<table>
<thead>
<tr>
<th>Topic</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents of the Guide Book</td>
<td>02</td>
</tr>
<tr>
<td>Section 01 – Introduction to documentation and communication</td>
<td>04</td>
</tr>
<tr>
<td>Section 02 – Making a plan for Documentation and Communication product</td>
<td>08</td>
</tr>
<tr>
<td>Section 03 – Making an overall Documentation and Communication plan</td>
<td>16</td>
</tr>
<tr>
<td>Section 04 – Building Documentation and Communication skills</td>
<td>19</td>
</tr>
<tr>
<td>Section 05 – Information cards for developing Documentation and Communication products</td>
<td>30</td>
</tr>
</tbody>
</table>
Contents of the Guide Book

Contents: Documenting and Communicating HIV/AIDS Work is a guide book to support NGOs/CBOs.

Contents
Introduction to the Guide Book

Section 1: Introducing documentation and communication
1.1 What is documentation and communication?
1.2 Why do we document and communicate?
1.3 Who do we document and communicate for?
1.4 What makes good documentation and communication?
1.5 What can we learn from our past documentation and communication?
1.6 What skills do we need for documentation and communication?
1.7 What difficulties and sensitivities are there in documenting and communicating HIV/AIDS work?

Section 2: Making a plan for a documentation and communication product
2.1 Making a planning framework and grid
   • Step 1: Deciding an aim and objectives
   • Step 2: Identifying priority audiences
   • Step 3: Choosing key messages
   • Step 4: Selecting a product
   • Step 5: Developing the product
     o Step 5A: What structure, content and style will the product have?
     o Step 5B: How will the product be prepared and produced?
     o Step 5C: Who will do the work?
     o Step 5D: When will the work be done?
   • Step 6: Planning Step 6: Disseminating the product
   • Step 7: Planning Step 7: Monitoring and evaluating the product
2.2 Finalizing the plan

Section 3: Making an overall documentation and communication plan
3.1 Making an overall documentation and communication plan
3.2 Integrating documentation and communication into an organizational plan

Section 4: Building documentation and communication skills
4.1 Identifying strengths, weaknesses, gaps and lessons learned
4.2 Preparing an effective interview
4.3 Taking good notes
4.4 Choosing how to present information
4.5 Linking text and visuals
4.6 Keeping information short
4.7 Using simple language
4.8 Using appropriate and accurate language
4.9 Taking good photographs
4.10 Using photographs well
4.11 Making good visual aids
4.12 Delivering effective presentations

Section 5: Information cards – for developing documentation and communication products
5.1: Case study
5.2: Newsletter
5.3: Leaflet
5.4: Workshop report
5.5: Abstract
5.6: Annual report
5.7: Presentation
5.8: Policy report
5.9: Photo-story book
5.10: Website
Section 1: Introduction to documentation and communication

Summary

This section helps NGOs/CBOs to “lay the foundations” for their documentation and communication work. This involves thinking through the basic issues involved – such as what documentation and communication is, why it is done, and who it is for.

This section also helps NGOs/CBOs to think about what makes good documentation and communication, to learn from their past experiences in this area, and to think about what relevant skills they will need in the future. Finally, it helps NGOs/CBOs to think about issues that are specific to documentation and communication of HIV/AIDS work.

This section is important because it helps NGOs/CBOs to “get off on the right track” in their documentation and communication. This is achieved by having a strong understanding of what this area of work is and is not about, and what it can and cannot achieve. This understanding will, in turn, help NGOs/CBOs to develop documentation and communication plans that are focused, realistic and effective.

1.1) What is documentation and communication?

Before starting work on documentation and communication, an NGO/CBO needs to understand what the term means.

Many people have different ideas about what type of work documentation and communication involves. So, developing a common understanding is important – to help organisations to “lay the foundations” for plans that will be clear and focused.

For an NGO/CBO involved in HIV/AIDS, documentation and communication is about recording, learning from and sharing its experiences, results and lessons learned – for the benefit of its own organization and others.

This is different from Information, Education and Communication (IEC) – which an NGO/CBO might carry out as part of its programme work to raise awareness about HIV/AIDS among community members.

1.2) Why documentation and communication is important?

Having decided what documentation and communication is, an NGO/CBO needs to think about why they might do it.

Documentation and communication has many benefits. These include helping NGOs/CBOs to raise their profile and plan and monitor their work. However, it also takes time, energy and resources. So, deciding why an NGO/CBO should do it involves looking at what advantages the work can bring to an organization and its HIV/AIDS work.
1.3) How to develop a broad understanding of audiences for documentation and communication work?

Having decided what documentation and communication is and why it should be done, an NGO/CBO needs to think about who they do it for.

Documentation and communication can be carried out for many different audiences, including:
- Existing ones (such as a current donor) and potential ones (such as a new donor).
- Internal ones (such as NGO/CBO staff) and external ones (such as other NGOs/CBOs).
- Individuals (such as the Minister for Health) and whole sectors (such as health professionals).

In practice, each documentation and communication product needs to have a specific audience. However, as a starting point, NGOs/CBOs need to think about all of the potential audiences that could be reached through their work.

1.4) How to develop a common understanding of what makes good documentation and communication?

Documentation and communication that is interesting and well thought through has the most impact. Therefore, NGOs/CBOs need to consider how to record and present their work as creatively and effectively as possible.

Good documentation and communication does not need to be expensive or complicated. Instead, it needs to be appropriate and of good quality – in terms of style, format, content and accuracy.

**Strengths of documentation and communication products**
- Provides information from different sources.
- Provides brief and concise information.
- Uses quotes from the participants in the project.
- Has a “catchy” title.
- Has a good balance between text and visuals, including symbols, drawings and graphics.
- Looks interesting, and is colorful and attractive.
- Is informative for the target audience.
- Uses simple language.
- Is well organized and laid out.
- Has a clear aim.

**Weaknesses of documentation and communication products**
- Is too structured and “bookish”.
- Is limited to one very specific target audience.
- Has too much wasted space.
- Uses a font that is too small to read easily.
- Is too detailed – making it difficult to know what the key points are.
- Has text and visuals that don’t match.
- Lacks details about how to access the services of the organization.
- Has no conclusion.
1.5) How to review past documentation and communication work in order to improve future work?
One important way for an NGO/CBO to prepare for its future documentation and communication work is by learning from its past work.

Almost all NGOs/CBOs have already carried out some degree of documentation and communication work. Looking at the “ups” and “downs” of these experiences can help them to see how much work they have done in this area to date. More importantly, it can help them to learn from what has or has not gone well.

Useful criteria for deciding if past documentation and communication work has been successful include:
- Was it clearly thought through?
- Was it timely?
- Was it useful for its audience?

1.6) How to identify what skills an NGO/CBO needs to carry out documentation and communication work?
Before planning documentation and communication, an NGO/CBO needs to identify what skills it needs to carry out this work effectively and efficiently.

Documentation and communication skills include:
- Listening, Recording, Word processing, Analysing, Writing, Planning, Collecting data, Prioritizing, Drawing, Editing and Designing

Different people in an organization have different skills to contribute to documentation and communication work. It is useful for an NGO/CBO to think about the overall skills that they will need to carry out their work, to identify their relevant strengths and weaknesses, and to develop ways to address any gaps.

1.7) How to develop a common understanding of what specific issues should be considered for documentation and communication of HIV/AIDS work?
Documenting and communicating HIV/AIDS activities can be similar to that of any other area of community development work. However, there are also some specific issues for NGOs/CBOs to consider.

HIV/AIDS can involve highly sensitive issues, about areas such as people’s social and sexual lives. It can also involve complex information, such as HIV infection rates and medical information about HIV/AIDS. Therefore, NGOs/CBOs need to consider how to record and present their experiences in a way that is not only interesting and easy to understand but also respects those involved and is technically accurate.
What makes documentation and communication of HIV/AIDS work different?

- It is a very sensitive subject.
- It is a global issue.
- It involves issues around confidentiality.
- It is a technical issue – with a lot of jargon and complex information.
- It involves peoples’ private and sexual lives.
- It is an issue full of stigma and discrimination.
- It is a political issue.

