

Connecting Communities

How to Strengthen Entire Communities by using Technology

Contents

1.0 Introduction

1.1 Background

1.2 Process Philosophy

1.3 The Positive Impact of Social Capital on Change

2.0 An Overview of the Process

Appendices

1 – Developing Project “Game Cards”

2 – Asset Mapping Research

3 – The Connecting Communities Game

4 – Sample Game Cards

5 – Example Sector Group Priorities

6 – Example of Overall Community Priorities

7 – Sector Groups Research

8 – Relationships / Roles

9 – Assessing Steering Group Strengths

10 – Sample Project Planning Checklist

11 – Further Reading

12 – Checklist/Schedule Template

1.0 INTRODUCTION

The Connecting Communities process significantly improves the ability of a community to develop agile and sustainable technology strategies and projects.

1.1 BACKGROUND

The New Zealand Government recognised the potential of connecting communities in 2002 during the roll out of ADSL. In an attempt to bridge the “Digital Divide” the Community Employment Group (CEG), part of the New Zealand Government's Department of Labour, ran a “Connecting Communities” process. (See Appendix 11 for a list of related Government, Academic and community publications).

1.2 PROCESS PHILOSOPHY

In a connected community citizens can move from being “consumers” to “creators” by establishing their own networks of interest, with their goals and values helping to provide a strategic asset for the community they live in. Connected communities help facilitate actionable knowledge.

The Connecting Communities process helps guide communities seeking to maximise the benefits of introducing and using technology.

The guiding principles of a Connecting Communities project include:

- **Empowering people.** The ability of any member of a community to feel as if he or she is contributing to its overall success is extremely important. Empowering people makes it more likely that people will want to connect their existing networks, which in turn helps to grow the network and increases the resilience of a community.
- **Being data-driven.** Essentially, “make the data work harder.”
- **Being human.** Opportunities to expand a community’s network usually rely on personal relationships and real-world partnerships. Technology and data are still important - but a handshake can pave the way more effectively than hundreds of hours of programming and development.

A successful network provides ways to multiply the activities and assets of individual contributors at every stage. This means that the “net work” done by a community can be greater than the sum of its parts - and that the results of developing an initial network can be used to make future network growth easier.

1.3 THE POSITIVE IMPACT OF SOCIAL CAPITAL ON CHANGE

The Connecting Communities approach increases Social Capital, which in turn improves the ability of a community to develop agile and sustainable technology strategies and projects.

The positive links between successful Economic/Community Development and Social Capital are well known:

- “It is hardly possible to overrate the value...of placing human beings in contact with persons dissimilar to themselves, and with modes of thought and action unlike those with which they are familiar... Such communication has always been, and is peculiarly in the present age, one of the primary sources of progress.¹” (*OECD*)
- “Theories of economic development stress the importance of money and machinery, a healthy and skilled workforce and technology. However, development and growth specialists are uncovering the importance of social cohesion for societies to prosper economically and for development to be sustainable².” (*World Bank*)
- “Social capital...forms the underpinnings of poverty and prosperity.³” (*World Bank*)
- “Confidence, Positive attitudes, the capacity to act in a cooperative manner, forming all kinds of networks, concerted arrangements and synergies “played a decisive role in the better economic performance, better quality of government and greater political stability⁴”. (*Inter-American Development Bank*)

The number of social connections within a community is one way to measure Social Capital. The prioritised steps when facilitating changes that increase the number of social connections within a community are as follows:

Improve Social Capital -> Develop Strategies -> Commission Projects

This process is very similar to what happens in business. Business strategists use different words, but the best practice priorities for Change Management within a company follows these steps⁵:

Improve Company Culture -> Improve Company Strategy -> Commission Company Projects

Improving Social Capital and/or Company Culture is a “best practice” first step, whether you are dealing with communities or businesses.

An alternative approach invariably leads to relatively small numbers of people “picking winners” - which in turn leads to dysfunctional businesses and/or bickering communities - which in turns makes it much harder for communities or businesses to adapt to change.

And, of course, if our businesses and communities do not adapt fast enough, they will increasingly become unfit for the future. This is simple Darwinism.

Communities and businesses need to embrace change in order to survive.

To quote Prime Minister Turnbull, “Our challenge is to ensure that enough Australians have the skills and the technological imagination to take advantage of new technologies, to approach disruption as an opportunity to invent and create and not something we seek to prevent and hold back.⁶”

Embracing disruption and change makes good economic sense.

There is a direct and positive relationship between the level of disruption, or “churn”, in an economy and the number of “new industry” jobs⁷.

The increased Social Capital within “Connected” communities and companies improves resilience. Connected communities and companies therefore find it easier to:

- Improve the performance of diverse groups
- Grow an entrepreneurial ethic
- Enjoy superior managerial performance
- Benefit from enhanced Supply Chain relationships
- Form positive strategic alliances
- Cope with rapid change⁹

References

1. The Place of Social Capital in Understanding Social and Economic Outcomes, OECD. (John Stuart Mill). <http://www.oecd.org/innovation/research/1824913.pdf>
2. Social Capital in Poverty Reduction and Economic Development, World Bank. (Knack and Keefer 1997, Putnam 1993).
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTSOCIALCAPITAL/0,,contentMDK:20186616~menuPK:418214~pagePK:148956~piPK:216618~theSitePK:401015,00.html>
3. “Social capital...forms the underpinnings of poverty and prosperity.” (Narayan 1997).
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTSOCIALCAPITAL/0,,contentMDK:20186616~menuPK:418214~pagePK:148956~piPK:216618~theSitePK:401015,00.html>
4. Social capital and culture: master keys to development, (Inter-American Development Bank).
<http://www.cepal.org/publicaciones/xml/6/20116/kliksberg.pdf>
5. "Change Management starts with Culture Change" <http://h24-files.s3.amazonaws.com/24949/567730-0a3HU.pdf> ; "Culture Trumps Strategy, Every Time" <https://hbr.org/2011/03/culture-trumps-strategy-every> ; Strategy or Culture: Which Is More Important?" <http://www.strategy-business.com/blog/Strategy-or-Culture-Which-Is-More-Important?gko=26c64>
6. <http://ageconsearch.umn.edu/bitstream/22174/1/sp03sh01.pdf>
7. <http://www.ceda.com.au/2015/06/19/treat-volatility-as-a-friend-the-hon-malcolm-turnbull>
8. “Churn, Baby, Churn” (Inc. Magazine May 1997).
<http://www.inc.com/magazine/19970515/1490.html>
9. https://en.wikipedia.org/wiki/Social_capital

2.0 AN OVERVIEW OF THE PROCESS

The Connecting Communities process is designed to maximise the benefits of introducing technology into communities.

The Connecting Communities process may be started for a variety of reasons e.g. a strong champion with an organisation, a group of enthusiasts, a prospect of securing funding, a Government policy, etc.

The process provides a proven way to engage and empower groups within diverse communities to plan and implement prioritised community projects. While the focus in this document is on technology related projects, the process can be used to empower just about any community seeking change. The process is framed around answering the following questions:

- Where are we now?
- Where do we want to get to?
- How are we going to get there?

The process typically takes a minimum of 6-9 months to get to a point where technology projects can start being implemented. That said, **it can take just a few days or weeks to begin empowering social networks, improving social cohesion and setting the scene for sustainable economic development.** (See Appendix 11 - Further Reading re the links between Social Capital and Economic Development).

