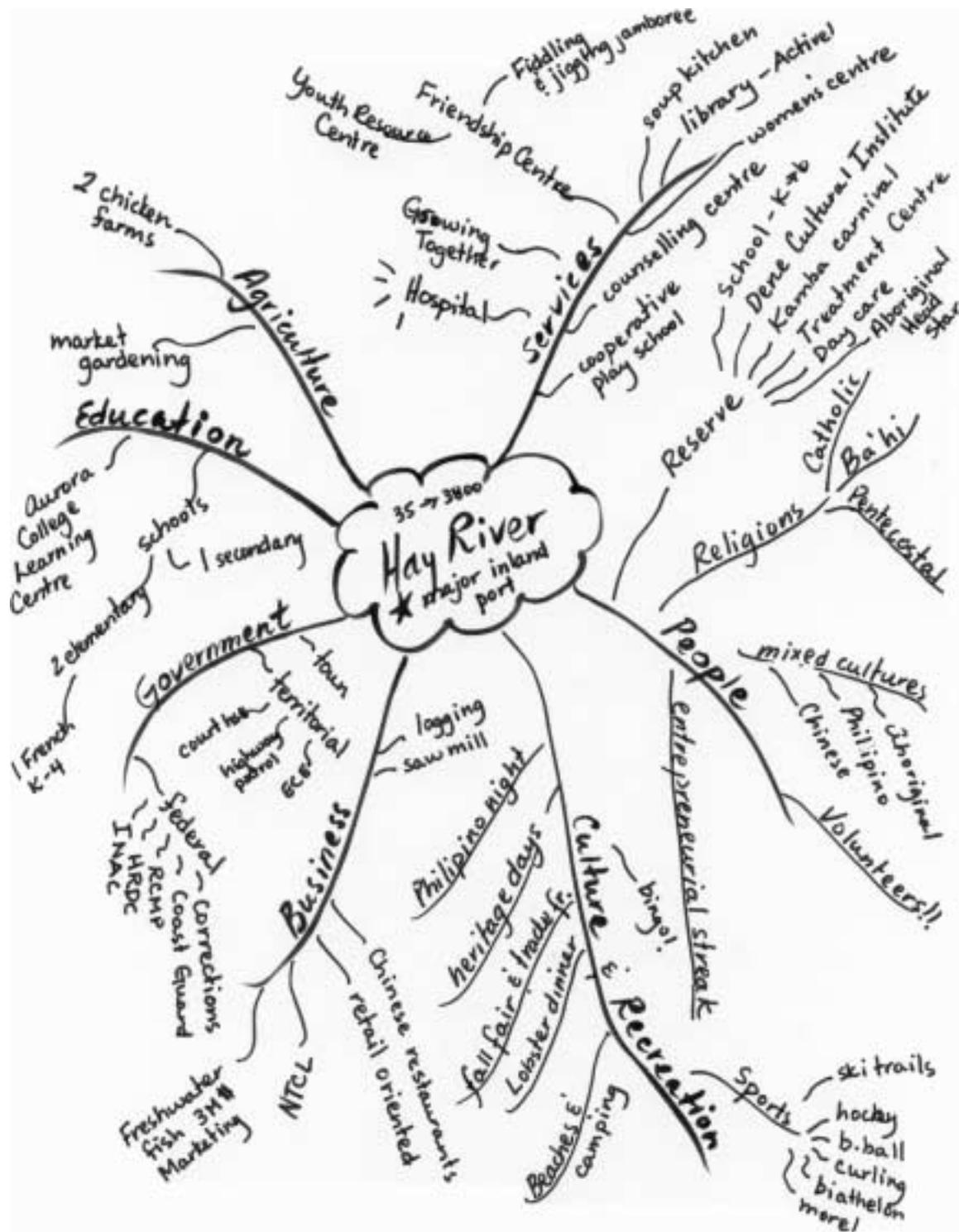
Now that you've had a chance to imagine the future, let's think about your community today (the current situation).

One way to do this is to create a community map. A community map gives you a picture of some of the supports and resources that exist in your community. It can include things like ...

- Groups, organizations, services & businesses
- People, their gifts, attitudes and beliefs
- Events and activities
- Culture and traditions
- The land and place
- Pressures from the outside
- Hotspots or areas of big change.



Example: community map





Community map worksheet

Create a map of your community.



Community Assets

Does anything stand out for you about your community map?

Some people are surprised to see just how much their communities have to offer (community assets).

Community maps are sometimes called asset maps.

Assets are the good things people or communities already have. They can be obvious like a hockey rink.



They can also be things that are not so developed like a parent who is willing to help out in the community school.

On the next page, take a few minutes to make a list of the assets in your community. Assets can be people, attitudes, activities, organizations, groups or things that help to make your community a healthier, happier place to live.



Community assets worksheet

Who Or What Are The Assets?	What Do They Have To Offer?
People	
Groups/organizations	
Activities	
Things	
Attitudes or Traditions	

Now go back to your **Literacy issues worksheet**.

Can you link any of the community assets to your literacy issues?

Potential partners



These days most successful projects involve partnerships. A partnership is a relationship that involves two or more people or groups who have similar goals. Partners agree to share the work, the risks and the results.

Generally, partners work well together when they ...

- share the same ideas about what they want to do and why
- negotiate how they will work together
- understand that everyone contributes differently.

Partnerships do not work well when...

- there are hidden agendas
- one person holds all the power
- there is no sharing of risks, responsibilities, results, etc.