Guidelines for documenting and communicating our HIV/AIDS work

- Be gender and culture sensitive.
- Use politically correct language.
- Always check the accuracy of information and data.
- Uphold and promote human rights.
- Use local language that cannot be misinterpreted.
- Ensure that whoever is producing our documentation and communication is knowledgeable about HIV/AIDS.
Section 2: Making a plan for documentation and communication product.

Summary
This section helps NGOs/CBOs to prepare a detailed plan for a specific documentation and communication product.

This section starts by supporting NGOs/CBOs to develop a planning framework – showing the type and order of steps to take. It then guides NGOs/CBOs through each step, including selecting an aim and objectives, priority audiences, key messages and a product. It then provides in-depth support in how to develop a specific product, including attention to structure, content and style, preparation and production, who will do the work, and when it will be done. It then covers disseminating, monitoring and evaluating the product. Section 2 ends by helping NGOs/CBOs to take a step back in order to review and finalize their plan.

This section is important because it helps NGOs/CBOs to think through all the steps involved in developing documentation and communication products. It encourages groups to be creative, but also strategic and realistic. This helps to ensure that their efforts will bring concrete benefits to their organization and its HIV/AIDS work.

2.1) How to make a planning framework and planning grid for a specific documentation and communication product?
To develop a specific documentation and communication product, it is useful for an NGO/CBO to develop and follow a plan.

One way to start this process is to develop a planning framework – which provides an outline of the steps to take. It ensures that each step is thought through and contributes to a strong overall plan. A framework can be arranged in a number of different ways, according to the needs of NGOs/CBOs and the processes that they are used to.

Once finalized, a planning framework can be documented in the form of a planning grid. This is a simple way of recording the key details – to ensure that the information can be shared within an NGO/CBO and with others.

There are seven steps for planning framework and grid for a specific documentation and communication product,

- Step 1: Deciding an aim and objectives.
- Step 2: Identifying priority audiences.
- Step 3: Choosing key messages.
- Step 4: Selecting a product the product.
- Step 5: Developing the product.
  - Step 5a: How to decide structure, content and style?
  - Step 5b: How will the product be prepared and produced?
  - Step 5c: Who will do the work to develop the product?
  - Step 5d: When the work for developing the product will be done?
- Step 6: Disseminating the product.
- Step 7: Monitoring and evaluating the product.
Step 1: How to decide the overall aim and objectives for an NGO’s/CBO’s documentation and communication work, and to select one objective on which to focus.

The first step of a documentation and communication plan is to decide an overall aim and objectives. This will help to make sure that an NGO’s/CBO’s work is focused.

A documentation and communication aim describes how the NGO’s/CBO’s documentation and communication work will contribute to their organizational missions. Documentation and communication objectives are the different areas of work or strategies that an NGO/CBO will undertake to achieve its documentation and communication aim. Objectives should be:

- **Specific** – in relation to stating what will be done
- **Measurable** – in relation to monitoring and evaluation
- **Appropriate** – in relation to the organization’s vision, mission and goals
- **Realistic** – in relation to the organization’s potential capacity and experience
- **Time-bound** – in relation to when the work will be done

Example

The aim and objective of documentation and communication for a local NGO/CBO could be,

**Aim:** The aim of our documentation and communication work is to challenge church groups to improve and establish mobilization strategies for church responses against HIV/AIDS.

**Objective I**

To improve the response of churches to HIV/AIDS by documenting and communicating our lessons learned and best practices about mobilizing evangelical church groups to respond to issues about HIV/AIDS by April 2003.

**Objective II**

To advocate to the churches to respond to HIV/AIDS by documenting and communicating our experiences of working with children infected and affected by HIV/AIDS by April 2003.

Step 2: How to identify the priority audiences for a chosen documentation and communication objective.

Having decided on an aim and priority objective, an NGO/CBO needs to identify the audiences for their documentation and communication objective.

An audience is who an NGO/CBO wants to reach through its documentation and communication work. It is the target – meaning the person, organization or sector that they want to communicate with and inform.

There are many possible audiences for documentation and communication work. However, an NGO/CBO needs to prioritize them – so that its work can be developed with a specific target in mind. It also needs to decide how many people it wants to reach within its audience.
Step 3: How to choose key messages for the selected documentation and communication objective.
Having decided an aim, chosen objective and priority audiences, an NGO/CBO needs to decide on the key messages to use.

Key messages are the most important ideas that an NGO/CBO wants to communicate. They are the key points that will remain in people’s minds after they have read a report, watched a video or listened to a cassette.

Key messages need to be:
- Inspiring
- Memorable
- Positive
- Attention-grabbing
- Clear
- Taken from practical experience

Example
The key messages for a local NGO/CBO working with youth in the filed of reproductive health could be,
- Peers can be effective in influencing behavior change among other young people.
- Young people are involved in commercial sex in our city, and need support.
- Economic development in our city has exposed young people to situations that threaten their reproductive health.

Step 4: How to select a product for a chosen documentation and communication objective.
Having identified its priority audiences and key messages, an NGO/CBO needs to select an appropriate documentation and communication product.

Products are the documentation and communication materials that an NGO/CBO develops. There are many different types, depending on the needs and resources of an NGO/CBO. Examples include:
- Case studies, Newsletters, Leaflets, Photo-story books, Websites, Videos, Policy reports, Workshop reports, Presentations, Abstracts, Annual reports and Radio programmes.

As well as deciding what type of product to develop, an NGO/CBO needs to decide how many it wants to produce. This will depend on the number of people that it wants to reach.
Example
The products for a documentation and communication objective for a local NGO/CBO could be,
- Video
- TV programme
- Radio programme
- Newsletter

Step 5A: How to decide the structure, content and style of a documentation and communication product.
Having selected its documentation and communication product, an NGO/CBO needs to decide how to develop it. The first step is to decide what structure, content and style to use.

Structure and content refers to what the product will contain and in what order and format.

Style refers to how the information in the product will be presented and designed.

<table>
<thead>
<tr>
<th>Structure and contents outline</th>
<th>Style outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ Title and cover page</td>
<td>~ Formal</td>
</tr>
<tr>
<td>~ Table of contents</td>
<td>~ Six pages long</td>
</tr>
<tr>
<td>~ List of abbreviations</td>
<td>~ Logo on the cover</td>
</tr>
<tr>
<td>~ Executive summary</td>
<td>~ Margined and paragraphed text</td>
</tr>
<tr>
<td>~ Introduction</td>
<td>~ Numbered pages</td>
</tr>
<tr>
<td>~ Aim and objectives</td>
<td>~ Underlined headings</td>
</tr>
<tr>
<td>~ Activity report for each project</td>
<td>~ Pictures, tables and graphs</td>
</tr>
<tr>
<td>~ Recommendations</td>
<td>~ italics for quotations</td>
</tr>
<tr>
<td>~ Conclusion</td>
<td>~ In English</td>
</tr>
<tr>
<td>~ Annexes</td>
<td>~ Printed in three colors and 40 copies</td>
</tr>
</tbody>
</table>

Step 5B: How to plan to prepare and produce a documentation and communication product.
When an NGO/CBO has decided the structure, content and style of its documentation and communication product, it needs to plan how to prepare and produce it. This is different for each product, but usually involves four stages:
- Budgeting and preparing for the product.
- Gathering the information.
- Analyzing and learning from the information.
- Turning the information into a finished product.

For all of these stages, NGOs/CBOs need to consider:
- The practical steps involved.
- The resources (including budget, people, time and skills) involved.
**Example**
The steps involved in preparing and producing a newsletter selected as their documentation and communication product for a local NGO/CBO are,

Steps to prepare and produce a quarterly newsletter
1. Office staff brainstorm on where, how and when to gather information. Decide on topical issues to be covered and the budget.
2. Staff on information collection mission to the community to gather relevant experiences on HIV/AIDS.
3. Staff in a budgeting meeting on production of newsletter – selection of printer.
4. A draft of the newsletter distributed for review to members concerned.
5. Favorable feedback received. Preparation for final print.
6. Final print being edited by staff.
7. Issue out.