Step 1 – Preparation

Scoping things out

Beginning the Connecting Communities process involves the following:

- Identifying a champion to manage the development process, along with a small group of passionate people to support them
- Describing an initial Vision of what is needed and the potential benefits of change
- Securing enough resources to get the change process started and providing a reasonable and sustainable prospect of securing the resources required to implement projects that may take several months/years.

You will need to identify who is going to be important in making this programme work, internally and externally. Find what potential key stakeholders are looking for, what they might offer, and if necessary, invite them to an initial workshop to develop a draft set of project ideas for your community. This networking phase helps to build relationships and helps you avoid “you do not know what is best for us” attitudes. Connecting Communities is a “bottom-up” process, not “top-down”.

Importantly, clearly define the benefits of change. Who is the initiative for? What is the main benefit you are aiming to deliver? Information, communication, collaboration, increased visibility, greater effectiveness? To help identify the main benefits of having a connected community, the planning group could run a preliminary session to clarify the potential benefits for the community and, if necessary, facilitate workshops with other groups interested in change.

Step 2 - Where are we now?

Asset Mapping Research

Once you have completed your initial scoping work, you will probably need to get more detailed information about the technology assets available to your community.

There is usually more happening in a community than one individual, or one organisation, can keep up with. You are likely to uncover existing technology assets that can be used by your community and identify resource constraints that are preventing your community from taking full advantage of technology.

Research also helps to identify potential collaborators in the change process. And, if you can start with a review of needs that have already been expressed by residents and others, through surveys, workshops, newsletters, complaints, then you should be able to avoid reinventing any wheels!

Remember that you may also have assets external to your community – for example potential sources of funding, help in-kind, or national political support for your program.

See Appendix 2 for more information about Asset Mapping Research.

Step 3 - Where Do We Want to Get To?

The Connecting Communities Game

Participants at the Connecting Communities Game can be limited to people contacted via earlier networking efforts, or the Game can be promoted as an “open” public event for the entire community. And, depending on your situation, it may be more appropriate to run separate workshops with different interest groups.

The Connecting Communities Game typically works as follows:

- Working in “sector groups”, participants describe the key issues that they are facing and the improvements they are seeking.
- Each sector group reviews a range of Game project “playing” cards that address the key issues concerning the Community. Each card includes resource implications. Project ideas for cards can be developed at a 'focus on benefits' session beforehand. (See Appendix 1: “Developing Project Game Cards” for more information.)
- Each group then independently decides the priorities and sequencing of the projects represented by each card in order to create a draft action plan for their specific group. (Their passionate workshop discussion should validate and/or expand upon each project as it is being considered).
- Each group reviews the resources and the collaboration needed in order to turn the selected projects into reality.
- The priorities for all groups are then combined to provide a “whole of community” set of project priorities.

Step 4 - How Are We Going to Get There?

Developing and Managing Community Projects

Community projects may range from major infrastructure investments to improving access, and the development of content.

The Game process will have helped determine the sequence of projects and other activities, and an overall indication of resources and collaborations needed. Nevertheless, you'll need to develop a more detailed step-by-step plan, including sustainability plans, for all projects involved in your programme. Your plans should cover funding options, project management, project reporting, top level governance, staff, and guidelines for day to day decision-making. One important decision to make is who will 'own' the programme?

If the planned projects are substantial, you may need to find project partners. These kinds of relationships can be developed on a one-by-one basis, or it may be smarter to run a workshop with several potential partners that is used to confirm a shared vision and work out who does what.

The recommended structure for developing and managing projects is as follows:

- **Project Manager** –The person who coordinates the project for a region/city/town.
- **Steering Group** – A core group made up of members from each sector that meets on a regular basis with each member representing the interests of one Sector Group. In addition to providing a coordination role, Steering Group members report back to their respective Sector Groups.
- **Sector Groups** –Groups within the community focussed on their own specific projects. These groups provide a mandate for the Steering Group Members.
- **Research Group Members** –undertake specialist research on behalf of Sector Groups prior to projects going ahead.

During this implementation phase, which could take several years, you will be diving between planning and “doing”. Some projects will start ahead of when you planned. Others will lag behind your expectations. But, no matter how simple or complex your overall situation seems, you **MUST** have developed systems that let you know where you are against your plans and whether the projects are delivering the expected benefits.

Providing timely and accurate information can be a problem in smaller communities, so **ALWAYS** consider a centralised administration solution –i.e. who in your community could take meeting minutes for all meetings, process all authorised financial transactions in a timely fashion, and provide excellent project reporting.

The importance of having stable secretarial and accounting services for all projects cannot be overstated, especially when a community has a relatively high transient population and/or the community has a shortage of these kinds of skills. (Training community members in secretarial governance and accounting skills can of course become a Connecting Communities project).

Appendix 1 – Developing Project “Game Cards”

The Connecting Communities Game involves the use of “Game Cards”. You could start with a standard “deck”, but developing a set of cards specifically for your own community engages key people in the overall process sooner.

Developing your own deck of cards starts by bringing together key local sector community members to provide six to eight short presentations on the use of technology in their community sector. Speakers could include representatives from the Local Government Authority, Farming, Mining, Aboriginal, Social Services, Churches, Primary Education, Secondary Education, Health Services, Playgroups, Small Business, and Tourism.

Once the scene-setting speeches have been completed the audience splits into groups of 5-8 people. There are no rules about which group people choose. Anyone can be in any group, but the intention is to have people from different sectors of the community discussing project ideas for their specific sector. Each sector group should have a facilitator familiar with the process described below.

1. Groups are given “*Post-It*” notes and members write individual ideas for 5 minutes.
2. Similar ideas/projects are then grouped by the facilitator who encourages feedback from the sector group members on the content of the Post it notes. Facilitators clarify ideas as required.
3. Members are then asked to vote on each cluster of Post-It ideas/projects. They can only vote 5 times. (They can tick a specific idea/project multiple times if they want, but can only vote 5 times in total.)
4. The votes for each idea/project are then tallied. The top 5 ideas/projects become the preferred ideas/projects for that sector group.
5. Each of the preferred projects is then described in a short paragraph, written to fit onto a Post- It note. Basic notes about required resources can be included on each note.
6. The sector group assigns a rating of 1, 2, or 3 to each idea/project idea.
 - 1 - relatively easy/low cost
 - 2 - medium ease/cost,
 - 3 - difficult/complex/expensive.
7. Given there are 5 ideas and 9 sector groups there should be a total of 45 ideas/projects.

A Coffee/Tea break is a good idea at this point to that all of the ideas can be collated by the facilitator. Project ideas that are obvious duplications are combined.

At the end of the Coffee/Tea break all of the ideas are pinned/posted to wall. Every participant has a maximum of 5 “points” that they can award to any/all ideas. They can spread them evenly across 5 ideas or award all 5 points on one idea. At the end of the session the top ideas are those that will be turned into Game cards. The aim is to end up with about 25 ideas/projects.

These 25 ideas/projects form the core information for the Game Cards used during the Connecting Communities Game (See Appendix 3 for details)

Appendix 2 - Asset Mapping Research

The aim of Asset Mapping Research is discover what resources are already available to a community.

Four inter-connected research objectives and associated questions are involved:

Objective #1 – Identify the “Big Picture” digital technology issues within the community

1. What are the levels of computer ownership, mobile phone ownership, internet access, and home landline access within the community?
2. What plans are being developed to improve the use and/or functionality of digital technology within the community?
3. Which agencies/companies are involved in these developments?

