Literacy Solutions

Literacy Outreach Coordination Guidebook

Decoda
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Introduction

For many years, there has been a focus on literacy in communities in British Columbia.

In 2004, 2010 Legacies Now launched the Literacy Now Communities program to develop community literacy task groups to discuss, plan and take action for literacy development across the lifespan.

In 2007, boards of education began to participate in the planning process, when they were asked to submit a yearly district literacy plan to the Ministry of Education on behalf of literacy task groups.

Community literacy task groups across BC continue to plan for literacy. That work is now supported by the Ministry of Municipal Affairs. Decoda Literacy Solutions, BC's provincial literacy organization, manages and accounts for the work.

"Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society."

— UNESCO

Community Literacy

The community approach to literacy is based on an understanding that literacy is everyone's responsibility.

Literacy is linked to many aspects of the lives of individuals and communities. In fact, literacy is connected to health, having enough to eat, employment, family well-being, further education and justice.

To support literacy effectively we need to place it in the context of community and connect it with real life issues and events. We need to join up community agencies, organizations and institutions that focus on these issues, providing a place and opportunity to pool resources and to experience and view things through a literacy lens.

The recognition of the importance of literacy as a community building tool and a strategy for supporting economic, social, health and educational goals is key to sustaining the collaborative work of literacy task groups.

> **"When you think and act like a movement, you strengthen the specific work you are doing and expand general receptivity for the bold vision behind it."**
>
> — Al Etmanski in *Impact Six Patterns to Spread Your Social Innovation*

Community approach

In BC, literacy outreach coordinators work with local community literacy task groups.

Currently, 100 literacy outreach coordinators (LOCs) serve 400 communities across BC. These LOCs work with literacy task groups, which are made up of interested individuals from various sectors, including early childhood education, the K-12 system, post-secondary institutions, libraries, businesses, the health sector, local government, Indigenous communities, immigrant communities, community service organizations and other community groups.

Task groups identify local literacy needs and priorities. They develop action plans to deliver literacy programs and services that best serve the people in their communities.

Collectively, we have learned a lot about issues in communities, what community members need for literacy support and how processes for creating actions take place.

We've learned that:

- Working together with a wider range of community service providers and institutions in a deep, meaningful way is complex work. It can feel chaotic, messy and ambiguous. However, over time, this work gets clearer and easier.

- Our collective understanding is increased. There is more possibility for change and for exciting and dynamic growth – we begin to see the results of our hard work.

- The benefit of mobilizing community resources to meet the individual needs of community members is worth the effort.

This guidebook provides task groups and LOCs with a tool to help maintain the community literacy process. It discusses roles and responsibilities, how the work gets done, how resources are allocated, and how collaboration offers our best chance at sustaining our work and demonstrating its value to others.

"The Community Literacy Program is an important model for creating partnerships and broadening community engagement around literacy and learning opportunities in communities."

— Victor Glickman, Victoria, BC

Roles and Responsibilities

Community Literacy Task Group

The task group is a group of informed and engaged representatives who can think about and initiate actions that will support literacy and learning.

Task group members bring together resources and experience, and support collaboration to address community issues in a way that might not be possible if they were working alone.

To take full advantage of this, the focus of the task group should be on strategic thinking about community and literacy rather than on managing the literacy plan's actions; that is the work of the literacy outreach coordinator with the support of the steward organization and other task group members.

Task group members are continually addressing questions such as:

- Where are the literacy gaps and opportunities in our community?
- What can we contribute to a possible solution?
- What is the best thing that we can do for people in our community?

The size of the community literacy task group often changes from year to year. Frequently, this group expands as more people see the potential of addressing literacy as more than just reading and writing. But task groups can also shrink as priorities are fine-tuned.

Many task groups choose to keep in touch with a broader number of supporters via email, newsletters and occasional larger meetings and celebrations. Keeping in touch brings to light opportunities to collaborate, often in surprising places and ways. As we become more creative and sophisticated about community solutions, we can see new opportunities and try more approaches.