**Step 5C: How to identify who will do the work to develop and produce a documentation and communication product.**

Having decided how to prepare and produce its documentation and communication product, an NGO/CBO needs to decide who will carry out the work.

It is usually best if one person leads a documentation and communication project. However, a broad range of colleagues can make a contribution. So, it is important to choose the right combination of people and skills – in the form of a documentation and communication team.

**Step 5D: How to decide when the work for developing a documentation and communication product will be done.**

When an NGO/CBO has decided who will develop its documentation and communication product, it needs to consider when the work will be done.

To decide the timing of its steps, an NGO/CBO needs to think about:
- The overall timescale of its product, including the final deadline.
- How long each step will take.
- What steps can be carried out at the same time or close together.
- The other commitments of the NGO/CBO during that time.
- The other commitments of the team members during that time.
**Example**
A NGO/CBO involved in health work developed a timeframe for developing their documentation and communication product,

<table>
<thead>
<tr>
<th>April</th>
<th>(Start date)</th>
<th>Week 1</th>
<th>(Step 1) Meeting with the project supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>(Step 3) Meeting with the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>(Step 4) Compiling the information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4</td>
<td>(Step 5) Analyzing the information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 1</td>
<td>(Step 6) Writing a draft report</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td>Week 2</td>
<td>(Step 7) Circulating the draft report for corrections</td>
</tr>
<tr>
<td></td>
<td>(End date)</td>
<td>Week 3</td>
<td>(Step 10) Distributing the final report</td>
</tr>
</tbody>
</table>

**Step 6: How to disseminate a documentation and communication product**
Having developed a documentation and communication product, an NGO/CBO needs to plan how to disseminate it.

Dissemination means how the product will be distributed to the audiences that have been chosen. NGOs/CBOs often need to combine different strategies so that their dissemination will be as effective as possible. These include through:
Mailings in the post, Meetings, Conferences, Articles in journals, One-to-one briefings, Websites, Special events and Launches

**Step 7: How to monitor and evaluate a documentation and communication product.**
As part of its documentation and communication plan, an NGO/CBO needs to decide how to monitor and evaluate its product. Monitoring means keeping track of what is being done and achieved. Evaluation means assessing whether something has been successful, and what its strengths and weaknesses have been.

Indicators are ways to measure how successful something has been. They can be:
- **Quantitative** – meaning that they are about numbers.
  For example: “The number of reports distributed.”
- **Qualitative** – meaning that they are about feelings and emotions.
  For example: “Positive feedback received about the report.”
To monitor and evaluate a documentation and communication product, NGOs/CBOs can take three steps:

- Reviewing the aim, objective and audiences of their plan.
- Identifying indicators to know if their plan is working.
- Deciding how to collect information to measure their indicators.

**Example**
A local NGO/CBO involved in the responses to HIV/AIDS drafted a plan how they could monitor and evaluate their specific documentation and communication product – case study.

<table>
<thead>
<tr>
<th>Aim and priority objective</th>
<th>Indicators</th>
<th>Steps to collect information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To promote collaboration among traditional healers, biomedical workers and communities to improve the quality of health care. 2) To improve the awareness of the work of traditional healers by documenting and communicating best practices on traditional medicine as complementary health care practice.</td>
<td>• The number of copies of the case study distributed to biomedical workers.  • The number of different ways in which the case study is used (e.g. in journals, conferences).  • Biomedical workers request more information after reading or listening to the case study.  • Biomedical workers are more open to referring people to traditional health care providers.</td>
<td>• Counting how many case studies are distributed.  • Recording the different ways in which the case study is used.  • Holding focus group discussions among biomedical workers.  • Attaching evaluation forms to the case studies, and analyzing the information that is sent back.</td>
</tr>
</tbody>
</table>

**Priority audience:**
• Biomedical workers.

**2.2) How to finalize a documentation and communication plan**
When an NGO/CBO has finished developing a documentation and communication plan for a specific product, it needs to look at the plan as a whole and reflect on its strengths and weaknesses.

A final review can help an NGO/CBO both to identify individual steps to be changed and to look at the plan as a whole. It can help an NGO/CBO to assess key issues about its planning – such as if all of the steps support the aim and priority objectives.
**Example**
A local NGO/CBO involved in HIV/AIDS youth work developed a draft plan for their documentation and communication product – a leaflet about what their organization does. They developed a grid to assess the strengths and weaknesses of the individual planning steps.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
<th>Step 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Step 5a</td>
<td>Step 5b</td>
<td>Step 5c</td>
</tr>
</tbody>
</table>

**Examples of questions on checklist**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Does the plan support the NGO’s/CBO’s mission?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Will the plan bring practical benefits to the NGO/CBO’s HIV/AIDS work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Are the aims and objectives of the plan as clear and simple as possible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Is there a logical flow between the steps of the plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- It is not clear how the dissemination strategies link to the audiences.
Section 3: Making an overall documentation and communication plan

**Summary**
Section 3 helps participants to develop an overall plan for their documentation and communication work. It complements Section 2, which helps them develop a plan for a specific product.

Section 3 also supports participants to integrate documentation and communication work into their NGO's/CBO's organizational plan.

This section is important because it helps NGOs/CBOs to see the "bigger picture" of their documentation and communication work. This includes looking at their long-term vision for this area and how it fits with their NGO's/CBO's overall work.

This helps to make sure that their documentation and communication efforts are not carried out in isolation, and have maximum benefit for their organization and its HIV/AIDS work.

3.1) How to make an overall plan for an NGO’s/CBO’s documentation and communication plan
As well as plans for specific products, NGOs/CBOs often need to develop an overall plan for their documentation and communication work.

An overall plan helps NGOs/CBOs to think about the shape and direction of their documentation and communication work as a whole. This includes whether their ideas complement each other, and how much work it will involve in total.

An overall plan provides a written summary of a NGO’s/CBO’s work that can be shared within their organization and with others.
A local NGO/CBO that provides support – particularly in relation to STIs and HIV/AIDS – to sex workers in the capital city developed an overall plan of their documentation and communication plan for the year 2007.

**Overall aim**
The aim of our documentation and communication work is to improve the quality of STI and HIV/AIDS support to sex workers by ourselves and other organisations in our country.

**Objective 1**
We will meet our overall aim by documenting and communicating our experiences of supporting HIV/AIDS peer education among sex workers

**Audience**
NGOs working with sex workers; NGOs working on HIV/AIDS with other vulnerable communities; donors.

**Product**
Good practice guidelines.

**Timing**
To be completed by May 2007.

**Dissemination**
National conference; AIDS network meetings; mailing.

**Objective 2**
We will meet our overall aim by documenting and communicating our experiences of combining community outreach work with

**Audience**
Ministry of Health; local government clinics; NGOs working with sex workers; NGOs working on STIs; donors.

**Product**
Set of four case studies.

**Timing**
To be completed by October 2007.

**Dissemination**
Launch event; briefings with target audiences; AIDS network meetings; mailing.

**Monitoring and evaluation indicators**
- Number of copies of products sent to audiences.
- Audiences find the products useful.
- Community members feel some ownership of the products.
3.2) How to integrate a documentation and communication plan into an NGO's/CBO's organizational plan.

A final and vital step in planning documentation and communication work is ensuring that it is integrated into an NGO's/CBO's organizational plan.

Integration helps to ensure that documentation and communication work complements an NGO's / CBO's other efforts, and is accepted as an important part of the organization's overall work.

The process of integration involves working with colleagues to ensure that the documentation and communication plan is as appropriate as possible, and will help to meet the NGO's/CBO's mission. It also includes making sure that the work is included in the NGO's/CBO's overall monitoring and evaluation plan.