Objective #2 - Describe the current public computer access points within the community. (Complete a questionnaire for each of the organisations / agencies involved)

- Which agencies/companies offer publicly accessible computers?
- Where are computers available to the public?
- What are the technical specifications of these computers and related hardware? (E.g. routers, printers, scanners etc.)
- Is the hardware networked, and how? (E.g. LAN, WAN etc.)
- What is the level and type of internet connection on the hardware?
- What are the terms of public access? (E.g. specific days, times, locations, costs, registration with the agency, skills levels etc.)
- What specific programs and services can the public access through these computers? (E.g. internet, Microsoft office programmes, adult literacy programmes, e-learning packages etc.)
- What types of on-site support are available people using these facilities? (E.g. Advice on use of computers, introductory sessions etc.)
- Who provides what type of technical support for publicly accessible PC's and related hardware in the community?
- Would the agencies/companies providing public access to PCs be interested in using a local technical support helpdesk?
- Are there any plans to develop these public access facilities?
- Do these agencies recycle old digital technology equipment?

Objective #3 - Describe the opportunities for, the uptake of, learning about digital technology within the community. (Typically semi-structured interviews)

- Who is providing learning opportunities/training in the subject of digital technology within the community?
- Where are the does this activity take place?
- What learning is being provided? (E.g. content, accreditation, style of delivery, length of course etc.)
- Are specific groups of people being targeted? (E.g. school children, unemployed people, women, Aboriginal people, farmers etc.)
- How many people have taken up these opportunities in the last 12 months?
- Are there any plans to develop these services?

- Have the providers considered allowing groups of non-students to use their equipment, e.g. Senior Net organization, community groups, etc.?

Objective #4 - Describe the current provision and use of technical support for computers in the community. (Typically a postal survey)

- Within the community, who provides technical support for PC's and related hardware?
- Where are they based?
- What type of technical support is provided? (Warranty work only, PC only, hardware only, etc.)
- How is the technical support provided? (E.g. helpdesk, call out, 24/7 services etc.)
- Are any of these businesses interested in mentoring people studying relevant courses?

Note: In smaller communities where the information is readily available, the relatively formal research techniques outlined above may not be practical or necessary. Nevertheless, the Asset Mapping research findings should still be presented as a full report relating to public access points, learning/training providers, technical support businesses and providers based within the community.

Appendix 3 - The Connecting Communities Game

The objective of the Game is to establish project priorities for the Community. Excluding refreshment breaks, a typical game takes 35-45 minutes plus reporting time.

1. Resources

In order to play the game you need a venue with flexible seating - so people can work in groups – plus A2 flip charts, pens, sticky notes (Post-It or similar). You will also need game planning sheets and enough sets of Game cards. An overhead projector running from a laptop is useful for reporting back to the meeting. Although they incur additional costs, including lunch and other refreshments helps keep the meeting informal.

A Game proceeds as follows:

- Introduction
- Creating Sector Groups
- Describing the current local situation
- Choosing Game cards
- Priorities Planning
- Presenting Overall Community Priorities
- The Way Forward

Introduction (5-10 mins)

Depending on the audience this can vary, but typically it covers:

- An overview of the events ahead
- An overview of the issues facing the community
- The objectives of the process
- The project so far
- Who has been involved
- Basics instructions on how to play the game

The intention is to provide people with the “big picture”, not bog them down in detail!

Creating Sector Groups (5-10 mins)

Run through a list of possible “common interest” groups – for example Sector Groups such as Government Agencies, Farming, Mining, Aboriginal, Social Services, Education, Health Services, Business, and Tourism. Tease out any more “Common Interest” groups – whatever they are.

Each group should have 8-10 people in it. If a group is too large, create 2 groups for the same sector. If a group is too small, it should be amalgamated with another group.

Ideally each group should have its own “local expert”, but this is not absolutely necessary. Also, as an expert their role is more as an information resource for the group – they should not be the group “leader” as this can easily skew the group conversation.

Each group elects a scribe to record the group's decisions. Group member's names and contact details are recorded so that a record is kept of who is in each group.

Describing the current local situation (10-15 mins)

Players in each group begin by describing their current situation, identifying the main characteristics and listing those on an A2 flip chart.

To help focus discussion, the facilitator can ask people to describe the strengths and weaknesses of their community and the sector, as well as the opportunities and threats it faces. This is sometimes called a SWOT analysis.

Choosing Game Cards (10-15 mins)

In this phase, each group receives and familiarises themselves with the full pack of Game cards.

The pack of cards can be generic or it can be created by the facilitator specifically for the community – typically as a result of engaging key stakeholders via an initial workshop (as described in Appendix 1, Developing Project “Game Cards”).



Each card shows:

- a cartoon to distinguish cards easily from each other
- a project title and description - which can be interpreted by players according to their experience and expertise
- an indication of the resources needed for the project to happen (e.g. staffing)
- a point number in the bottom right hand corner to indicate (broadly) how much the project costs and/or difficulty. (Note: In poorer communities measures other than “cost” (“e.g. “points”) are more useful because participants can stress about making money-related decisions).

Each group has a “budget” to work to. This is (say) 15 “points”, with the total points in the initial pack of Game cards amounting to (say) 25-30.

Each group now selects a set of cards which addresses the challenges in their local situation, forms a sensible plan, and doesn't add up to more than the budget points total. This forces the group to prioritise projects.

Players may write their own cards to include in their “budget” using sticky notes or blank cards. These can be for projects already underway, in which case they don't carry a cost against the budget. Players can also create brand new projects. These will count towards the budget. The cost (or points) of these new projects must be negotiated with the facilitator.

See Appendix 4 for a sample set of Game Cards.

Priorities Planning (10-15 mins)

A Planning Sheet is the main planning tool. An A2 size sheet of paper is ideal.

As per the sample below the Planning Sheet has two dimensions, timescale and priority.

Players stick cards - using Blu-tack or similar - on to the sheet to create an action plan. Bearing in mind each group has a “budget” to work to, this phase can often result in a passionate discussion about individuals favourite projects/ideas, which makes this part of the process fun.

Suggested time scales for planning purposes are:

- Short Term – 6-12 months
- Medium Term – 12-24 months
- Long Term - 24 months+

Players should be reminded to consider the Environmental, Social, Economic, and Cultural factors when prioritising projects. And of course they need to bear in mind how Robust, Stable, or Fragile each of these factors are in their specific community.

Players should then look at the 'needs' on each of the cards and add up these resource requirements at the bottom of the sheet.

This summary should prompt discussion about what funding, staff resources, volunteers and collaborations are needed.

The diagram is titled "Action Planning Sheet". It features a grid with three columns labeled "Short", "Medium", and "Long" under the heading "Timescale". The rows are labeled "High", "Medium", and "Low" under the heading "Priority". A double-headed arrow spans the top of the grid, and a double-headed arrow spans the left side of the grid. Below the grid is a section labeled "Resources List" with three empty boxes corresponding to the columns above.

An example set of completed Sector Group Priorities is shown in Appendix 5.

Presenting Overall Community Priorities

At the end of the Priorities Planning phase each group elects someone to present an overview of their Sector group's decisions to the broader meeting.

Each presenter has 2-3 minutes to report.

Given that there could be 10-15 groups (depending on attendance), this is usually a fun phase - with lots of humour as people describe the antics that took place within each group.

As each set of group priorities are presented, they can be entered into a spreadsheet. In this way the overall priorities of the community can be seen, for each sector, by every game participant. The prioritisation of the process is 100% transparent.

An example of Overall Community Priorities is shown in Appendix 6.

The Way Forward

In this phase of the game the facilitator explains:

- The Relationships/Roles involved with governance/project management/communication - The Relationships/Roles are presented in Appendix 8.
- How detailed research will/can be carried out on behalf of each sector group - The Sector Groups Research process is described in Appendix 7.