Some communities use already established committees such as interagency committees as the community literacy task group. This is particularly helpful when everyone who would participate in a group to talk about literacy is already meeting.

Some task groups have designated committees to do the thinking about specific goals from the community literacy plan. For example, they may have a subcommittees for adult literacy, family literacy, English as an additional language (EAL), essential skills, health literacy or digital literacy. These committees may be ad hoc, meeting only until their objectives are achieved, or they may be standing committees.

Making opportunities for subcommittees to come together as part of the whole task group to share ideas and work is important, as many literacy learning opportunities are intergenerational and intercultural in nature.

Essentially the work of the task group is about solving problems in the community – figuring out what the problems are, thinking about how they can be addressed and working together to identify solutions.

Guiding Principles for Task Groups

Relationships and collaboration: Communities build and support networks, partnerships and mentoring relationships.

Innovation: Communities value new ways of viewing existing programs, new partnerships and new ideas for programs.

Respect: People are treated with respect and are encouraged to freely share their ideas. Diversity is welcomed and valued.

Capacity building: Programs and projects promote and sustain lifelong learning for all participants and focus on improving the life chances of children and adults. People feel empowered to act.

Access for all: All community members have the opportunity to be part of the planning process and the programs.

Strength building: Communities respect, build on and enhance past and current practices.

Sustainability: Success grows from long-term, sustained commitment to literacy learning.

Joy: People are involved in friendly and enthusiastic ways, celebrating success from time to time.

The Steward

The steward organization must be a member of the task group.

As the task group is not a legal entity, it recommends a steward organization that can receive and manage literacy outreach coordination funds and formally hire the literacy outreach coordinator.

Typically, stewards are local literacy organizations or other community service providers. In some cases, they are libraries, schools, school districts or post-secondary institutions. Sometimes the steward has a current employee who can fill the LOC role. At other times, the LOC is contracted or employed through the steward organization.

Steward organizations sign a contribution agreement to receive LOC funds. Schedule A of the agreement lays out the deliverables for the funding. Steward organizations are able to take a 10 percent administrative fee to support their work. This contributes to building capacity in community service agencies.

Literacy Outreach Coordinators

Literacy outreach coordinators are critical to the ability of communities to carry out actions that support literacy across the lifespan.

The job description of the LOC varies depending on the steward organization, community needs and the nature of the literacy plan.

LOC activities commonly include:

- facilitating and supporting the community literacy task group to set strategic direction, including reviewing and updating community literacy plans and providing data for the annual report;

- supporting community groups engaged in the provision of literacy programs and services;

- working with groups and individuals to help create new or enhanced literacy programs and services in keeping with the goals of the community literacy plan;

- encouraging broad community representation, participation and leadership for literacy;

- assisting service providers and community members to create collaborative and integrated services;

- identifying and establishing supportive relationships and networks for literacy work;

- participating in various community planning and advisory meetings, bringing an understanding about the relationship of literacy to various community concerns;

- participating in evaluation and measurement strategies for literacy work;

- acting as a liaison at the provincial and community levels to ensure that literacy initiatives align with broader national, provincial, regional and community directions; and

- identifying sources of funding and applying for funds as appropriate.

The work of the LOC requires:

- excellent written and oral communication skills;

- strong facilitation and interpersonal abilities;

- knowledge of literacy and literacy-related issues;

- a high degree of self-initiative to maintain progress and momentum in the community;

- an understanding of the importance of being inclusive, sensitive and respectful in approaches to collaboration in the midst of diversity; and

- accommodation of community uniqueness, different points of view and cross-cultural contexts.

Community Literacy Planning

The Guidelines

Literacy planning is a community-wide process that includes many partners.