**Example**

A local NGO/CBO involved in responding to HIV/AIDS developed a documentation and communication plan, some members returned to their NGO. They then brainstormed how they would share their plan with their colleagues in the NGO. In particular, they responded to three questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Do you need to repeat the detailed planning process with your colleagues?</td>
<td>Yes, we need to repeat the key steps with the programme director and finance officer – to get their input and support.</td>
</tr>
<tr>
<td>2) How can you encourage your colleagues to have ownership of the plan?</td>
<td>We will present the plan at the next staff meeting and ask for their comments and ideas.</td>
</tr>
<tr>
<td>3) What problems might arise during this process? How can you solve them?</td>
<td>Some colleagues may think that our plan is unrealistic – so we will share with them the process that we went through to develop it.</td>
</tr>
</tbody>
</table>

Then they brainstormed how they would integrate their documentation and communication plan into their organizational plans. In particular, they responded to three questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you ensure that documentation and communication work is integrated into your NGO’s/CBO’s organizational plan, including its monitoring and evaluation plan?</td>
<td>We will add documentation and communication to the guidelines that we use to develop our organization’s strategic plan and work plan.</td>
</tr>
<tr>
<td>2) At what level should documentation and communication appear in your organizational plan? For example, should it be an objective or an activity?</td>
<td>We will make it one of our organization’s four main objectives.</td>
</tr>
<tr>
<td>3) When should this integration happen? For example, can you do it now, or can it wait until the next planning cycle?</td>
<td>We will carry out the integration in December when we do our strategic planning for next year.</td>
</tr>
</tbody>
</table>
Section 4: Building documentation and communication skills.

Summary
Section 4 helps participants to build practical skills to carry out and improve their documentation and communication work.

It includes activities to help NGOs/CBOs to improve the quality of the information that they gather for their documentation and communication products. This includes support in identifying the strengths, weaknesses and gaps of their chosen subject matter, and the relevant lessons learned. It also includes support in carrying out effective interviews and taking good notes.

Section 4 pays particular attention to how to improve the quality of text and visual materials, as well as the links between the two. This includes support in choosing how to present information, keeping texts short, using simple, appropriate and accurate language, and taking and using good photographs. It also includes activities to help develop effective visual aids and deliver presentations.

This section is important because it helps NGOs/CBOs not only to carry out documentation and communication work, but also to ensure that their efforts are as creative and strong as possible. The activities can be used to support participants who are planning a specific product or those who want to improve selected aspects of their work in this area.

4.1) How to build skills in identifying strengths, weaknesses, gaps and lessons learned about an NGOs/CBOs area of work.
One of the key reasons for NGOs/CBOs to carry out documentation and communication work is to share practical lessons learned about their organization and HIV/AIDS work. One way to do this is to start by identifying strengths, weaknesses and gaps in relation to a chosen subject.

Having identified the strengths, weaknesses and gaps in its work on a chosen subject, an NGO/CBO can go on to draw out its relevant lessons learned.

Strengths mean:
- What the NGO/CBO has done well.
- What the NGO/CBO needs to keep doing or to do more of.

Weaknesses mean:
- What the NGO/CBO has not done well.
- What the NGO/CBO should do better, less of or differently.

Gaps mean:
- What the NGO/CBO has not done at all.
- What the NGO/CBO could also be doing.
Lessons learned means:
• What has the NGO/CBO learned from its past work that could make its future work – and that of others – more effective?

Lessons learned need to be both positive and truthful. They are vital for NGOs/CBOs because they are based on their own real-life experiences.

Ensure that strengths, weaknesses, gaps and lessons learned are:
• Based on an NGO’s/CBO’s real work rather than on impressions or personal opinions.
• Specific rather than general, for example talking about individual activities rather than overall programmes.
• Practical rather than theoretical, for example focusing on actual experiences rather than ideas.
• Agreed by the relevant people involved, including community members, staff and volunteers.
• Written as complete sentences, rather than individual words or bullet points.
• Worded simply and clearly – so that others can understand them too.
• Worded sensitively and diplomatically – so that, in particular, the weaknesses do not make people feel defensive.

Example
A local NGO/CBO working with PLWHIV shared their experiences about HIV/AIDS community care and support and draw out their lessons learned by linking it to their work done.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We have created an enabling environment that is helping the acceptance of people living with HIV/AIDS. • We have used resources well – for example by integrating prevention into home care visits.</td>
<td>• We have had inadequate involvement of care providers in prevention work. • We have had a competitive relationship among care and prevention NGOs/CBOs – leading to a lack of collaboration.</td>
<td>• We have not involved people living with HIV/AIDS in designing programmes to link prevention and care. • We have lacked practical skills to make the real life links between care and prevention.</td>
</tr>
</tbody>
</table>

Lessons learned
• If NGOs/CBOs do not involve all stakeholders – including people living with HIV/AIDS – it limits the quality of the planning and co-ordination of their efforts to link prevention and care.

• Although NGOs/CBOs are committed to the idea of linking prevention and care, they need capacity building – for example in setting up referral systems – to put it into practice.
4.2) How to build skills in preparing for effective interviews.

Interviews are one of the ways for NGOs/CBOs to gather information for a wide variety of documentation and communication products.

Interviews can be carried out with different types of people, including individuals and groups. They can also be carried out by different types of people, including NGO/CBO staff and volunteers.

Interviews need to be well prepared so that the information gathered is useful and the interview worthwhile for both the interviewer and the person being interviewed. They also need to be based on a combination of:

- Open-ended questions, to allow people to share their experiences, opinions and feelings.
  
  For example: “How do you feel about the project that you led?”

- Closed questions, to allow people to provide specific facts and details. For example: “How many staff was employed on the project?”

**Key points to remember before preparing for an effective interview**

- Prepare a list of questions in advance, based on the information that you want to gather.
- At the start, inform the person being interviewed of:
  ~ How long the interview will be.
  ~ What form the interview will take.
- Ensure that the person knows how the information from the interview will be used and is comfortable about the level of confidentiality.
- Ask one thing per question, and phrase all questions clearly and simply.
- Remember that an interview is an opportunity to gain information from someone else, not to show off your own knowledge!
- Use a combination of:
  ~ Open questions – to allow people to share their experiences, thoughts and feelings.
  ~ Closed questions – to gather specific facts and details.
- Start with a few general questions to put the person at their ease. Then move on to more detailed or difficult questions.
- Prioritize your questions – so that you will definitely have enough time to ask the most important ones.
- Mark questions that you can miss out if you start to run out of time.
- Don’t interrupt the interviewee if they are answering your question.
- Keep your body language relaxed and friendly, but also look awake and interested!

**Example**

Following questions can be asked to interview a Chairperson/CBO of a NGO/CBO working in the field of HIV/AIDS.

~ Could you briefly explain the history of your NGO?
~ When and where was your organization formed?
~ Why was your organization formed?
~ What type of work does your organization do?
~ What organizations have supported you to do your work?
4.3) How to build skills in taking notes.

Taking notes is an important way for NGOs/CBOs to record information to use in documentation and communication products.

Notes provide a written summary of an event that has taken place – varying from a conversation between two people to a large-scale meeting. They can be taken informally – for example, with a few key points being written by hand on a piece of paper. They can also be taken formally – for example, with all issues raised being typed up as “minutes”.

Notes need to be:
- Appropriate for how they will be used. For example, they might need to be brief and simple, or comprehensive and technical.
- Understandable to both the person who has written them and others.
- Kept in a place where they can be easily found.

<table>
<thead>
<tr>
<th>Some key “dos” and “don’ts” about taking notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dos</strong></td>
</tr>
<tr>
<td>- Do agree beforehand what should and shouldn’t be recorded to respect confidentiality.</td>
</tr>
<tr>
<td>- Do write down quotes.</td>
</tr>
<tr>
<td>- Do focus on the main points.</td>
</tr>
<tr>
<td>- Do use language that is similar to that used in the discussion.</td>
</tr>
<tr>
<td>- Do take notes in a consistent way.</td>
</tr>
<tr>
<td>- Do write legibly.</td>
</tr>
<tr>
<td>- Do be objective.</td>
</tr>
<tr>
<td>- Do break up the information, such as by organizing it under key headings.</td>
</tr>
</tbody>
</table>

Key points to remember:

1) Before taking notes,
- Don’t volunteer to take notes if you want to be part of the discussions.
- Think about the type of notes you need and how you will use them.
- Prepare yourself – by finding out how long you will need to take notes for and what kind of information should be recorded.
- Plan your strategy. For example, think of the pros and cons of taking notes by hand, typing them on to a computer or using a tape recorder.