- The expected sources of funding available to bring the various projects to fruition. (Funding sources/strategies should have been clearly identified at the Scoping stage. The last thing your project needs at this stage is to de-motivate people because all they think you have been doing is “talking the walk”)

All materials from all Sector groups are retained, including contact details. The contact details for participants form the basis of a contact management database. The database forms the basis of an ongoing communications network within the community e.g. between the Steering Group members and their respective Sector Group members.

The facilitator then asks for a member of each Sector group to volunteer for the Steering Group. This will typically be the presenter for the group, or the scribe. Where there are no obvious volunteers, reiterate the importance of the role of the Steering Group members and stress that they will be supported, ideally via a centralised secretarial / accounting resource. (See Appendix 8 for an overview of the Roles and Relationships).

Remind everyone attending the meeting that you need their contact details.

And, most importantly, set a date and venue for the initial Steering Group Meeting.

...

Congratulations, you should have answered the following questions:

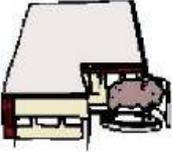
- Where are we now?
- Where do we want to get to?

And, have the people you need on board who can help their community answer the question:

- How are we going to get there?

Appendix 4 - Sample Game Cards

 <p>VOLUNTEERS & MENTORS</p> <p>Volunteers and mentors help users with technical and other problems.</p> <p>Needs: organising and support</p> <p style="text-align: right;">1</p>	 <p>SCHOOLS SHARING</p> <p>Schools use the technology to share resources with the community, and between themselves to provide better learning opportunities for students</p> <p>Needs: equipment, staff</p> <p style="text-align: right;">2</p>	 <p>VISIONING WORKSHOPS</p> <p>Workshops with key interests and users engage them in development of projects and a long term vision for the project.</p> <p>Needs: facilitation</p> <p style="text-align: right;">2</p>	 <p>RECYCLED COMPUTERS</p> <p>The initiative creates a programme to recycle donated computers.</p> <p>Needs: business plan, staff</p> <p style="text-align: right;">1</p>
 <p>OUT OF THE SILOS</p> <p>Local institutions receive incentive funding to 'get out of the silo' and share their existing technology resources with community-based groups and projects.</p> <p>Needs: strong policy directive and incentives.</p> <p style="text-align: right;">2</p>	 <p>ONLINE LEARNING</p> <p>Colleges and centres offer online course and other learning opportunities to adults and children</p> <p>Needs: online course development.</p> <p style="text-align: right;">2</p>	 <p>NON PROFIT SUPPORT</p> <p>Nonprofit organisations are given help to improve their administration and effectiveness by using technology</p> <p>Needs: support programme</p> <p style="text-align: right;">2</p>	 <p>NETWORKS FOR GROUPS</p> <p>Projects and groups are able to share and find out about the experience of others that will assist their work</p> <p>Needs: facilitation</p> <p style="text-align: right;">1</p>
 <p>MEETINGS ONLINE</p> <p>Groups are able to cut travel time by using the Net to collaborate through email and other online tools</p> <p>Needs: skills and facilitation.</p> <p style="text-align: right;">1</p>	 <p>MEDIA CENTRE</p> <p>Local centre provides training and support in web design, digital arts, images, video production, community radio etc</p> <p>Needs: equipment and staff</p> <p style="text-align: right;">3</p>	 <p>HOME ACCESS</p> <p>A 'Computers in the Home' demonstration is developed to show benefits of home access</p> <p>Needs: Equipment, software, support staff</p> <p style="text-align: right;">1</p>	 <p>HISTORY AND GENEALOGY</p> <p>Workshops introduce people to the scope for tracing family histories, and researching and publishing local history.</p> <p>Needs: tutors</p> <p style="text-align: right;">1</p>
 <p>EQUIPMENT LIBRARY</p> <p>Groups and individuals can borrow equipment such as digital cameras, video cameras, scanners, laptops as needed</p> <p>Needs: equipment and organising</p> <p style="text-align: right;">2</p>	 <p>E-RIDERS</p> <p>Technical support staff are available to visit groups, organisations and businesses in need of help</p> <p>Needs: skilled staff and subsidies</p> <p style="text-align: right;">2</p>	 <p>E-COMMERCE</p> <p>Systems and support available for small firms to develop their e-commerce capabilities</p> <p>Needs: training and e-commerce systems</p> <p style="text-align: right;">3</p>	 <p>DIGITAL TELEVISION</p> <p>Interactive digital television provides information and also community broadcast opportunities for local groups</p> <p>Needs: Cable or other access, set top boxes, programmes</p> <p style="text-align: right;">2</p>

 <p>DIGITAL CHAMPIONS</p> <p>The initiative recruits, trains and supports a network of people who will champion the use of the Internet</p> <p>Needs: Training and support programme, equipment.</p> <p style="text-align: right;">1</p>	 <p>DEMONSTRATION DAYS</p> <p>Hands-on demonstrations help people and groups understand the potential of computers and the Net.</p> <p>Needs: Equipment, staff or volunteers.</p> <p style="text-align: right;">1</p>	 <p>COMMUNITY STORYTELLING</p> <p>People can use audio, video and web pages to raise issues of personal and community interest in their own words.</p> <p>Needs: mentors, equipment.</p> <p style="text-align: right;">1</p>	 <p>COMMUNITY NEWSLETTER</p> <p>Electronic community newsletter provides updates via email on community issues.</p> <p>Needs: editor, volunteers</p> <p style="text-align: right;">1</p>
 <p>CO-LOCATION</p> <p>Community groups reduce costs through sharing connectivity and support services.</p> <p>Needs: Shared or proximate space, staff</p> <p style="text-align: right;">2</p>	 <p>CENTRE CYBERCAFE</p> <p>A drop-in cybercafe encourages social interaction between users, and provides a place where people can meet to develop project ideas.</p> <p>Needs: Cafe, computers and management.</p> <p style="text-align: right;">2</p>	 <p>BROADBAND FOR ALL</p> <p>Broadband coverage is extended to all homes and businesses in the district</p> <p>Needs: deployment agency, funds.</p> <p style="text-align: right;">3</p>	 <p>ARTS AND HISTORY</p> <p>Budding local artists and historians have access to multi-media facilities in centres to develop projects</p> <p>Needs: tutors, equipment</p> <p style="text-align: right;">2</p>

Appendix 5 - Example Sector Group Priorities

Business Sector Group ICT Priorities

Business	Timing <small>(Click on a card link to see more detail)</small>		
	Short	Medium	Long
High Priority	Broadband for all (3) e-Riders (2)	Networks for groups (1)	
Medium Priority	Volunteers and mentors (1)	e-Commerce (3)	Meetings on line (1)
Low Priority		Media centre (3) Demonstration days (1)	
Resources:	Deployment agency – funds Skilled staff and subsidies Organising and support	Training and E-commerce systems Facilitation Equipment and staff	Skills and facilitation

Youth Sector Group ICT Priorities

[Back to Community ICT Project Resources Page](#) | [Previous Sector Priorities Page](#) | [Next Sector Priorities Page](#)

Youth	Timing <small>(Click on a card link to see more detail)</small>		
	Short	Medium	Long
High Priority	Broadband for all (3)	Centre Cybercafe (2)	
Medium Priority	Digital champions (1) Volunteers and mentors (1)	Youth music project (2) Arts and history (2) Media centre (3) Demonstration days (1)	
Low Priority			
Resources:	Desks/chairs Digi-cams/video equipment Volunteer/mentors Transport Available artists/ historians	Venue (central) Computers/printers Coffee making machine, etc Staff Pens/paper Broadband (hook up) Security Software/technical support Music facilities and staff and venue Arts facilities/staff/ tutors	