The most important aspect of building a community literacy plan is developing effective relationships within the community. The process enables the members of the community literacy task group to gain a stronger understanding of the various perspectives on literacy throughout the community. It opens up possibilities of what can be accomplished as community partners listen to each other and work together to support literacy and learning for people of all ages.

Community literacy plans promote community alignment of literacy initiatives. They make explicit the inter-relationships among community members and the links between formal and informal learning systems. They build on what has already been developed and identify the contributions of various partners.

For all participants, the yearly process of reviewing and updating the literacy plan allows community literacy work to grow stronger. It provides an opportunity to reflect on accomplishments, strengths and challenges.

Guiding Questions

Reflections on the current year:

1. Task group:
   a. Who takes part in the task group? Who is missing from the table?
   b. How is the work of this group organized? Is it working?

2. Community context:
   a. Are there any major changes that have taken place over the last year that impact the ability of organizations to support literacy developments – positive or negative?

3. Community development and literacy collaboration:
   a. Think of an example of an important collaboration that has taken place to support literacy and the work of the task group. Are there more opportunities with new partners?

4. Goals and actions for the current year:
   a. What priorities, goals or objectives have you addressed this year?
   b. What actions were taken to reach these? What organizations and groups participated in these actions?
   c. What adjustments were made to the plan? Were there new opportunities or were there changes that did not allow for some actions to be taken?

5. Indications of success:
   a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Think of examples to illustrate the impact.

6. Challenges:
   a. What are the difficulties?
   b. What would help?

7. For the coming year:
   a. Are there new opportunities, challenges or issues in your community? If so, how will you respond to those?
   b. What goals, priorities or objectives will you work on in the coming year? What actions are planned against these goals?
   c. What will be required to meet those goals and effectively employ actions for the coming year?
   d. How will you measure the success of actions taken to address those goals?

Reflecting and Renewing

Task groups approach the planning process in a variety of ways.

The following are examples of approaches task groups have used that can be tailored to suit the needs of the community.

1. Ongoing notes and input online:

   a. The LOC responds to the guiding questions based on notes, minutes of task group meetings, discussions and other documents generated over the year.

   b. The LOC shares these notes with task group members who add their thoughts by email or in an electronic format like Google Docs.

2. Task group meetings throughout the year:

   a. The task group meets three times a year to discuss the guiding questions.

      I. The early fall meeting includes reviewing what has been accomplished, plans for the coming year, the budget and what can be undertaken.

      II. The mid-year meeting provides a chance to touch base, see how plans are proceeding, review what is needed and see what gaps exist to be addressed in the future.

      III. An early spring meeting provides the opportunity to "roll-up" the year and discuss the community literacy plan for the coming year.

   b. A survey may also be used to check-in with a wider circle of community service providers and to identify their thoughts on literacy work in the community, what they are working on, what more they feel needs to be addressed and what they might contribute.

3. Subcommittees and a template:

   a. The task group uses its original community literacy plan as the template for its yearly community literacy plan update.

   b. The task group has subcommittees for parts of the plan, for example early/family literacy, youth literacy, adult literacy, digital literacy or workplace essential skills.

   c. Each of the subcommittees has its own work plan related to the community literacy plan and reviews its progress against the work plan.

   d. Updates are made to the community literacy plan.

4. Meeting with the extended community:

   a. A wide range of community service providers, identified through task group members and the LOC, are invited to hear a presentation on progress made to date, issues addressed over the year, and work that might be undertaken in the future.

   b. Participants are invited to table discussions about literacy needs they encounter in their work, gaps they see in the community, what should be identified as priority work, what might be done to address these priorities, and what they could contribute.

   c. Input from tables is collected and prioritized by the wider group.

   d. The LOC adds this information to material gathered from discussion at task group meetings that addressed the guiding questions.

Accountability

The collaborative process and actions taken to support literacy play a central role in accountability about community literacy work.

Community literacy planning and responses to the guiding questions demonstrate accountability to the community and to the funders. Since 2006, data and information has been collected from community literacy reports to measure activity and progress related to the community literacy planning process.