2) While taking notes:
- Ensure that the notes accurately reflect what is being said and done.
3) After taking notes:
- Write up notes as soon as possible, while the information is still fresh.
- Keep your notes in a place where others can access them.

4.4) How to build skills in choosing appropriate ways to present information.

There are many different ways to present information in documentation and communication work – including through drawings, bullet points, tables, graphs and diagrams. It is also important that NGOs/CBOs select visuals that suit their organization, product and audience.

When deciding what type of visuals to develop, it is useful to consider both practical issues (such as what relevant skills your NGO/CBO has) and design issues (such as whether the end product will be easy to understand and have a strong impact).

Information needs to be presented in a way that is:
- Interesting, attractive and eye-catching.
- Appropriate for the amount of space available in the product for the information.
- Balanced in terms of amount of text, and number and different types of visuals.
- Appropriate for the way in which the product will be reproduced. For example photographs do not photocopy well but clear drawings do.
- Appropriate for the audience of the product.
- Easy to understand.
- Appropriate for the image of the NGO/CBO.
- Easy to produce with the NGO’s/CBO’s resources – in terms of skills and time, as well as money.

<table>
<thead>
<tr>
<th>Different ways to present information visually in documentation and communication products.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual</strong></td>
</tr>
</tbody>
</table>
| Tables | • Summaries data for easy reference  
• Document number data without having to repeat what each number means in text  
• Compare number data in a matrix and total a score  
• Store information other than numbers for comparison across rows and columns |
| Bullet points | • Highlight key points clearly  
• Shorten text to key points  
• Clearly list things |
Graphs/Charts
- To present data clearly
- To show trends in data over time
- Make comparisons between different data.

Photographs
- Show that the information is "real" and not just a theory
- Show the feelings of the people to generate empathy and understanding in the reader
- To show what a situation really looks like for people to make to their own assessments

Drawings/Cartoons
- Explain complex situations
- Illustrate information with humor
- Illustrate a situation which cannot be photographed

Diagrams
- Logical flow or order of different pieces of information

4.5) How to build skills in linking text and visuals.
NGOs/CBOs often combine written text with visuals in their documentation and communication products, and need to ensure that there is a strong link between the two.

Developing any materials takes time and resources. When combining both text and visuals it is important to be sure that they:
- Are not meaningless on their own – as some readers will only look at the visuals and others will only read the text.
- Do not merely repeat each other – unless it is a complex message that needs to be reinforced.
- Combine to provide a strong overall message.

Useful ideas for linking text and visuals
- Make sure the messages of the text and visuals are the same.
- Make sure the tone and style of the text and visuals are the same.
- Make sure the text and visuals add to each other – rather than repeating exactly the same information.

4.6) How to build skills in keeping information short.
Keeping information short and concise – otherwise known as “summarizing” and “synthesizing” – is a key skill for documentation and communication work.

A product that is concise is much more likely to be looked at, understood and acted on than one that is long and unfocused.

Many NGOs/CBOs find keeping information concise a challenge. But it is a skill that can be improved with practice and by thinking through some key questions, such as:
- What key messages do I want to communicate?
- What information is vital to include?
- What information is extra and could be left out?
**Example**

At a training workshop, local NGOs/CBOs discussed how to keep information concise. They then read through the Introduction to a report and discussed its key messages.

This report shares the highlights and lessons learned from the second year of “Community Lessons, National Learning” – a collaboration between the Prerna Trust and Positive Action.

The Prerna Trust is a non-governmental organization (NGO) that supports community action on HIV/AIDS in India. To date, the Prerna Trust has supported more than 100 community based prevention and care initiatives in more than 10 states in India. Positive Action is long-term international programme of HIV education, care and community support.

“Community Lessons, National Learning” was launched in October 2002. The aims of the three-year project are:

- To help community groups to improve the quality of their HIV/AIDS work – by learning from the successes and failures of other organisations working in a similar context both within their own states.
- To improve the quality of support to community groups by regional and national policy-makers and donors – by communicating community level experiences and needs.

Etc., etc.

The participants then summarized the key information from the Introduction in the form of a paragraph.

The report is by the Prerna Trust and Positive Action, and is about the highlights and lessons learned from the second year of their three-year project called “Community Lessons, National Learning”. The theme of the second year was community care and support. There were three national and one regional workshop involving more than 182 participants from 10 states. Participants exchanged practical experiences, successes and problems around the theme.

Finally, they summarized the key information from the paragraph in one sentence.

The report covers the Prerna Trust and Positive Action’s highlights and lessons learned from their project “Community Lessons, National Learning” to promote future action on community care and support.

### 4.7) How to build skills in using simple language.

Using simple language is an important part of effective documentation and communication work.

Simple language means that which is easy to understand and avoids complex terms.

Sometimes complicated language can seem “more official” or to be “more impressive”.

However, the best kind of language allows people to communicate as clearly as possible. It is useful to remember that: “What makes good, simple sense to you will make good, simple sense to others”.
**Example**

<table>
<thead>
<tr>
<th>Complex word</th>
<th>Simpler translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-sectoral</td>
<td>Varied and different sectors</td>
</tr>
<tr>
<td>Implementation</td>
<td>Being done</td>
</tr>
<tr>
<td>Methodologies</td>
<td>Ways</td>
</tr>
<tr>
<td>Sustainable</td>
<td>Self-reliant</td>
</tr>
</tbody>
</table>

**A complex letter translated in a simple version.**

<table>
<thead>
<tr>
<th>Original text of letter</th>
<th>Simplified text of letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Mr. R Joshi</td>
<td>Dear Mr. R Joshi</td>
</tr>
<tr>
<td>Following your request, please find enclosed herewith for your perusal copies of the progress reports relating to the spectrum of multisectoral projects which are attached to our organization.</td>
<td>As requested, please find enclosed copies of reports from a variety of our projects that are being carried out with different sectors.</td>
</tr>
</tbody>
</table>

### 4.8) How to build skills in using appropriate and accurate language

As well as using simple language for their documentation and communication work, NGOs/CBOs need to choose language that is appropriate and accurate.

Appropriate language means language that suits a particular context and is understood and appreciated by a particular audience. Accurate language means language that is correct.

Using appropriate and accurate language means avoiding words and phrases that are easily confused, imprecise or might have a negative effect.

### 4.9) How to build skills in taking good photographs.

Photography is one of the most commonly used and effective methods of visual documentation and communication.

Improving skills in taking good photographs does not need highly technical equipment or skills. Instead it involves good preparation and following a few basic “rules” or “useful ideas” about how to use a camera and how to choose an image.

**Useful ideas for taking good photographs**

- Read the instruction book and get to know your camera.
- Know how to load a film.
- Buy the right speed of film and the best you can afford. Don’t expose it to water or light.
- When taking a photograph, stand with both feet on the ground and slightly apart.
- Take photos of activities that are relevant to your NGO’s/CBO’s aims and objectives.
• Make sure that the subject is in focus. Don’t get too close (so that they are blurred) or too far away (so that they can’t be seen).
• Be careful that the background of the object isn’t too distracting.
• Make sure there is enough light.
• Don’t use flash too close to the subject.
• Beware of shadows, especially across people’s faces.
• Take photos of people in action.
• Make sure that you seek permission from the people who are in the photo.
• Beware of prohibited areas.
• Take natural rather than posed photos.
• Take both landscape and portrait photos – so that they can be used in different ways in your products.
• Beware of taking photos with very bright backgrounds – such as windows – as the subject will be very dark.

4.10) How to build skills in using photographs well.
As well as taking good photographs, an NGO/CBO needs to think about how to use photographs well in its documentation and communication work.

To use a photograph well, an NGO/CBO can consider issues such as:
• Is the photograph relevant to the subject matter?
• Is the photograph appropriate for the audience?
• Does the photograph present the person/place/activity in an appropriate way?
• Does the photograph communicate the right message?

Example
A photograph can be analyzed by asking following questions.