Adapted from: Frank, F., & Smith, A. (2000) *The Partnership Handbook*, HRDC. <<http://www.hrdc-drhc.gc.ca/common/partnr.shtml>>



Partners worksheet

Are there any people, groups or organizations in your community assets worksheet that might be interested in working with you?

- Who are they?
- Why might they be interested?
- What interests or goals might you have in common?
- What possible risks (things you could lose) might you face in working with them?
- What are some of the benefits (things that help you) of working with them?

Fortunately and Unfortunately

Here's a game you can play that will get you warmed up to work through this section.

1. Choose one of your community's literacy issues.
2. Use the words "Fortunately" or "Unfortunately" and brainstorm whatever comes to mind.

Example

Unfortunately	Fortunately
...our culture and language is being lost.	...we have elders in the community who are willing to share their skills, knowledge and wisdom with young people.
...our community doesn't have any family literacy programs.	...the Literacy Council can help us find funding for a family literacy program.

Your Turn

Unfortunately	Fortunately

Thinking Ahead and Exploring Possibilities

Take a moment to think about what you might think about and do to get ready to go on the land.

- What would you be looking forward to doing? (*opportunities*)
- What would you do to make sure everyone would be safe from threats?
- What skills, experience and knowledge will you have in your group when you go? (*strengths*)
- Are there things you will need to learn about to make the trip more successful or enjoyable? (*weaknesses or needs*)
- Who and what will you need to include or take with you?



Project planners often ask themselves the same kinds of questions.

- What are the opportunities (something that we could make use of) or threats (something that could get in our way) inside or outside our community that might affect what we do?
- What are our strengths (the things we have or do well)?
- What are our weaknesses or limitations (the things we need or need help with)?
- What resources (materials, equipment, skills, money, partners, etc.) do we need?



Thinking about Strengths, Weaknesses, Opportunities and Threats is usually called a **SWOT** analysis.

The worksheet on the next page will help you whether you have a clear idea for a project or are still considering what to do.



“SWOT” worksheet

Strengths	Weaknesses
What do we have or do well already?	What do we need or need help with?
Opportunities	Threats
What’s going on that we could work with, make use of or benefit from?	What’s going on that could stop us or get in our way?

Once you have done your SWOT you may see that there are a lot of things that you could do.

Example: “SWOT”

Strengths	Weaknesses
<ul style="list-style-type: none"> • Traditional knowledge • Qarggvik (elder’s group) • Local radio • Ladies Sewing Group • Youth Dance Group • Caring, friendly atmosphere • Aboriginal Head Start, Mom’s and Tots • Space (at library and daycare) • Food Bank • Recreation, community events 	<ul style="list-style-type: none"> • Communication between groups, poor attendance at meetings • English only signs • Inuktitut language • Community support • Elder-youth connection • Community access to resources • People who have no strong first language • Funding, too much competition • Duplication of services • Nepotism (giving jobs to family)
Opportunities	Threats
<ul style="list-style-type: none"> • Building new community • Training • People want to become better parents • There is an interest in building networks, people enjoy it when they can work together as equals. • Inuit owner and operated media • People want to understand, communicate and improve community life 	<ul style="list-style-type: none"> • Funding • Location or space for programs • Getting resources • Not fulfilling a project • Losing elders • Losing our Inuktitut language • Feeling helpless