The Decoda Community Report

On behalf of community literacy task groups, literacy outreach coordinators complete the Decoda Community Report. This online report collects data and helps measure the diverse goals and accomplishments of communities. The data from the online report helps to look at trends and patterns over time.

Because each community has distinct goals and objectives, not all the questions in the report apply to every community. It is one approach to telling the story of literacy work that benefits or results from the collaborative, coordinated efforts of community literacy task groups.

The Decoda Community Report is due on or before July 31 of each year. The report URL and login information is found in the LOC contribution agreement signed annually by the steward organization.
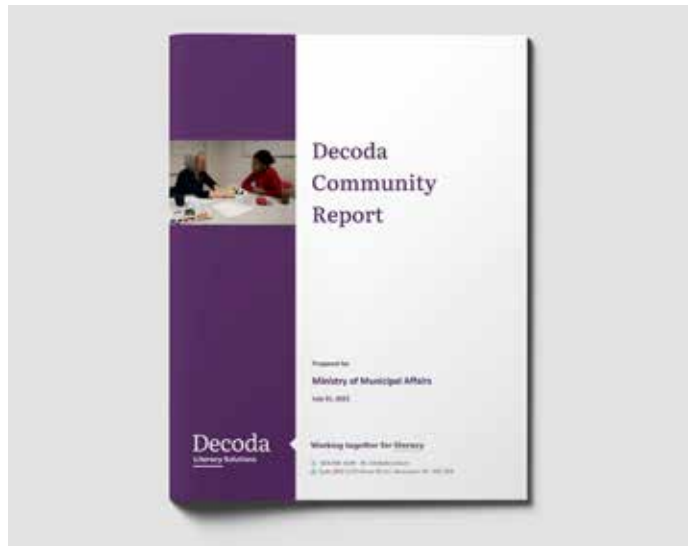
Capacity Building

Decoda Literacy supports the development of BC's literacy field, creating professional development opportunities, providing resources and increasing awareness through province-wide events.

Professional Development

Decoda Literacy Conference

Every two years, the Decoda Literacy Conference brings together BC's provincial literacy network to network, share ideas, and learn about promising practices in literacy, capacity building and community development.

Attendees include literacy outreach coordinators, literacy task groups members, leaders in adult learning, key members of the public and private sector, and literacy practitioners working in community-based literacy programs for people of all ages.

Webinars and Workshops

Decoda coordinates and delivers training webinars and workshops for BC literacy practitioners on a broad range of topics relevant to the literacy field.

Resources

Decoda Website

Decoda provides centralized access to up-to-date information for LOCs, literacy practitioners and organizations through the Decoda website. The site includes a map with contact information for the 100 LOCs in the province.

Decoda Literacy Library

The Decoda Literacy Library provides online and print resources for LOCs, task group members, literacy practitioners, volunteer tutors, Adult Upgrading instructors and community partners. Library borrowing is free for BC residents. Reference assistance is readily available.

The library houses a specialized collection of items on literacy, English as an additional language, learning disabilities, teaching strategies, brain-based learning, community development, program management and more.

In addition, library staff regularly posts on the "Read All About Lit" blog. They also create an online weekly newsletter from September to June called "This Week in the field," which provides timely information on upcoming events, professional development, news and resources.

Publications

Decoda has a good collection of virtual publications on its website. It has also developed the following guidebooks for the BC literacy field:

Getting Started: A Guide to Adult Literacy in BC

Play and Learn Together: A Guide to Family Literacy in BC

The Westcoast Reader

Decoda publishes *The Westcoast Reader*, an online resource and print newspaper for literacy and language learners who want to improve their English language skills.

Social Media

Decoda also has active Facebook, Twitter, Instagram, YouTube and LinkedIn profiles. Decoda's social media channels ensure that information about literacy-related issues and resources are shared broadly with the literacy community and the public.