1. What are the strengths of the photograph?
2. What are the weaknesses of the photograph?
3. How could a photograph be presented in a more active role?

4.11) How to build skills in making good visual aids.
Visual aids – such as flipcharts and overhead transparencies – are an important part of documentation and communication work.

The quality of flipcharts and overhead transparencies can make a real difference to the effectiveness of NGOs’/CBOs’ presentations and displays. As with other areas of documentation and communication, the most important rule is to keep the style and information as simple, appropriate and focused as possible.
### Useful ideas for making good visual aids

- Make them clear – so that the information is not cluttered. Limit each line of text to six words or less – avoid blocks of text by only including the key points.
- Make sure the headings are clear – both visually and as a summary of what is being presented.
- Make them smart and clean – so that they present a good image.
- Use dark colors for texts – so that people can read them easily.
- Make them attractive, but do not include too many distracting colors or diagrams.
- Make sure that they complement – rather than contradict – what is being said by the person making the presentation.
- Write words or phrases rather than complete sentences.
- Make sure that the presentation does not include too many visual aids – so that people listen to what is said.

### Useful ideas specific to flipcharts

- Use capital letters rather than lower case.
- Write letters at least 8cm high – so that they can be read from a distance.
- Tear or cut the sheets of flipchart neatly.
- Consider writing the flipchart so that it can be unfolded gradually to reveal each point in turn during the presentation.
- Store the flipcharts by rolling them up rather than folding them.

### Useful ideas specific to overhead transparencies

- Use a font size that is no smaller than 18 point.
- Leave a border between the text and the edge of the transparency.
- Use the correct pens for transparencies and make alterations with a clean, damp cloth.
- Store the transparencies carefully, and keep them away from heat and damp.
- Number the transparencies in case you drop them!
4.12) How to build skills in delivering effective presentations.
As well as preparing an interesting text and having good visual aids, an NGO/CBO needs strong presentation skills to communicate its work effectively.

Many people get nervous about making presentations. However, by following some basic “dos and don’ts”, people can build their skills and communicate with confidence and style.

<table>
<thead>
<tr>
<th>Key “dos and don'ts” of making effective presentations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dos</strong></td>
<td><strong>Don’ts</strong></td>
</tr>
<tr>
<td>• Do know who your audience will be.</td>
<td>• Don’t read your text word for word. Instead use it as a reminder of the points you want to make.</td>
</tr>
<tr>
<td>• Do prepare your presentation and practice it.</td>
<td>• Don’t move around too much and distract your audience.</td>
</tr>
<tr>
<td>• Do establish eye contact with different members of the audience.</td>
<td>• Don’t use information that is out of date.</td>
</tr>
<tr>
<td>• Do use good visual aids that add something to what you are saying.</td>
<td>• Don’t ignore questions that you cannot answer.</td>
</tr>
<tr>
<td>• Do vary your tone – so that people do not get bored.</td>
<td>• Don’t use inappropriate language.</td>
</tr>
<tr>
<td>• Do speak loudly and clearly.</td>
<td>• Don’t “waffle”. Instead, stop when you have nothing more to say.</td>
</tr>
<tr>
<td>• Do dress appropriately.</td>
<td>• Don’t tell jokes unless you are confident that they are appropriate and funny!</td>
</tr>
<tr>
<td>• Do be confident.</td>
<td></td>
</tr>
<tr>
<td>• Do check the equipment – such as the overhead projector – before using it.</td>
<td></td>
</tr>
<tr>
<td>• Do number your overheads – in case you drop them or get confused.</td>
<td></td>
</tr>
<tr>
<td>• Do pause to allow people to consider key points.</td>
<td></td>
</tr>
</tbody>
</table>
Section 5: Information cards - for developing documentation and communication products.

Summary
Section 5 contains Information cards to help participants to develop specific documentation and communication products.

This section is important because it helps participants to focus on the specific documentation and communication products that they want to produce. It helps them to think through the pros and cons of those products, and the technical issues involved. This helps them to plan and produce products that will be as creative and effective as possible.

5.1) What is a case study?
A case study is a documentation and communication product that describes and summarizes an example of a person, project or organization.

A case study:
- Can be used on its own or as part of other materials – to make them more interesting by adding some real examples.
- Is useful to link theory and practice. For example, it can show how NGO’s /CBO’s policies have been put into action.
- Is brief and concise, usually no more than two to three pages of text or two to three minutes of video or radio.
- Combines factual details with other information – such as quotations and stories – to give an insight into the subject.
- Can use information from a number of sources – including existing ones (such as quarterly reports) and new ones (such as interviews with community members).

Key questions to ask before developing a case study are:
- Whether the people or organizations in your case study are aware of how it might be used, and what the consequences might be? If they request it, can you ensure their confidentiality?
- Is the subject matter of your case study a good enough example to illustrate your key messages? Will it convince others?
- Can you easily access the right type of information needed for your case study? If not, what practical steps will you need to take to get it?
Structure and content of a case study:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title of case study</td>
<td>(What is the case study about?)</td>
</tr>
<tr>
<td>2. Introduction to case study</td>
<td>(What are the aim and themes? When was it written and who wrote it?)</td>
</tr>
<tr>
<td>3. Introduction to NGO/CBO</td>
<td>(What is its name and mission? Where and who does it work with?)</td>
</tr>
<tr>
<td>4. Outline of HIV prevention projects</td>
<td>(What are the NGO’s/CBO’s key areas of work in HIV prevention?)</td>
</tr>
<tr>
<td>5. Key achievements</td>
<td>(What has the NGO/CBO done best? What results can it show?)</td>
</tr>
<tr>
<td>6. Key challenges</td>
<td>(What has the NGO/CBO found difficult? What has it not done well?)</td>
</tr>
<tr>
<td>7. Lessons learned</td>
<td>(What would the NGO/CBO now do differently or the same?)</td>
</tr>
<tr>
<td>8. Conclusions/plans for the future</td>
<td>(What are the conclusions? What are the future directions?)</td>
</tr>
<tr>
<td>9. Support for the work</td>
<td>(Which donors and others supported the work?)</td>
</tr>
<tr>
<td>10. Contact details of the NGO/CBO</td>
<td>(How can someone get further information?)</td>
</tr>
</tbody>
</table>

Key “dos and don’ts” for writing case studies:

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO use a title that catches people’s attention.</td>
<td>• DON’T publish information about people without asking their permission. Respect requests to change or remove details.</td>
</tr>
<tr>
<td>• DO use your introduction to emphasize your two to three key messages.</td>
<td>• DON’T draw conclusions if the information in the case study does not support them.</td>
</tr>
<tr>
<td>• DO prepare clear questions for interviews to gather your information. Focus on “open” questions (which allow people to describe things) rather than “closed” questions (which only get “yes” or “no” answers).</td>
<td></td>
</tr>
<tr>
<td>• DO be honest about challenges and weaknesses, but avoid using people’s names if negative issues are mentioned, unless you have their permission.</td>
<td></td>
</tr>
<tr>
<td>• DO express your future plans in a positive way that shows a clear link with your past experiences.</td>
<td></td>
</tr>
<tr>
<td>• DO give credit to those who contributed – whether the support was financial, technical, and political or “in kind”.</td>
<td></td>
</tr>
<tr>
<td>• DO encourage feedback from your audiences and ensure that they know how to contact you.</td>
<td></td>
</tr>
</tbody>
</table>
5.2) What is a newsletter?

A newsletter is a documentation and communication product that provides a regular update about an organization or a project.

A newsletter:
- Can be used to raise the profile of an NGO/CBO, share its work and promote its position on topical issues.
- Can include factual information and stories about a wide range of subjects, including projects, people, policies, partnerships, points of view, resources or future events.
- Can be used to communicate information both within an organization and externally.
- Follows the same basic format for each edition.
- Is issued regularly, for example every month, quarter or year.
- Can be as short as one page or as long as twelve pages plus. But it should only be as long as is necessary and possible, considering the resources of the NGO/CBO.

Key questions to ask before developing a newsletter are:
- How long will it be and how often will the newsletter be produced? Will you have enough time and resources to keep producing it regularly?
- Who will take decisions about the newsletter – such as what information to include and what views to promote? How will they get input, ideas and agreement from others?
- Who are the priority audiences for the newsletter? What difference does that make to its content and style?