Rural Sector Group ICT Priorities

Rural/Businesses	Timing (Click on a card link to see more detail)		
	Short	Medium	Long
High Priority	Broadband for all (3) Infrastructure (added)	Online learning (2)	
Medium Priority	e-Riders (2) Digital champions (1)	e-Commerce (3)	
Low Priority	Visioning workshops (2)	Networks for groups (1)	
Resources:	South Waikato business development centre Facilitation group/ skilled people Deployment agency Training and support programme (organisations) Equipment	Online courses	

Pacific Peoples Sector Group 1 ICT Priorities

Pacific People Group 1	Timing (Click on a card link to see more detail)		
	Short	Medium	Long
High Priority	Education-Training-Tutors (added)	Arts and history (2) e-Commerce (3)	Centre Cybercafe (2)
Medium Priority	Home access (1)	Youth music project (2)	Media centre (3)
Low Priority			Starting new business with ICT (added)
Resources:	Funding – tutors, equipment, Software, facilities, stationery, venue, transport		Budget

Maori Sector Group ICT Priorities

Maori	Timing (Click on a card link to see more detail)		
	Short	Medium	Long
High Priority	Home access (1)	Broadband for all (2)	Media centre (3)
Medium Priority	Schools sharing (2)	Online learning (2)	Networks for groups (1)
Low Priority	Youth music project (2)		History and Genealogy (1)
Resources:			

Education Sector Group 1 ICT Priorities

Education Group 1	Timing <small>(Click on a card link to see more detail)</small>		
	Short	Medium	Long
High Priority	Out of the silos (2) Schools sharing (2)	Home access (1)	
Medium Priority		Recycled computers (1)	On-line learning (2) e-Riders (2)
Low Priority		Non-Profit Support (2)	Equipment library (2) Volunteers and mentors (1)
Resources:	Government legislation Government funding Partnerships between organisations, educational institutions and community. Skills – existing expertise.	Affordability/ sponsorship Marketing ICT community skills – software support staff IT partnerships Funding	Funding (MOE) Qualified tutors, storage space, IT infrastructure – partnerships between education, community and organisations

Education Sector Group 2 ICT Priorities

Education Group 2	Timing <small>(Click on a card link to see more detail)</small>		
	Short	Medium	Long
High Priority	Broadband for all (3) Visioning workshops (2)	Digital champions (1)	
Medium Priority	Online learning (2)	Volunteers and mentors (1) e-Riders (2)	Schools sharing (2) Equipment library (2) Recycled computers (1)
Low Priority			
Resources:			

Appendix 7 - Sector Groups Research

Sector Groups, established during the Connecting Communities Game (See Appendix 3 for Game details), typically require additional information in order to get their projects ready for funding.

The objectives of Sector Groups Research are:

- To identify current use of Digital Technology for community and economic development.
- To identify barriers to uptake of Digital Technology generally and existing local Digital Technology provisions specifically.
- To explore solutions to those barriers.
- To identify potential local economic opportunities relating to Digital Technology.
- To assess the potential impact of Digital Technology on existing community and economic infrastructures and organisations.

Note: For smaller communities, research may seem difficult to justify. Nevertheless solid, evidence-based, research is the key to successful projects. And, having great data means you can quickly identify weak projects which saves your community time and money.

1. Recruiting the Research Team

Research data is gathered via a series of focus groups held with key stakeholders from each Sector Group within your community.

Focus groups should be facilitated by a skilled Research Group, headed by a Research Coordinator and (ideally) supported by local volunteers. Where practical this approach builds the research skill capability of the local volunteers in the Research Group. The volunteers are trained to select key themes from focus group sessions and then prepare final research reports.

This process is detailed below.

2. Identifying the focus group participants:

Focus groups should represent all Community Sectors created during the Connecting Communities Game session. Example groups include:

- Aboriginal groups
- Community groups
- Community based social service and health providers
- Young people
- Older people
- Unemployed people
- Education providers: including pre-schools, schools, tertiary and private providers
- Government agencies
- Rural businesses
- Town based, community, businesses

Focus group meetings should be conducted in the languages, and at locations, appropriate to the participants.

3. Identifying focus group leaders

Identify volunteers from the local digital technology network who are also members of each of the Focus Group target populations. (Typically people who attended the Connecting Community Game meeting)

4. Preparing the briefs for the Focus Groups

Research Team meetings help to identify key questions for the focus groups and develop a recruitment plan for inviting focus group participants.

The Research Coordinator meets with the focus group leaders to:

- Introduce the concept of focus groups
- Work through the ethics of this method
- Develop scripts for the focus groups
- Review the recruitment plan
- Agree the timescale for conducting the focus groups (Research Coordinator or their representatives will attend the focus groups), and completing the research reports.

The Research Process

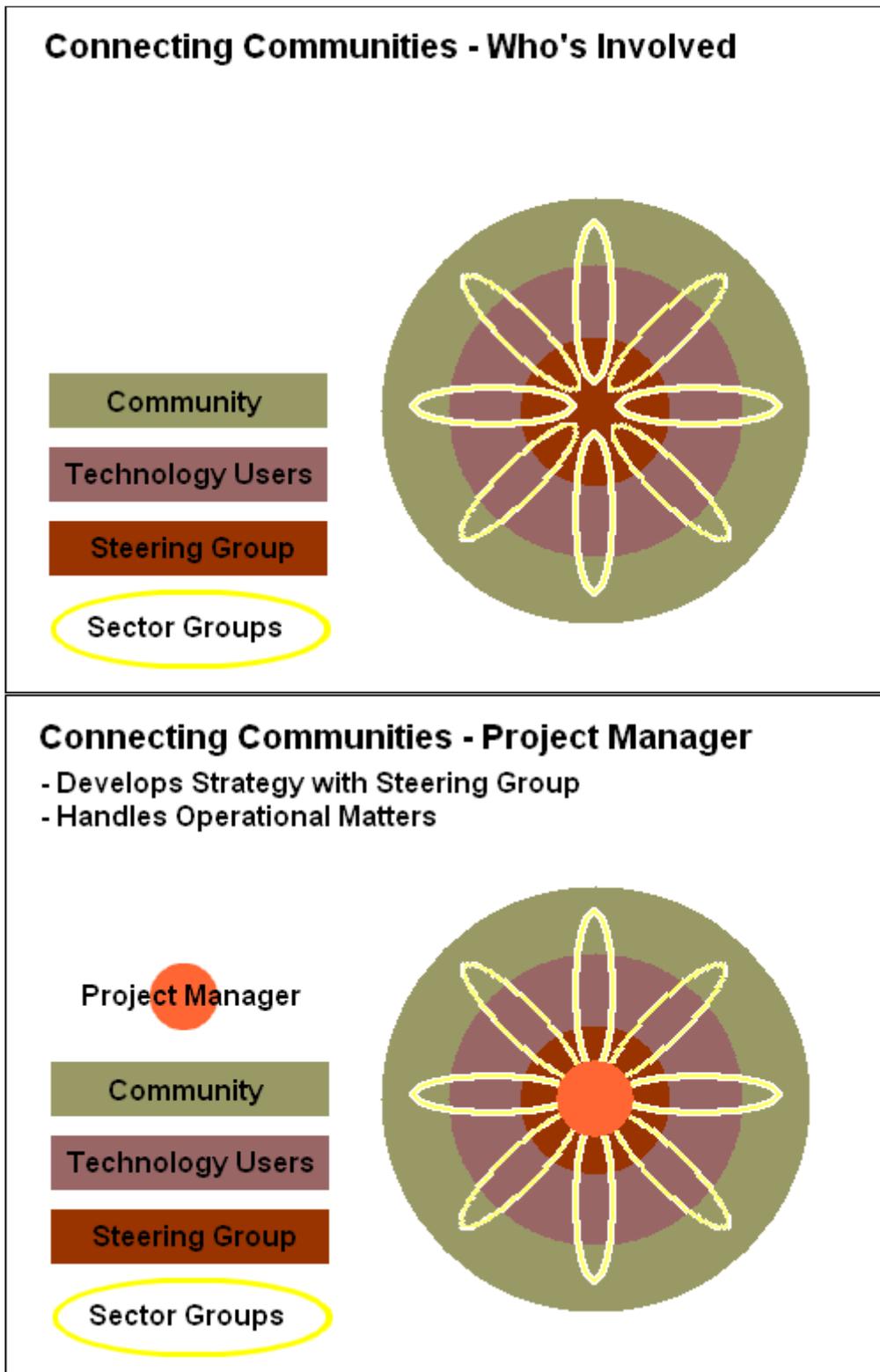
Once the Focus Group meetings have taken place, and material has been translated and transcribed, the Focus Group leaders attend a workshop with the Research Coordinator to identify key themes, quotes and report structures.