The BC Literacy Practitioners' Forum is a private Facebook group for literacy practitioners to ask questions and to share ideas, success stories and promising practices.

Events

Literacy Month

Each September, Decoda leads a province-wide awareness and fundraising campaign to celebrate Literacy Month. The campaign highlights the importance of literacy and raises funds to support community-based literacy programs and initiatives across BC.

Family Literacy Week

Family literacy is the way parents, children and extended family members use literacy at home and in the community. Families, schools, libraries and communities across BC celebrate Family Literacy Week in January. Each year Decoda provides themed resources to help communities plan events and activities.

#FamilyLiteracyWeek

Community Stories

Community-based literacy programs cover a wide range of program types.

Programs may include small group or one-to-one tutoring for children or adults, programs for families or seniors, workshops, seminars, and one-time events that provide information and raise awareness about the importance of literacy. They may be specifically for children, youth, adults, seniors, families or community wide.

The following are stories from different types of community-based literacy programs.

Literacy Matters Abbotsford

Sharon Crowley has been the literacy outreach coordinator in Abbotsford since 2011.

Sharon came to the LOC position with many years experience as an early childhood educator. She works with local organizations to find literacy gaps and problem-solve ways to meet the literacy needs of the Abbotsford community. She coordinates reading programs for children and families, and programs for adults to upgrade their basic education skills.

"It's connecting with people and organizations that I really like about my work. It's kind of like a wedding planner," she says about her role, "you find the right people and places and fit all the pieces together."

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Read what you love

Every year, Sharon and the literacy task group coordinate a community-wide event during Family Literacy Week. Abbotsford's annual "Read What You Love Community Reading Challenge" in partnership with the Clearbrook Library has readers of all ages keep a reading log and track an extra 15 minutes of reading each day for 21 days, beginning January 31st. They submit their logs for a chance to win prizes like books and local gift certificates.

To kick off the fun, they have a free (or by donation) pancake breakfast cooked and served by firefighters and celebrations at the library where community organizations provide literacy booths and activities.

The "Read What You Love" theme is important. Sharon says that readers of any age should find books that they love. "My own son didn't find a book he liked until he was eight! It's just so important that people read what they love to spur them on."

Family literacy develops language skills

As well as reading what you love, simple family activities – like cooking, talking, playing and hiking together – all play an important role in the development of language skills.

"Adults have such an opportunity to inspire and be role models for children," says Sharon. "Family Literacy Week creates awareness and reminds families to slow down and spend time together. It strengthens families, promotes learning and is fun! And often adults are learning just as much from the children."

Houston Link to Learning

Houston Link to Learning uses food programming as a great way to teach literacy skills and to provide food for families.

Marion Ells is the literacy outreach coordinator in Houston and executive director of Houston Link to Learning, which provides literacy programming for adults, English language learners, teens, school-age children and seniors.

> "Like many organizations we were really concerned about our vulnerable learners during the COVID-19 crisis. Many of the programs and places they go to access food were shut down except for the food bank."

When the store couldn't provide in-person programming during the pandemic, Houston Link to Learning staff decided they would put together "recipe bags." Each bag included a recipe, instructions and all the ingredients to make the recipe. To keep the cost low and the recipe simple, they chose Shepherd's Pie for the first bags. They approached their grocery store for help. Buy-Low Foods Houston gave a $300 gift card to put toward the 30 bags. They also put the grocery list together to give the best deal. Thanks to them, the total cost was just $60.

For families with children three to six years, Houston Link to Learning also gave out craft bags. They realized that vulnerable families may not always have craft supplies on hand, as they are expensive. The bags included a book, crafts and activities related to the book, and all the supplies the families needed for the craft. They did this in partnership with the Houston Family Resource Centre.

Houston Link to Learning provided a collection time and place, with appropriate social distancing, as well as delivery service for families without vehicles.