Structure and content of a newsletter:

| Page 1 | • Name of newsletter; date; edition number, logo.  
|        | • Introduction to the NGO/CBO.  
|        | • Lead article – outlining the NGO’s/CBO’s experiences and position on the chosen theme; clear heading; photo; fact box.  
| Page 2 | • Four to six brief news updates about the NGO/CBO and its activities.  
| Page 3 | • Case study of a project or community member showing what the chosen theme means in practice; photo.  
| Pages 4 – 5 | • Interview with a local stakeholder – sharing their views about the chosen theme.  
| Page 6 | • 4-6 brief news updates about other HIV/AIDS work nationally and internationally.  
| Page 7 | • Letters from readers.  
|        | • Lists of resources – such as training materials and data updates.  
| Page 8 | • Calendar of events.  
|        | • Contact details for the NGO/CBO and the newsletter. |
Key “dos and don’ts” for writing a newsletter:

<table>
<thead>
<tr>
<th><strong>Dos</strong></th>
<th><strong>Don’ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO choose a theme for your lead article that is topical, interesting for the readers and relevant to your work.</td>
<td>• DON’T write articles that are too long. Focus on two or three key messages, and use short paragraphs, photos and boxes to make the text attractive and easy to read.</td>
</tr>
<tr>
<td>• DO decide whether your newsletter will be free or have a charge.</td>
<td>• DON’T include resources that are irrelevant for the readers. Ensure that you include details of how they can get copies.</td>
</tr>
<tr>
<td>• DO make sure that your newsletter includes news! Keep updates brief, topical and relevant to readers.</td>
<td>• DON’T include only positive letters and feedback.</td>
</tr>
<tr>
<td>• DO use strong case studies to illustrate your theme. (See “Information card: Case study” for ideas.)</td>
<td>• DO let people know how they can give feedback about the newsletter or get more copies.</td>
</tr>
<tr>
<td>• DO let a variety of community members, local leaders and other stakeholders contribute their ideas and information to the newsletter.</td>
<td>• DO keep your language simple, and encourage those being interviewed to do the same. Avoid abbreviations and jargon.</td>
</tr>
<tr>
<td>• DO let people know how they can give feedback about the newsletter or get more copies.</td>
<td></td>
</tr>
<tr>
<td>• DO keep your language simple, and encourage those being interviewed to do the same. Avoid abbreviations and jargon.</td>
<td></td>
</tr>
</tbody>
</table>

5.3) What is a leaflet?
A leaflet is a documentation and communication product that provides an introduction to and an overview of an organization or a project.

A leaflet:
- Can be used to promote an NGO/CBO and its work, publicize services or events, and communicate specific messages.
- Contains brief and clear information to provide a clear and simple overview rather than a detailed description.
- Can target very broad audiences (such as the general public) or very specific audiences (such as donors).
- Is short – usually no more than two sides of A4 paper (the size of this page).

Key questions to ask before developing a leaflet are:
- Is the audience for the leaflet general or specific? How does this affect the type of information you need to include?
- What image or “look” do you want the leaflet to present of your NGO/CBO? Will it match the image in your other communications materials?
• How many copies of the leaflet will you need to print? How does this affect the style you choose – such as the number of colors and the type of paper?

Structure and content:

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Page 2</th>
<th>Page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief history of the NGO/CBO</td>
<td>First key area of the NGO's/CBO's work</td>
<td>Second key area of the NGO's/CBO's work</td>
</tr>
<tr>
<td>NGO's/CBO's mission</td>
<td>Example to illustrate the area</td>
<td>Example to illustrate the area</td>
</tr>
<tr>
<td>NGO's/CBO's aims</td>
<td>Photo</td>
<td>Quotation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page 4</th>
<th>Back page</th>
<th>Front cover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third key area of the NGO's/CBO's work</td>
<td>List of donors</td>
<td>Logo and name of NGO/CBO</td>
</tr>
<tr>
<td>Example to illustrate the area</td>
<td>List of trustees</td>
<td>Photo of NGO/CBO in action</td>
</tr>
<tr>
<td>Graph</td>
<td>Contact details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NGO registration number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date of printing</td>
<td></td>
</tr>
</tbody>
</table>

Key “dos and don’ts” for writing leaflet:

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO check that the layout of the leaflet matches where you want the paper to fold before you send it to be printed.</td>
<td>• DON’T use information that might quickly become out of date – such as income and members of staff. Otherwise, you will have to keep reprinting the leaflet.</td>
</tr>
<tr>
<td>• DO market your work, for example by clearly stating what is special about your work and what you have achieved.</td>
<td>• DON’T make spelling, grammatical or typing errors – doing so will give a bad impression of your organization.</td>
</tr>
<tr>
<td>• DO include your mission statement and ensure that it stands out.</td>
<td></td>
</tr>
<tr>
<td>• DO include official information about your organization – such as your trustees’ details and your NGO registration number.</td>
<td></td>
</tr>
<tr>
<td>• DO include your contact details – so that readers can get in touch to request further information or to offer support.</td>
<td></td>
</tr>
<tr>
<td>• DO use clear and simple graphs, maps and charts – to illustrate what your NGO/CBO is doing.</td>
<td></td>
</tr>
<tr>
<td>• DO ensure that the front cover has immediate visual impact. Make sure that your NGO’s/CBO’s name and logo stand out.</td>
<td></td>
</tr>
</tbody>
</table>
5.4) What is a workshop report?
A workshop report is a documentation and communication product that records the key activities and results of a workshop or meeting.

A workshop report:
- Can be used to share the methodologies, lessons learned and results of a workshop or meeting.
- Provides a summary of highlights of the workshop, rather than a word-for-word account.
- Can target the people who participated in the event and/or external audiences.
- Should be thorough, but concise – usually not more than 25 pages long.

Key questions to ask before developing a workshop report are:
- Is the main audience for the workshop report the participants or others? What difference does this make to the content?
- Is the workshop report written to be of practical use, such as to show how methodologies have been used, or is it written to share the experiences and discussion points? How will this affect the information gathered and structure?
- How will the information for the report be collected during the workshop? Who will do what? Are there enough people to document all of the sessions?
Structure and content:

**List of abbreviations**

1. **Executive summary**

2. **Introduction**
   2.1 Background to the workshop
   2.2 Timing and participation
   2.3 Expectations, objectives and process
   2.4 Facilitation and methodologies

3. **Overview of care and support activities**
   3.1 Overview of care and support activities

4. **Themes**
   4.1 Community home-based care (methodologies, experiences, lessons)
   4.2 Continuum of care/referral systems (methodologies, experiences, lessons)
   4.3 Involvement of people living with HIV/AIDS (methodologies, experiences, lessons)
   4.4 Orphans and vulnerable children (methodologies, experiences, lessons)

5. **Putting lessons into practice**
   5.1 Developing participants’ action plans

6. **Conclusions**
   6.1 Summary of conclusions

7. **Evaluation**
   7.1 Summary of workshop evaluation

**Annex 1: Participant list**
**Annex 2: Workshop schedule**
Key “dos and don’ts” for writing a workshop report:

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
</table>
| • DO draft an outline of the report and check it with the workshop organizers before you start writing it.  
  • DO explain complex terms in full. If appropriate, translate them from or to the local language.  
  • DO keep the Executive Summary focused on the key details and limited to one to two pages.  
  • DO acknowledge the donors for the workshop on the cover and/or in the introduction to the report.  
  • DO be systematic about collecting information for the report. For example:  
     ~ Ask if copies of presentations will be available before taking notes.  
     ~ Copy out flipcharts while the context is fresh in your mind.  
     ~ Date and label the information that you gather.  
     ~ Write your notes in clear handwriting or straight into a computer.  
     ~ Use breaks and evenings to review your notes and to clarify anything that is not clear.  
  • DO use a similar format for each of the key themes – so that the readers know what to expect.  
  • DO check your understanding of key conclusions after each day with the workshop facilitators.  
  • DO include feedback about how the participants felt about the workshop. | • DON’T include all of the materials produced by all of the participants if you do not have space. Instead, include  
  • DON’T use annexes to add extra information. Instead, use them to include essential information which would otherwise disrupt the flow of the report.  
  • DON’T cover the general introductory information in much detail. Save the space for the main contents of the workshop. |
5.5) What is an abstract?
An abstract is a documentation and communication product that provides a written summary of an area of work – so that it can be considered for presentation at a conference.