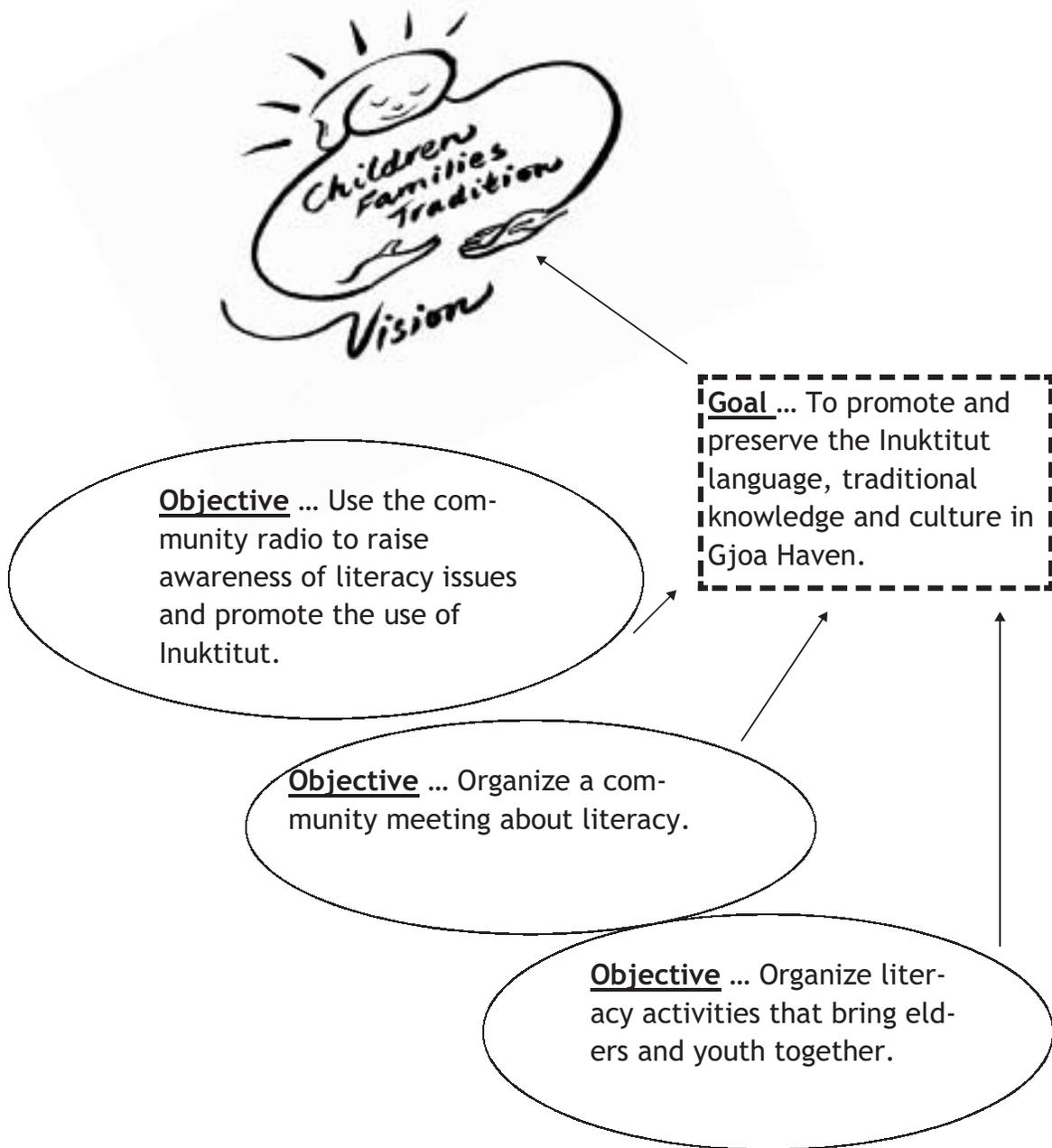
Step 3: The Project Goal

If you think of the community vision as a place you want to live in someday, then a project goal is one of many possible pathways to get there.



Your project goal is a broad statement about the purpose of your project. By now you may have an idea for a project that you think you can do.

How vision, goals and objectives are linked



Example: Project Goal

Say a vision included the importance of children and families and tradition. Here are two examples of two possible project goals.

- To promote and preserve the Inuktitut language, traditional knowledge and culture.
- To promote family literacy in the community.





Step 4: Objectives



A project goal usually has several objectives. They describe the ways in which you will carry out your project goal.

You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal.

Try making your objectives:

Specific

Measurable

Achievable

Realistic

Timely

SMART!

On the next page you will find two examples of different project goals and objectives.

Example: Project Goal and Objectives

Project Goal (What you plan to do.)

To promote and preserve the Inuktitut language, traditional knowledge and culture in Gjoa Haven.



Objectives (How you plan to do it.)

- Use the community radio to make community members aware of literacy issues and promote the use of Inuktitut.
- Organize a community meeting about literacy.
- Set up a literacy committee that will take on the role of promoting and preserving Inuktitut.
- Organize literacy activities that bring elders and youth together.
- Help parents to become more involved with children's schooling.
- Encourage existing programs to use family literacy activities.

Example: Project Goal and Objectives

Project Goal

Increase interest and participation in family literacy in the community.

Objectives

- Use the community radio to do story telling, have songs for children and other family literacy activities.
- Have kids read local news or community events.
- Do a “Book Buddy” program with the school involving parents and children.
- Provide children’s and adult books in Inuktitut and English to local families.



Use the worksheet on the next page to think about a project goal. Then put down some of the objectives for that goal. Don’t worry right now if it’s not written exactly as you want it. You can polish your ideas later on.

Sometimes it is best to start with something that you know will be successful. This will help to build your confidence and your credibility (the way others see you) in the community.

If you already have these things then you may want to take on something more challenging.



Holman started a 1-2-3 Rhyme With Me Program. They meet once a week to share rhymes, stories and songs. Everyone contributes to the program by sharing their stories and ideas. They do it in both English and Inuinnaqtun.



Project objectives worksheet #1

Try using this mind map or the list on the next page to develop the objectives for your project.

Write your project goal in the circle. Write each project objective on a different "leg". You can always add more legs.