Literacy Quesnel Society

Literacy Quesnel Society worked one-to-one with Gerry, a hard-working, determined, self-driven entrepreneur.

A few years ago, Gerry* was working at a fast-food restaurant and feeling dissatisfied with his outlook. He did not want to be working in that environment into his 40s and 50s. He decided to make a drastic change. Rather than go and job seek for what was already being advertised, he decided to start a business of his own. He knew the rural community he lived in did not have regular, reliable access to garbage disposal services, so he decided to launch his own business.

Gerry faced several barriers. He was not a "good student." He was not a "natural" reader. He had difficulty comprehending from seeing the words alone. But he understood how things worked and the sequence of actions to reach a goal. He thought about what he wanted to do and what would give him satisfaction and he came up with a plan. He sought help from WorkBC employment counsellors and the Community Futures loans manager and essential skills support from Literacy Quesnel Society.

For his business idea to come to fruition, Gerry needed to obtain his Class 3 driver's license. He studied the workbook and sat the learner's test. And he failed. He did it again and he failed. He sought help from a tutor at Literacy Quesnel. They took apart each question so he understood what the question was asking and could answer it from different perspectives.

Gerry sat the test several more times, over a period of 18 months, before he passed. Once he was an 'L' driver, he registered for lessons. When the instructor felt he was ready, he booked a time for his test. He failed it. Due to scheduling conflicts, he had to drive over 400 kms to the location of the next available testing site. His dad went with him as his support person and fellow driver. Again, he failed the test. He rebooked and a few months later his dad went with him again, this time driving the 400 kms+ in wintery conditions.

Gerry never lost sight of his end goal. He made good use of his support network: his family, his friends, his tutor, and his WorkBC employment counsellor. His mom helped him organize appointments, often adjusting her schedule so he could use her car to get forth and back. Each time he failed, he would smile and say, "I'll get there one of these days," and he did. With his license in hand, he went back to Community Futures and pursued his dream of launching his own business.

Gerry's company is flourishing. Thinking outside the proverbial box, he was able to read the market, apply for permits to operate in areas of the region that were not being served, and adjust the pick-up process to make it easier for people with accessibility issues to leave their garbage out for him. He developed a regular schedule for customers and was always on time. This is important to him still; he strives to provide reliable, punctual service.

Gerry is buying his third truck and business is booming.

*Gerry is a pseudonym.

Conclusion

UNESCO's definition of literacy, with its emphasis on the ability to participate in community, captures the relationship between human capital (the knowledge, skill competencies and attributes that allow people to contribute) and social capital (the ability to have relationships, reciprocity and cooperation). Acquiring and developing literacy skills are a part of everyday living – at home, school, work and in the community.

We know that the best way to learn, and to be encouraged to learn, is to be engaged in things we care about with people we care about.

We come to new learning opportunities by a variety of routes, including our interest in local politics, our faith, our culture, our work and helping our children learn. Understanding this reality must be part of any approach to addressing literacy needs and gaps in our communities.

> **"Community literacy involves the development of literacy and learning skills for any individual or group of individuals outside of the formal education system. It is learning that happens in the context of home and community, and it happens as a collective approach."** – International Literacy Association

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Appendix A

Top 100 Partners Exercise

Who Should Be at the Table?

This is an exercise to help you think about possible participants in the planning process.

1. **Brainstorm your stakeholder list and put in sectors – four quadrants**
   - business
   - government
   - voluntary
   - people affected by issue

2. **Rank your list by people – identify the top three people in each sector**
   - people your group knows best
   - people or organizations that can contribute to the vision
   - people or organizations who are ready to be a part of the collaboration

3. **Consider who to approach first**
   - people who you know will say yes
   - people with significant influence
   - people who are known for taking action

Reprinted from *Community Conversations* (page 115),
by P. Born, 2012, BPS Books.