Draft reports are then developed by the Focus Group Leaders and submitted to the Research Coordinator for review and edit.

A further meeting between the Research Coordinator and the focus group leaders reviews the work to date and finalises the Research Report.

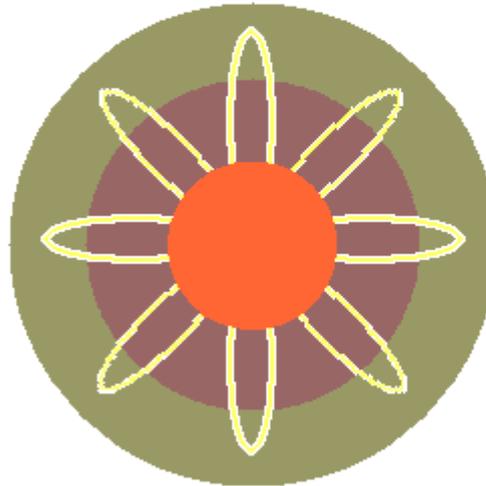
The Research Reports for each sector are then presented to each of the Sector Groups. The group already has a priorities list of projects from the Game session. Armed with solid evidence-based data each group now has the ability to make informed choices about each of the priority projects prior to getting into detailed planning/scheduling/budgeting and/or funding applications.

Appendix 8 - Relationships / Roles



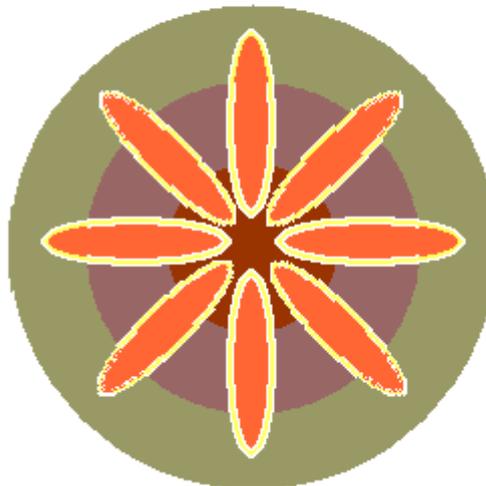
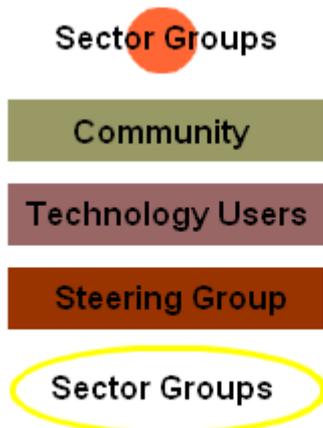
Connecting Communities - Steering Group

- Communicating with Sector Groups
- Digital Champions
- Prioritising Projects
- Tracking Projects



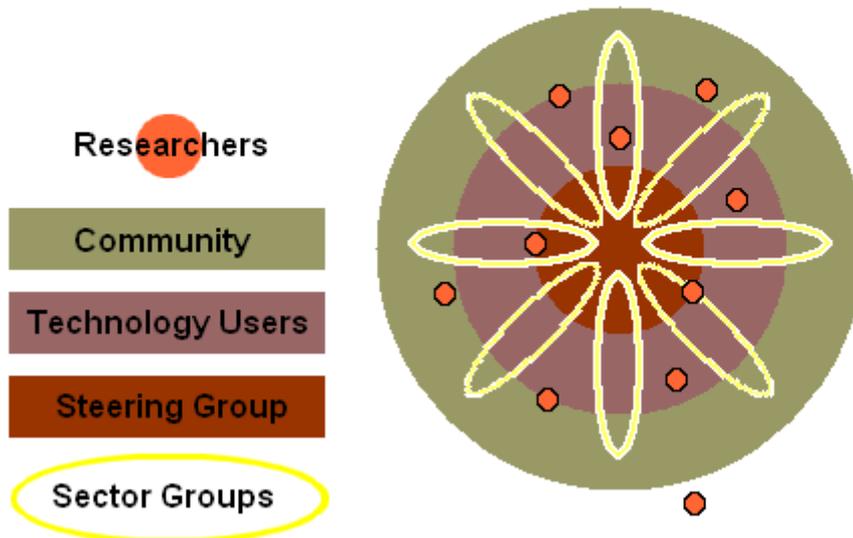
Connecting Communities - Sector Groups

- Developing/Enhancing Communication within Community
- Project Champions & Teamlet Members
- Maintaining Vision for Sector
- Identifying Resources



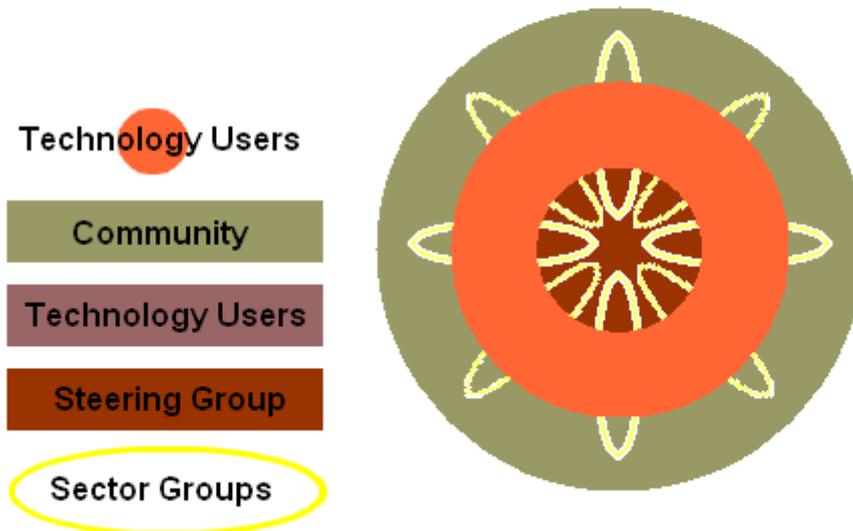
Connecting Communities - Project Researchers

- Developing research briefs on behalf of Steering Groups
- Undertaking and Supporting Research Projects