Project objectives worksheet #2

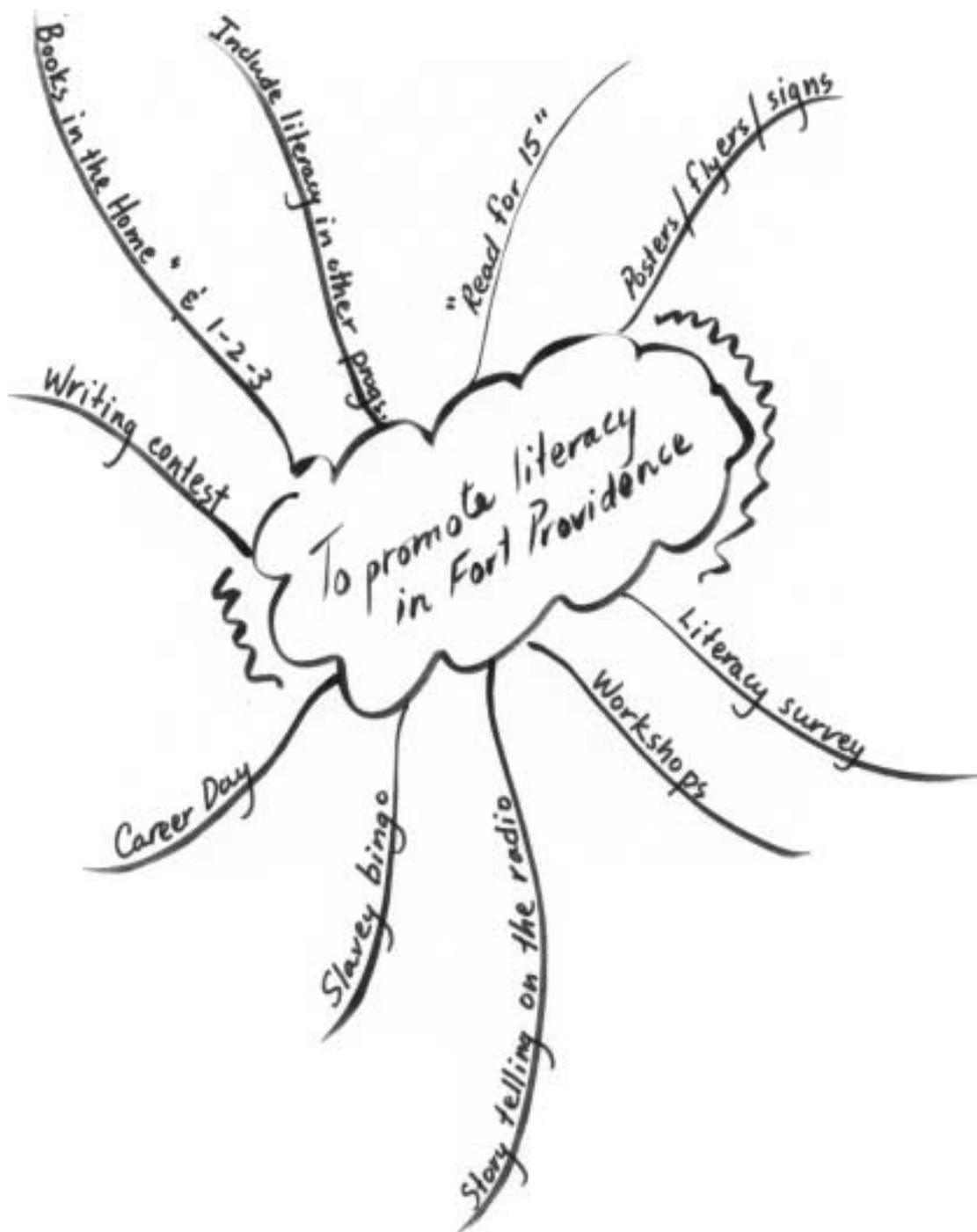
Project Goal:

Project Objectives:

**Remember
SMART.**

Say what you can
really do!

Example: Project Goals and Objectives





Step 5: The Action Plan



An action plan usually gives answers to questions like these.

- What are you going to do to reach your project objectives?
- Who will do what? Who will be responsible for what?
- What kinds of resources (materials, equipment, time, etc.) do you need?
- When will things happen?
- How will you know you are making progress?

There are lots of ways to do an action plan. Here's one simple example.

Example: Action Plan

What	Who	When
Hold meeting for interested community members to talk about issues, opportunities and possible projects.	Volunteer coordinator	Feb. 10
Set up a literacy committee.	Community members, volunteer	Feb. 15
Decide on a project goal.	Literacy Committee	Mar. 1
Complete a survey of the community for more detail.	Literacy Committee	Mar. 5
Plan for location, resources and staffing.	Volunteer coordinator and com-	Mar. 15
Write a proposal including survey results.	Same	Mar. 31
Find staff and volunteers.	Same	May 30
Hold staff and volunteer orientation and training.	Same	June 15

As you can see, this example of an action plan is a “work in progress”. It leaves time for possible delays in finding out about funding.

When you start to use the worksheets on the next few pages your action plan will likely be a “work in progress” too. That’s OK. You can polish your work when you get to the proposal writing stage.



Action Plan Worksheets

On the next six pages you will find action plan worksheets. The first worksheet is a sample. We suggest you try doing one worksheet for each objective.

The worksheets ask you to put down your ideas on the following things.

How?

What are the tasks, activities, etc. that need to be done in order to reach your objective?

Who?

Who needs to be involved in this activity? Who is responsible for making sure that it happens?

Resources?

What materials, equipment, partners, places, skills, knowledge do you need in order to carry out this objective?

Date?

When do these activities need to be done?

How will we know if we did the right thing?

This section will help you to evaluate what you do. If you need more information on this before you start then check out the Evaluation Section of this workbook.



Example: Action Plan Worksheet

Objective			
Provide family literacy training for those who will be involved in the project.			
<i>How?</i>	<i>Who?</i>	<i>Resources?</i>	<i>Date?</i>
Call literacy council, find out who could do this and what would be involved.	Susie	Someone to do training.	Early Sept.
Book location, pick a date and promote the workshop.	Committee	A place for workshop.	
Make arrangements for refreshments and materials.	Committee	Materials, books, VCR, Overhead.	Mid–Sept.
Remind everyone the day before the workshop.	Susie		Sept. 20
Find out whether the workshop was successful.	Committee	A way to evaluate.	
<i>How will we know if we have been successful?</i>			
Participants have a better understanding of what family literacy is and ways that they can be involved.			



Action plan worksheet

Objective # 1			
How?	Who?	Resources?	Date?
How will we know if we have been successful?			



Action plan worksheet

Objective # 2				
How?	Who?	Resources?	Date?	
How will we know if we have been successful?				



Action plan worksheet

Objective # 3				
How?	Who?	Resources?	Date?	
How will we know if we have been successful?				



Action plan worksheet

Objective # 4			
How?	Who?	Resources?	Date?
How will we know if we have been successful?			