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Appendix B

Community Literacy Planning Session (example)

Date:

Goal: Develop a plan to guide literacy work in the community**.**

Objectives:

- Engage a broad range of community members and stakeholders.

- Explore opportunities for literacy development in the community.

- Identify literacy-related actions and initiatives for people of all ages.

Set the context:

1. Define literacy – broad definition which includes all literacies (including adult, family, health, financial, digital, etc.)

2. Clarify that the plan is about literacy-related activities and initiatives within the region.

Establish ground rules: There are no bad ideas.

Guiding questions for the look to the future discussion:

1. What do you see on the horizon?

2. Are there gaps in service?

3. Who is coming to programs? Who isn't coming? Why?

4. What will you need?

5. How will you know you got there?

Shape of the day:

What do we want?	What will we do?	Who will do it? How will we do it?	What will we need?	How long?
Celebrate & welcome	Introduce participants and acknowledge the land Set the context and establish ground rules	LOC will welcome participants and acknowledge the land on which the meeting is held Facilitator will set the context and establish ground rules for the session	Location Flipchart and markers	20 min.
Look to the past	Identify and discuss what we have learned so far and share successes and challenges	Facilitator will lead a group discussion on lessons learned	Flipchart and markers Scribe	40 min.
Refresh	Take a break	LOC and team will host	Coffee, tea, water, snack	How long?
Look to the future	Identify future trends, issues, needs and opportunities	Facilitator will create groups of five to six tasked with identifying future trends, issues, needs and opportunities Groups will identify the three main themes that arise from their discussions and present these to the large group	Group leaders Chart paper and markers	45 min.
Refresh	Have lunch	LOC and team will host	Coffee, tea, water, lunch	How long?
Set the direction	Identify actions and initiatives	Facilitator will break the group into demographic areas of interest: seniors, adults, families, youth and school-age children Groups will identify specific opportunities, actions and initiatives and will present their top three choices to the large group	Group leaders Chart paper & markers	45 min. 15 min.
Develop a plan	Choose main actions and initiatives	Facilitator will ask participants to choose their top three choices and to sign up for opportunities, actions or initiatives they would like to be involved in Facilitator will lead a discussion and identify the top overall choices in each demographic area	Sticky dots & markers	30 min.
Close	Thank participants Identify next steps	LOC will thank participants and let them know what will happen next	Sticky dots & markers	15 min.

Appendix C

Terms of Reference for Literacy Task Group (sample)

Preamble

The task group is a collaboration of service providers, educational institutions, libraries, various levels of government, businesses and nonprofit organizations. The group's focus is on literacy and lifelong learning.

The task group has a Literacy Outreach Coordinator (LOC) who largely carries out the work of the committee. The task group and LOC are the creative driving force for literacy: listening to their communities, leading community development processes, setting priorities and organizing programs and events.

Principles

The task group will:

1. Be responsive to local needs across the community.

2. Provide opportunities for community members of all ages to be included in literacy programs.

3. Network and cooperate with interested individuals, groups, programs, organizations and businesses.

4. Foster relationships and build partnerships that support literacy and lifelong learning.

5. Maintain a participatory and democratic organizational structure.

6. Increase the profile of literacy and lifelong learning across the community through a unified voice.

7. Incorporate an inclusive understanding of literacy.

8. See literacy as part of community capacity building, building on community strengths and programs without duplicating services.

9. Maintain a learner focused approach in planning, delivering and evaluating programs.

Scope

The work of the task group may cover:

- Adult literacy
- Digital literacy
- Family literacy
- Financial literacy
- Health literacy
- Workplace literacy

Task Group Responsibility

The task group is responsible for assessing literacy needs, interests and priorities in the community; developing action plans to move forward; building partnerships; acquiring resources; implementing and evaluating programs; and reporting to the community.

Accountability

The task group is accountable to its local community: partners, learners, literacy practitioners, and citizens; and to its funders.

Notes

Literacy Outreach Coordination Guidebook

Working together for literacy

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