Connecting Communities - Technology Users

- Communicating developments to wider community
- Collaborating between Sector Groups
- Drivers & Teamlet members for core support projects



Appendix 9 – Assessing Steering Group Strengths

Leadership Skills	Need Some Help	OK	Good
Beginning new tasks, ideas, projects			
Getting people to work together			
Negotiating			
Inspiring trust			
Persuading people			
Promoting change			
Taking risks			
Taking difficult decisions			
Seizing opportunities			
Spotting problems			
Solving problems			
Challenging ideas and actions			
Dealing well with crises			
Figuring out new ways of doing things			
Evaluating team effectiveness			
Assessing people's needs			
Building a team			
Using the skills of others			
Giving feedback			
Speaking at meetings			
Conducting ceremonies			
Chairing a meeting			
Planning and Organising Skills	Need Some Help	OK	Good
Meeting deadlines			
Co-ordinating tasks			
Managing time			
Deciding on priorities			
Setting goals			
Setting standards			
Setting deadlines			
Improvising / adapting ideas			
Researching			
Keeping records			
Communication Skills	Need Some Help	OK	Good
Listening intently			
Communicating clearly in speech			
Communicating clearly in writing			
Giving clear instructions			
Translating			
Giving a good talk			
Interviewing			
Being interviewed			
Stating your views to an authority figure			
Refusing to allow yourself to be manipulated			
Telling people how you feel			
Stating your views clearly			
Accepting different opinions			
Interpersonal Skills	Need Some Help	OK	Good
Solving arguments			
Understanding how others feel			
Anticipating people's needs			
Working well with a team			
Encouraging people			
Representing others			
Helping people to develop themselves			

Appendix 10 - Sample Project Planning Checklist

Research	What	Why	How	When	Who	Other?
Asset mapping						
Needs analysis						
Web work						
Networking	What	Why	How	When	Who	Other?
Membership base						
Sector groups						
Other people in the loop						
Communications						
Meetings						
Issues for presentation						
Decisions						
Promoting Possibilities	What	Why	How	When	Who	Other?
Content of sessions						
Promoters						
Audiences						
Show & tell sessions						
Drop in sessions						
Formal sessions?						
Visioning	What	Why	How	When	Who	Other?
Training						
Community involvement						
Session locations						
Session leaders						
Session recorders						
Budgets						
Project Drivers/ Teamlets	What	Why	How	When	Who	Other?
Recruiting members						
Briefing steering group						
Communicating						
Decision making						
Draft plans						
Budgets						
Community sign off						
Partners & Resources	What	Why	How	When	Who	Other?
Recruiting						
Involving						
Participating						
Signing up						
Business Planning	What	Why	How	When	Who	Other?
Sustainability checks	What	Why	How	When	Who	Other?
Implementation	What	Why	How	When	Who	Other?

Appendix 11 – Further Reading

New Rules for the New Economy - By Kevin Kelly

Twelve dependable principles for thriving in a turbulent world

http://www.wired.com/wired/archive/5.09/newrules_pr.html

“In the Network Economy, productivity is not our bottleneck. Our ability to solve our social and economic problems will be limited primarily by our lack of imagination in seizing opportunities, rather than trying to optimize solutions. In the words of Peter Drucker, as echoed recently by George Gilder, "Don't solve problems, seek opportunities." When you are solving problems, you are investing in your weaknesses; when you are seeking opportunities, you are banking on the network. The wonderful news about the Network Economy is that it plays right into human strengths. Repetition, sequels, copies, and automation all tend toward the free, while the innovative, original, and imaginative all soar in value.

Our minds will at first be bound by old rules of economic growth and productivity. Listening to the network can unloose them. In the Network Economy, don't solve problems, seek opportunities.”

"The Long Tail: Why the Future of Business is Selling Less of More" – by Chris Anderson (ISBN-10: 1401302378)

<http://www.amazon.com/The-Long-Tail-Business-Selling/dp/B001Q9E9F6>

“What happens when the bottlenecks that stand between supply and demand in our culture go away and everything becomes available to everyone?

"The Long Tail" is a powerful new force in our economy: the rise of the niche. As the cost of reaching consumers drops dramatically, our markets are shifting from a one-size-fits-all model of mass appeal to one of unlimited variety for unique tastes. From supermarket shelves to advertising agencies, the ability to offer vast choice is changing everything, and causing us to rethink where our markets lie and how to get to them. Unlimited selection is revealing truths about what consumers want and how they want to get it, from DVDs at Netflix to songs on iTunes to advertising on Google.

However, this is not just a virtue of online marketplaces; it is an example of an entirely new economic model for business, one that is just beginning to show its power. After a century of obsessing over the few products at the head of the demand curve, the new economics of distribution allow us to turn our focus to the many more products in the tail, which collectively can create a new market as big as the one we already know.

The Long Tail is really about the economics of abundance. New efficiencies in distribution, manufacturing, and marketing are essentially resetting the definition of what's commercially viable across the board. If the 20th century was about hits, the 21st will be equally about niches.”

Australasian Government, Academic and Community publications related to “Connecting Communities”

"Connecting Communities - A Strategy for Government Support of Community Access to Information and Communications Technology" (2002) - New Zealand Government publication launching the Connecting Communities Strategy - <http://www.dol.govt.nz/PDFs/cegBooklet2000.pdf>

“A Review of New Zealand's Digital Strategy” - Journal of Community Informatics, 2005. Includes comments about "important issues attending its implementation and future" - <http://ci-journal.net/index.php/ciej/article/viewFile/263/221>

“Community Access to Digital Technologies Literature Review” (2012) - New Zealand Government Department Of Internal Affairs - - [https://www.dia.govt.nz/pubforms.nsf/URL/Digital-divide-Literature-Review.pdf/\\$file/Digital-divide-Literature-Review.pdf](https://www.dia.govt.nz/pubforms.nsf/URL/Digital-divide-Literature-Review.pdf/$file/Digital-divide-Literature-Review.pdf)

“The Rural Capacity Toolkit” aims to support rural and regional Queenslanders as they work towards increasingly sustainable, liveable and prosperous rural communities – <http://www.qld.gov.au/web/community-engagement/guides-factsheets/documents/rural-capacity-building-toolkit.pdf>

An **online hub** of resources designed to strengthen communities from CommunityNet Aotearoa/New Zealand - <http://www.community.net.nz/resources/community-resource-kit/contents-of-the-community-resource-kit/>

“Connecting Communities Game” – Photographs from a community meeting http://remarkable.co.nz/connecting_communities/pics_album/index.html

“National Broadband Applications Project Conference”, New Zealand (Nov 2002) – http://remarkable.co.nz/connecting_communities/nelson_broadband_internet_conference_ideas.htm

Social Capital and Economic Development

The Place of Social Capital in Understanding Social and Economic Outcomes, OECD.