Action plan worksheet

Objective # 5			
How?	Who?	Resources?	Date?
How will we know if we have been successful?			

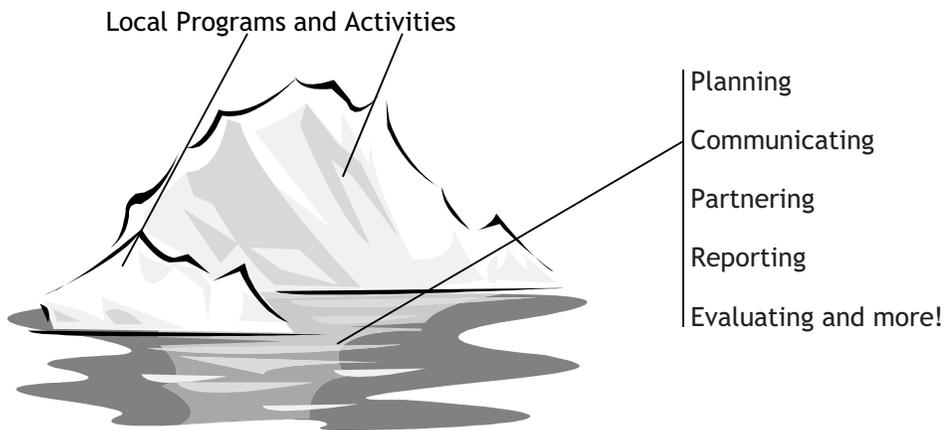


Step 6: Implementation - Making It Happen

Congratulations!

Now you have a project goal, some objectives and an action plan. The Proposals Section of this workbook will help you to move the work you have done so far to the proposal stage.

A lot of work has happened below the surface of your planning iceberg.



When you have everything you need to carry out your project you will be at the tip of the planning iceberg!

The part that everyone else sees!

Things to consider



There will be a number of things to pay attention to as you implement (carry out) your project like ...

- Keeping your project group strong
- Keeping track of how the project is going
- Negotiating and working through conflicts
- Making change in mid-stream.

Can you think of others?



Examples and Resources has some learning materials in it that can help your group with:

- making group decisions
- talking about change
- understanding conflicts
- working in groups.



Step 7: Evaluating Progress and Results

What do you think about when you hear the word evaluation?

- What's that?
- Ugh!
- No time!
- When do you do it?
- We do that already.
- _____
- _____



Evaluation is a planning term for finding out how things are going and making decisions about what to do next.

If you have ever been involved in a project or program you have probably been involved in some kind of evaluation.

On the next page you will find some of the words that people use when they talk about evaluation.

Evaluation words

Most of the time it is not necessary to use these words when you are designing and doing projects. But these are good words to know about because many funders and consultants use them.

Qualitative	Quantitative
Formative	Summative
Internal	External
Reflection	Outcome
Goals	Objectives
Milestones	Indicators
Success factors	

You will find some of these words in this workbook. The rest you will find at the end of this section.

Why do people evaluate?

People evaluate projects and programs in order to:

- Develop and improve what they are doing
- Know when to make changes
- Figure out what success looks like and share this information with others
- Celebrate success and learning from valuable mistakes
- Show results to supporters and increase the chances of getting more support in the future.

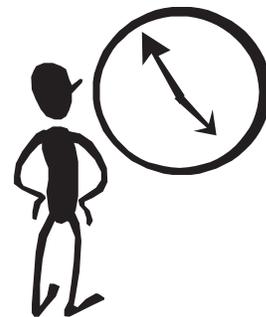


Why do we sometimes avoid evaluation?

It is still fairly common for people to carry out projects and activities without doing the kind of evaluation they need to do.

Here are some of the reasons that people give for not doing evaluation.

- Limited time
- Not enough money
- Not sure how to do it
- Don't see it as being important.



People who do not evaluate are missing out on the opportunity to learn from their experience. Mistakes are expensive so why waste them!

Some simple ways to do evaluation

There are all kinds of ways to evaluate a project. A small, effective evaluation is always better than no evaluation at all. Right from the beginning, encourage everyone to think about crisis as an opportunity to make change.

Here are a few simple examples.

- Ask participants to fill in a feedback form about your project.
- Talk to participants, volunteers and staff members about the project.
- Ask children who participate in a project what they think.
- Check in with your group on a regular basis.
- Talk to other people in the community about your project.
- Collect stories about what it was like to take part in the project.
- Ask permission to keep a confidential record (no names attached) of people's stories and comments.

Evaluation Words Explained

Qualitative

Qualitative information is gathered during an evaluation to describe the project, the participants and the place. Some examples include experiences, opinions and descriptions of activities.

Quantitative

Quantitative information can be reported in numbers or facts. Some examples include things like numbers of people who took part and results of surveys.

Formative

Formative evaluation is what you do during the project. It answers questions like “How are we doing?” and “What should we do differently?”

Summative

Summative evaluation is what you do at the end of a project. It answers questions like “What did we learn or achieve?” and “Where do we go from here?”

Internal

Internal evaluations are done by people who know about and are involved in the project. This is a common and effective way to evaluate smaller projects and programs.

External

External evaluations are done by people who are seen as experts but who are not involved in doing the project. External evaluations are expensive and they are usually done on large projects or programs that cost a lot of money.



Planning Section Reflection

- When did you feel most successful? Least successful?
- What surprised you?
- What new things did you learn from each other or the experience?
- What skills and resources do you have in your group?
- What questions do you have?
- What things do you want or need to learn more about?