“It is hardly possible to overrate the value...of placing human beings in contact with persons dissimilar to themselves, and with modes of thought and action unlike those with which they are familiar... Such communication has always been, and is peculiarly in the present age, one of the primary sources of progress.” (John Stuart Mill)

<http://www.oecd.org/innovation/research/1824913.pdf>

Social Capital in Poverty Reduction and Economic Development, (World Bank)

Theories of economic development stress the importance of money and machinery, a healthy and skilled workforce and technology. However, development and growth specialists are uncovering the importance of social cohesion for societies to prosper economically and for development to be sustainable (Knack and Keefer 1997, Putnam 1993). "Social capital...forms the underpinnings of poverty and prosperity." (Narayan 1997)

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTSOCIALCAPITAL/O,,contentMDK:20186616~menuPK:418214~pagePK:148956~piPK:216618~theSitePK:401015,00.html>

Appendix 12 – Checklist/Schedule Template

Project Preparation		20.5 days	1/04/2014 8:00	29/04/2014 12:00	
	Identify CC Project Manager	1 wk	1/04/2014 8:00	7/04/2014 17:00	
	Identify CC Core Support Group	1 wk	8/04/2014 8:00	14/04/2014 17:00	2
	Describe Initial Vision for Project	2 hrs	15/04/2014 8:00	15/04/2014 10:00	3
	Describe Benefits of Project	2 hrs	15/04/2014 10:00	15/04/2014 12:00	4
	Secure Startup Resources	1 wk	15/04/2014 13:00	22/04/2014 12:00	5
	Identify Probable Long Term Resources	1 wk	22/04/2014 13:00	29/04/2014 12:00	6
Engage Key Stakeholders		5.5 days	29/04/2014 13:00	6/05/2014 17:00	
	Identify Key Stakeholders	2 hrs	29/04/2014 13:00	29/04/2014 15:00	7
	Key Stakeholders Initial Workshop	1 wk	29/04/2014 15:00	6/05/2014 15:00	9
	Key Stakeholders Draft Project Ideas	1 hr	6/05/2014 15:00	6/05/2014 16:00	10
	Key Stakeholders Draft Potential Benefits	1 hr	6/05/2014 16:00	6/05/2014 17:00	11
Develop Game Cards		6.38 days	7/05/2014 8:00	15/05/2014 11:00	
	Recruit Sector Presenters	1 wk	7/05/2014 8:00	13/05/2014 17:00	12
	Initial Sector Projects List	3 hrs	14/05/2014 8:00	14/05/2014 11:00	14
	Design/Develop Game Cards	1 day	14/05/2014 11:00	15/05/2014 11:00	15
Asset Mapping Research		4 days	15/05/2014 11:00	21/05/2014 11:00	
	ID Big Picture Issues	1 day	15/05/2014 11:00	16/05/2014 11:00	16
	ID Current Public Access Points	1 day	16/05/2014 11:00	19/05/2014 11:00	18
	ID Community Opportunities	1 day	19/05/2014 11:00	20/05/2014 11:00	19
	ID Current Technical Support	1 day	20/05/2014 11:00	21/05/2014 11:00	20
Connecting Communities Game		10.35 days	21/05/2014 11:00	4/06/2014 14:48	
	Secure Venue and Resources	1 hr	21/05/2014 11:00	21/05/2014 12:00	21
	Promote Game	2 wks	21/05/2014 13:00	4/06/2014 12:00	23
	Set up Venue	0.23 days	4/06/2014 13:00	4/06/2014 14:48	24
	Introduction	0.1 hrs	4/06/2014 13:00	4/06/2014 13:06	
	<i>Sector Groups</i>	0.14 days	4/06/2014 13:06	4/06/2014 14:12	
	<i>Describe Current Local Situation</i>	0.1 hrs	4/06/2014 13:06	4/06/2014 13:12	26
	<i>Choose Game Cards</i>	0.25 hrs	4/06/2014 13:12	4/06/2014 13:27	28
	<i>Plan Priorities</i>	0.25 hrs	4/06/2014 13:27	4/06/2014 13:42	29
	<i>Sector Priorities Presentation</i>	0.5 hrs	4/06/2014 13:42	4/06/2014 14:12	30
	Overall Community Priorities	0.25 hrs	4/06/2014 14:12	4/06/2014 14:27	31
	Recruit Sector Leaders for Steering Group	0.25 hrs	4/06/2014 14:27	4/06/2014 14:42	32
	Set Date for first Steering Group Meeting	0.1 hrs	4/06/2014 14:42	4/06/2014 14:48	33
Load Game Attendees Database		0.5 days	4/06/2014 14:48	5/06/2014 9:48	34
Initial Steering Group Meeting		2 hrs	5/06/2014 9:48	5/06/2014 11:48	35
Develop Research Plan		3 hrs	5/06/2014 11:48	5/06/2014 15:48	36
Projects Research		9 days?	5/06/2014 15:48	18/06/2014 15:48	
	Recruit Head Researchers	1 day	5/06/2014 15:48	6/06/2014 15:48	37
	Recruit Research Team Volunteers	1 day	6/06/2014 15:48	9/06/2014 15:48	39
	Train Researcher Volunteers	1 day	9/06/2014 15:48	10/06/2014 15:48	40
	Recruit Focus Groups for Research	1 day	10/06/2014 15:48	11/06/2014 15:48	41
	Identify Research Focus Group Leaders	1 day	11/06/2014 15:48	12/06/2014 15:48	42
	Conduct Focus Group Research	1 day	12/06/2014 15:48	13/06/2014 15:48	43
	Prepare Focus Group Reports	1 day	13/06/2014 15:48	16/06/2014 15:48	44
	Finalise Findings with Focus Group Leaders	1 day	16/06/2014 15:48	17/06/2014 15:48	45
	Present Research to Steering Group	1 day	17/06/2014 15:48	18/06/2014 15:48	46
Steering Group Adjust Project Priorities (if required)		3 hrs	18/06/2014 15:48	19/06/2014 9:48	47
Update Changes to Sector Groups		1 wk	19/06/2014 9:48	26/06/2014 9:48	48
Sector Group Meetings Round #1		1 wk	26/06/2014 9:48	3/07/2014 9:48	49
PROJECT MANAGEMENT PHASE BEGINS		0 days	3/07/2014 9:48	3/07/2014 9:48	50

ID	Task Name	Duration	Start	Finish	April				May				June				July
					31/03	7/04	14/04	21/04	28/04	5/05	12/05	19/05	26/05	2/06	9/06	16/06	23/06
1	Project Preparation	20.5 days	Tue 1/04/14	Tue 29/04/14	[Progress bar]												
8	Engage Key Stakeholders	5.5 days	Tue 29/04/14	Tue 6/05/14					[Progress bar]								
13	Develop Game Cards	6.38 days	Wed 7/05/14	Thu 15/05/14						[Progress bar]							
17	Asset Mapping Research	4 days	Thu 15/05/14	Wed 21/05/14							[Progress bar]						
22	Connecting Communities Game	10.35 days	Wed 21/05/14	Wed 4/06/14								[Progress bar]					
35	Load Game Attendees Database	0.5 days	Wed 4/06/14	Thu 5/06/14									[Progress bar]				
36	Initial Steering Group Meeting	2 hrs	Thu 5/06/14	Thu 5/06/14										[Milestone]			
37	Develop Research Plan	3 hrs	Thu 5/06/14	Thu 5/06/14											[Milestone]		
38	Projects Research	9 days?	Thu 5/06/14	Wed 18/06/14											[Progress bar]		
48	Steering Group Adjust Project Priorities (if required)	3 hrs	Wed 18/06/14	Thu 19/06/14												[Milestone]	
49	Update Changes to Sector Groups	1 wk	Thu 19/06/14	Thu 26/06/14												[Task]	
50	Sector Group Meetings Round #1	1 wk	Thu 26/06/14	Thu 3/07/14												[Task]	
51	PROJECT MANAGEMENT PHASE BEGINS	0 days	Thu 3/07/14	Thu 3/07/14													[Milestone]

Project: Connecting Communities Ten Date: Thu 27/03/14	Task		Milestone		External Tasks	
	Split		Summary		External Milestone	
	Progress		Project Summary		Deadline	