Planning section checklist

Statement	Yes	Somewhat	No
We learned some new planning words and activities.			
We talked about things that help to make projects successful			
We began to create a shared community vision for the fu-			
We mapped out what our community is like at the moment.			
We identified some of the people, activities, groups, etc.			
We talked about who else might work with us (possible part-			
We looked at strengths, weaknesses, opportunities and			
We developed a project goal and objectives.			
We started to work on an action plan.			
We identified some ways to evaluate our project.			
We are ready to start putting together a proposal.			

What do you need to do next?

Proposals



This section includes:

- Words
- Steps in the writing process
- Title page
- Cover letter
- Introduction
- Need for the project
- Project goal and objectives
- Evaluation
- Budget
- Appendices
- Who are the funders?
- Things to do to make sure your proposal is read
- Tips for contacting local government offices

Words

These words are often used as part of proposal writing and funding. We explain some of them in this section of the workbook.

Acronyms

Budget

Dissemination

Double-dipping

Evaluation

In-kind

Needs assessment

Outcomes

Quotes

Research

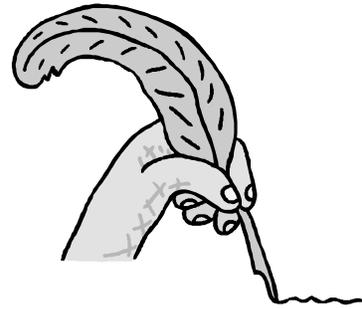
Statistics

Steps In The Writing Process

A lot of work goes into getting a proposal to the point where it looks good enough to send out.

Are you are a person who ...

- Writes well?
- Does not like to write?
- Is new to writing?



On the next page you will find an overview to the writing process that may help you as you work with others to put your proposal together.

If you have already worked through the first part of the planning workbook then you have done your “pre-writing” activities.

Remember ... although this looks like a step by step process, you may actually go through these activities several times before you get your final copy.

Parts of the writing process

Pre-writing

- Choose a topic.
- Get your ideas on paper.

Drafting

- Write your first draft.

Revising

- Think and talk about what you have written.
- Share your draft with others .
- Add, take away, change and re-arrange your words and sentences.
- Check your spelling, punctuation, grammar.

Publishing

- Produce and print your final copy.



Adapted from: Woodrow, H. & Ennis, F. (1992). *Learning together: The challenge of adult literacy: A resource book for trainers*. Education Planning and Design Associates.

The Title Page

Your title page should include ...



- The name of your project
- The name of the funding organization and their contact information
- Your group's name and contact information
- A graphic or picture is optional

Youth-at-Risk Literacy Research Proposal

Submitted by:

NWT Literacy Council
Box 761
Yellowknife, NT X1A 2N6
info@nwtliteracy.ca

Submitted to:

National Crime Prevention Centre
Department of Justice
5th Floor, St. Andrew's Tower
284 Wellington Street
Ottawa, ON K1A 0H8



The Cover Letter

Your short cover letter should ...

- Be addressed to a contact person in the funding organization
- Include your name and how to reach you
- Describe the project
- Say something about why the project is important

Example: Cover Letter

Dear Debra:

Attached is our proposal for funding for a family literacy program.

With the support of the NWT Literacy Council, the Tuk Women and Children's Shelter would like to do a variety of activities to promote family literacy. These activities would include a reading circle for families, free books for each family and the creation of a family book.

We hope that our proposal meets the mandate of your funding requirements. If you have any questions or concerns you can call me at (867) 977-2070.

Example: Cover Letter

April 20, 2001

Ann Keizer

Early Childhood Consultant

GNWT Early Childhood Program

Fort Smith Region

Dear Ann:

Attached is our proposal for your consideration under the Healthy Children's Initiative.

The NWT Literacy Council is proposing to hold a 5-day Family Literacy Training Institute in the South Slave and Deh Cho Regions. The goal of the training is to build capacity at the community level by providing community members with the tools needed to facilitate, deliver, manage and find funds for a variety of family literacy programs. Training people will result in community-based, culturally relevant and sustainable programming in the region.

Family literacy addresses long-term solutions to literacy issues in the north. Family literacy builds creatively on existing services and resources. Through partnerships, communities can provide a fully integrated family literacy approach, which includes adult education, early childhood education, parenting education and support, and interactive parent-child learning.

We hope that our proposal meets the mandate of your funding requirements. If you have any questions or concerns please contact me at 873-9262. Thank you for your time and consideration.



The Summary

Your summary should be a short and clear description of the following ...

- Your project goal and objectives.
- The reasons why the project is important.
- Who the project is intended for.
- The amount that you are looking for.

People who make decisions about proposals are very busy. The summary helps the funder get a snapshot of your proposal.

Example: summary

The Committee for Well Being in conjunction with the NWT Literacy Council, and Yellowknife Health and Social Services is proposing to coordinate a Kitchen and Reading Circle for single mothers in Yellowknife. The objective of this program is two fold. The Community Kitchen provides single mothers with an opportunity to learn new cooking skills and take home a nutritionally balanced meal to their family. The second objective of the program is to help young children with their reading and literacy skills through the use of a reading circle.

Amount requested: \$5,000



The Introduction

The introduction describes what your group, organization or partnership does. This is the place to answer these questions.

- Who is your group?
- What is your group's background?
- What related experience does your group have and what did you learn from it?
- Why is your group the right one to be doing this work?
- In what ways is your group in a position to do something about the situation, issue or problem you have identified?

Example: introduction

The Cambridge Bay Childcare Society is a non-profit organization dedicated to providing high quality daycare, preschool and nursery school care to the children of Cambridge Bay. The Cambridge Bay Child Care Society also provides support services, resources and educational opportunities to parents and families. This is done through various special literacy and parenting projects, the resource centre and the toy lending library. The Board of Directors believes that in order to do the best possible for our community, childcare must be approached in a holistic manner. The Board believes strongly in collaboration and partnering with other agencies and organizations thus ensuring a more comprehensive approach to childcare.



The Need for the Project

This is a very important part of the proposal. This section gives a clear description of what is going on, the need the project is supposed to address, and the reasons why the project is important. It is also sometimes called a needs assessment.

The following questions may help you.

- What is the situation in which your project fits?
- Who are the people? Where do they live?
- What are their strengths, things they do well or are proud of?
- What are they trying to do?
- What have they said they need in order to do it?
- How will your project help to address this need?

You can use different kinds of information to get your point across. For example, if you have done a community survey you could include some of the results here. You can also use statistics (numbers), quotes (things that people have said or written) and research. Make sure your information is up to date. Don't include a lot of extra material. Just say what you need to say.

Example: Need for the Project

Literacy is an important part of family life. The origins of the family literacy movement are rooted in the recognition of the importance of the family and community in children's early literacy development. The concept of family literacy is based on the understanding that young children learn literacy in their families and communities through many social interactions that are enjoyable and invite active participation.

Literacy levels in the NWT remain one of the lowest in Canada. Over 50% of the population do not have the literacy skills needed for daily living. Only 27% of the population graduates from grade 12 while 26% of the population has less than grade 9.¹ One way to break the cycle of low literacy is through the promotion of family literacy. Family literacy is the way families show that reading and writing are an important part of their daily lives. Examples of everyday family literacy are: writing a note to a teacher, following recipe directions, sharing bedtime stories, writing thank you notes, and telling traditional stories.

Family resource and early childhood programs play a very important role in supporting early literacy development. The integration of family literacy into family resource and early childhood programs gives children the opportunity to develop their pre-literacy skills. Strong pre-literacy skills often enable children to do well in school. Family literacy addresses long-term solutions to literacy issues in the north.



The Project Goal and Objectives

Remember, your project goal is a broad statement about the purpose of your project. A project goal usually has several objectives. These describe the ways in which you will carry out your project goal.

When you are writing your project goal and objectives don't just talk about what you already do. Be very clear about what this project will do and how this will address the need or problem.

Example: Project Goal and Objectives

The goal of this project is to promote the importance of family literacy and early literacy through the distribution of books and educational toys to Health Centres and Social Service offices throughout Nunavut.

Objectives

- To purchase and distribute children's books, colouring books, crayons and educational toys to all Health Centres and Social Services Offices in Nunavut.
- To support the use of Inuktitut, Inuinnaqtun, English and French in Nunavut.
- To provide pre-school aged children and their caregivers with opportunities to engage in meaningful play that supports emergent literacy.
- To support partnerships between health centres, social service offices and parents within Nunavut.



The Action Plan

The action plan shows the steps you will follow to carry out the project. It describes how the project participants and community will be involved. This is the place to answer ...

- What steps will you follow to do the project
- Who will be involved in doing them and how?
- What other approaches will you use?
- When will things be done?
- Who is responsible and when will you do your reporting?

Example: Action Plan

When	What	Who
September— October	Research topics for the program.	Community Literacy Coordinator
	Find out about other examples of this kind of program.	
	Organize a committee of Elders and community people.	
	Hold an orientation and planning session.	



The Outcomes

The outcomes part of the proposal gives realistic answers to these questions.

- What do you expect will happen as a result of the project?
- What knowledge, skills, experiences, resource materials, partnerships, new activities, etc. will the project produce?

Example: Outcomes

- A parenting program that provides parents with literacy skills and support.
- A resource manual that reflects the cultures and traditions of the north.
- 100 manuals distributed to family support centres, early education programs, adult upgrading programs, school boards.
- Trained facilitators of this program in Yellowknife and surrounding areas.



The Evaluation

Evaluation shows how you tell whether you are being successful or not. Funders like to see a plan for how you will evaluate your work. Your plan should answer these questions.

- How will you show that you were able to meet the objectives of your project?
- How will you gather this information and who will do it?
- What kinds of information will you use?

Some funders also like to know whether you plan to continue some part of the work after the project is finished.

Example: Evaluation

Objectives	Measures	Sources of Information
Involve Band Council, Treatment Centre and community stakeholders in all stages of the project.	Who took part? In what ways?	Project reports, observation, comments from participants.
Meet literacy needs identified by both project stakeholders and participants.	What literacy needs were identified? How were they met? What were the results?	Learning plans, portfolios, group discussions.



Sharing The Results

You may also want to include information on how you plan to share the results of your project. This is sometimes called dissemination.



- Who is in your network?
- Who else might be interested in the results of your project?
- How will you share information about your project with them?

Example: Sharing the Results

A final report showing the results of the project and suggestions for Phase 2 will be shared with all community and funding partners. We will also promote the project using:

- The local media
- The NWT & Nunavut Literacy Council web site
- A bi-monthly project newsletter for project participants
- Opportunities to speak at local, regional and national conferences.



The Budget

The budget is another very important part of the proposal. It is intended to answer these questions.

- What is the total value of the project?
- What will the money pay for?
- Who else is giving resources to support the project?
- What are they giving and what is it worth?
- How much are you asking the funder to give you?



Be realistic about your costs and in-kind gifts. In-kind means anything that is given to your project free of charge.

Here are just a few examples of in-kind donations:

- Free rent
- Volunteer time
- Equipment
- Advertising
- Donated books or toys
- Free photocopying

Include the value of the in-kind donations when you write your budget. This way the funder can see real cost of the project.



It's okay to go to more than one funder to cover a project but be careful about "double-dipping". Asking two funders to cover the same part of the same project is called "double-dipping". This is not legal and it makes reporting very hard to do.



Budgets are often presented as a chart. Your budget should be brief and clear and the numbers should add up.

Example: Budget

Item	Total	In-Kind**	Request
Salaries			
1 coordinator @ \$20/hour X 20 hours X 5 months	\$2000		\$2000
2 cooking facilitators			
2 Reading Circle volunteers (30 hours volunteer time)	\$1500	\$1500	
Childcare (10 weeks@ \$50/session)	\$600	\$600	
	\$500		\$500
Equipment & Materials			
Cooking supplies @ %150 X 10 weeks	\$1500	\$300	\$1200
Pots, pans, utensils, etc.	\$400		\$400
Binders, pencils, photocopies	\$250	\$50	\$200
Books, craft supplies, toys, games, etc.	\$300		\$300
Training			
Workshop on how to run a Reading Circle	\$500	\$500	
Transportation			
\$40/week for 10 weeks	\$400		\$400
Location			
2 apartments @ \$75 X 2 days / month	\$2700	\$2700	
Totals	\$10,650	\$5,650	\$5,000



Appendices

The appendices are the place to put short pieces of information that support your proposal. **You should include letters of support.**

You may also want to include:

- Relevant newspaper clippings.
- Articles about your group, organization, programs, etc.
- Personal stories of success.
- A list of current committee or board members.
- Short biographies of key staff and volunteers.
- A list of other funders.
- Evaluation tools.
- Charitable registration number.



Who Are The Funders?

Government

There are three levels of government including:

- Local or municipal (for your community or region).
- Territorial or provincial (for your territory or province).
- Federal (for the whole country).

Each level of government has its own plans, ideas or priorities for what they want to do. As a way to meet these priorities, governments sometimes make funding available to support groups and organizations. This is done through government departments that are responsible for different areas of work like health, education, social services, etc.



Businesses

Businesses will sometimes support community projects. They usually do this because they ...



- see themselves as members of the community
- want to have a good image in the community
- would like the community to be more aware of what they offer
- want people to keep on buying or buy more.

Before you ask a business for money or other support for your project, think about how they might benefit.

Foundations

Foundations are one way that wealthy families use to put some of their profits back into the community. They also receive a tax benefit when they do this.

Each foundation has an area that they are interested in. For example, some support literacy, others support culture, etc.

Sometimes an organization must have a charitable number in order to receive money from a foundation.

How to Make Sure Your Proposal is Read

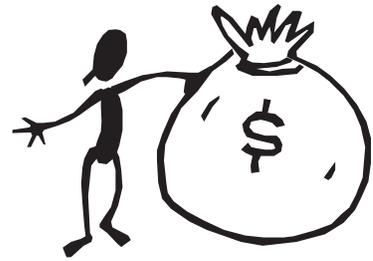
Have you done your homework?

Make sure you know something about the government department, business or foundation before you send them your proposal.

- Get their application guidelines and follow them.
- Call them and discuss your project ideas before you start writing.
- Don't waste time applying for funding you are not likely to get
- Try to get some idea of whether they are likely to fund your project.
- Find out who will be handling your proposal and send it to them.
- Answer all questions and include all the information they ask for.
- Make sure your proposal is the right length (eg: four to six pages)
- Send the right number of copies.
- Find out if your organization received funding from this source for other projects, either now or in the past.
- If yes, make sure they have been acknowledged and have received report.

How much should you ask for?

It depends on what you need. If this is the first time you are asking this organization for money, then keep your request small (eg: \$5,000 to \$10,000).



What writing style is best?

- Use clear language and easy to read sentences.
- Avoid jargon (words that only some people know).
- Explain acronyms (eg: NWTLC, HRDC).
- Write as you would to the general public.
- Be honest and positive.
- Support your comments with examples.
- Sound committed to your goals.

What can you do after you send in your proposal?

- Call to make sure they received your proposal.
- Wait three or four weeks and then call your contact.
- If you are turned down, find out why.

Contacting Local Government Offices

When you call a local government office or department, ask to speak with their project or information officer. If they don't have a position like this in the office, ask them who you should talk to for more information about their programs and services.



Be positive when you call. Let them know that you're looking for information on program guidelines and services.

Have some background information up your sleeve before you call in case you need to do a bit of digging to get the information you want. You can often get information about government programs and services, etc. from other community contacts who have some experience with particular departments.

What Should I say?

When you get the "information officer" you can say ...

"I understand you might be able to tell me about your department's goals, services, resources, funding guidelines, etc. ... is this a good time for you or should I call back later? When?"

If you have to call back ...

... make sure you get the person's full name and position before you hang up.

Once you have their permission to continue ...

"I'm doing some research into possible funding and support for ...?"

"I've heard about ... can you give me some more information on ...?"

"Who typically applies for and is successful in getting this money?"

"I appreciate you helping me in this way, are there any other things that you think I should know about, or that might be helpful to me?"



Parts of a proposal checklist

- Title Page
- Cover Letter
- Summary of the Project
- Introduction
- Need for the Project
- Project Goal and Objectives
- Plan of Action
- Outcomes
- Evaluation Plan
- Plan for Sharing the Results
- Budget
- Appendices