An abstract:
• Provides a concise summary of the key activities, results and lessons from an area of work.
• Is the basis for deciding whether an organization’s work will be accepted for a presentation at a conference, and whether that presentation will be spoken (oral) or written in the form of poster?
• Follows a strict set of guidelines produced by the conference organizers, including set headings, size of font and number of words.
• Has to meet a set deadline – usually several months before a conference.

Key questions to ask before developing an abstract are:
• Is the theme of your abstract directly relevant to the theme of the conference? Or would a different conference or communication activity be more suitable?
• What do you have to say that is particularly special? What results and lessons can you share that will support the work of others?
• What format do you need to use for the abstract? Have you got the right information to follow the format?

Structure and content:

<table>
<thead>
<tr>
<th>Title</th>
<th>Risk-reduction and community mobilization with MSM in Manipur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
<td>Despite extreme vulnerability to HIV, no programmes existed to participative address the needs of MS in Manipur, especially in Imphal.</td>
</tr>
<tr>
<td>Project</td>
<td>AASHA, a community group, developed a new harm-reduction strategy with MSM in Imphal, the capital of Manipur. With technical and organizational support from SASO NGO support programme, they formed a safe space centre into a project based on the needs of the community. It included:  • Community outreach to MSM, sexual health and sexuality • Centre-based treatment for STIs • DIC • Condom distribution • Training of peer educators • Anti-discrimination campaign in the community.</td>
</tr>
<tr>
<td>Results</td>
<td>In its first year, AASHA changed from a safe space centre to a health centre and gave regular support to more than 100 MSM. Between February and November 1997, the monthly number of treatment sessions rose from 107 to 450, and the number of STI cases increased from 7 to 225. The number of condoms distributed almost tripled. Qualitative results include:  • Increased more health seeking facilities for MSM  • Even TGs were reached as well as MSM, and became more open to participation</td>
</tr>
</tbody>
</table>
• The self-esteem MSM increased
• Stigmatization by community members diminished. The results were monitored and documented by AASHA – as the basis of a “best practice” risk-reduction model to be replicated elsewhere in India.

**Lessons learned**
It is vital to:
• Base responses on the real needs of MSM and their community
• Mobilize the whole community – including local leaders – and build a good rapport
• Address the specific needs of TGs
• Combine promoting risk reduction strategies with practical services, such as condom distribution.

**Contact author:** G Shyam, Sharma,
**Co-authors:** R. K Premchand, AASHA, Imphal, Manipur.

Key “dos and don’ts” for writing abstract:

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO check that your submission is complete and that you have provided all of the information requested.</td>
<td>• DON’T re-use your own past abstracts or copy those of others.</td>
</tr>
<tr>
<td>• DO take time to decide upon the primary author. For example, who will represent the work best and who would benefit from the conference.</td>
<td>• DON’T ignore the guidelines about the structure of the abstract. For example: ~Follow the headings given. ~Keep to the word limit. ~Do a photocopy of the blank form and see if your text fits it before using the actual form.</td>
</tr>
<tr>
<td>• DO grab people’s attention – by providing strong summaries of your work in the title and first line.</td>
<td>• DON’T miss the deadline for abstracts – which is usually months before the conference.</td>
</tr>
<tr>
<td>• DO highlight what is special about your work – as your abstract may be competing with hundreds of others.</td>
<td>• DON’T exaggerate your results. Try to: ~Predict what they will be by the time of the conference. ~Use words such as “estimated” or “approximately” if you are unsure of the data.</td>
</tr>
<tr>
<td>• DO think carefully about which “track” or part of the conference to apply to. Find one that really suits your subject – so that your abstract stands a good chance of being chosen.</td>
<td>~Be specific and avoid vague statements like “results will be discussed in the presentation”.</td>
</tr>
<tr>
<td>• DO get approval from co-authors and project partners before submitting the abstract.</td>
<td></td>
</tr>
</tbody>
</table>
5.6) What is an annual report?

An annual report is a documentation and communication product that provides a summary of an organization’s work, achievements and lessons during a year. Some organisations produce a report once every two years; these documents are called biennial reports.

An annual report:
- Provides a yearly comprehensive overview of an organization’s aims, activities, results, lessons and directions.
- Is an important public relations tool that can be used any time during the year to promote an organization.
- Is an official document and may need to meet specific requirements (e.g. a financial summary).
- Combines factual data with other information – such as photographs and quotations – that give a real impression of the organization’s work.
- Mainly targets external audiences (such as donors, government and other NGOs/CBOs) but can also benefit internal audiences (such as staff, volunteers and board members).

Key questions to ask before developing an annual report are:
- How can your NGO/CBO get the most out of producing its annual report? How can it use the opportunity to reflect on its lessons and to improve its future work?
- Does the annual report need to meet any official requirements? For example, do you have to send a copy to a government department or include a note from the auditors with the financial accounts?
- When can you realistically produce the annual report? When will all the information you need – including the final financial accounts – be available?

Structure and content

Key “dos and don’ts” for writing annual report:

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
</table>
| - DO use letters to provide a strong and inspiring start. Ensure that they:  
  o Each says something different.  
  o Complement each other.  
  o Reinforce your key points.  
  o Are written in a lively style.  
  - DO ensure that all of your information is as accurate as possible. Ensure that the final report is proofread by at least two people – to check both the text and the design.  
  - DO use the same basic format for each area of work, combining an overview with some real-life examples.  
  - DO include information about | - DON’T make the introduction too wordy, but do include the basic information (such as your mission statement and the key highlights of the year).  
  - DON’T try to cover every project in detail in the introduction, but provide an overview of the organization’s work. Encourage input from colleagues, but take editorial decisions based on what is right for the report.  
  - DON’T try to cover everything about your plans. Instead, end on a positive note – by showing how the lessons and results from the past year will be used to strengthen your future work. |
who is involved in the organization and what they do. In particular, include information about the key decision-makers and senior management.

- DO give credit and thanks to those who have supported you.
- DO make your financial accounts as clear as possible, for example by using visuals – such as pie charts and graphs.

### 5.7) What is a presentation?

A presentation is a documentation and communication product that provides a verbal – and often visual – report on an organization or an area of its work.

**A presentation:**

- Can be used to share what an NGO/CBO has achieved, learned and thinks – either in general or about a specific subject.
- Targets a specific audience – ranging from an individual donor to hundreds of participants at a conference.
- Needs to suit the event in question – for example, fit within the given time limit and link clearly to the theme in question.
- Must be interesting and attention-grabbing, providing insights and provoking questions.
- Can be accompanied by visual aids – such as flipcharts, overhead transparencies and slides.

**Key questions to ask **before** developing a presentation are:**

- What is the presentation really about? Does what you want to say match what you have been asked to discuss? Do you have the right type and amount of information to say something useful and interesting?
- Who is the audience for the presentation? What is their level of knowledge and interest about the subject? How will this affect your style and content?
- How much time do you have for the presentation? How can you use it to highlight your two to three most important points? What level of detail can you cover?
Structure and content:

**Slide # 1 Welcome and thanks**

**Slide # 2 Introduction**
- to the presenter, main theme, key points and structure of the presentation

**Slide # 3 Background**
- to the NGO/CBO, project, community and HIV/AIDS situation

**Slide # 4 First key point**
- summary of activities and results, lessons learned, and an example

**Slide # 5 Second key point**
- summary of activities and results, lessons learned, and an example

**Slide # 6 (*) Third key point**
- summary of activities and results, lessons learned and an example

**Slide # 7 Summary of results and lessons learned**

**Slide # 8 Conclusions**

**Slide # 9 Thanks**

Key “dos and don’ts” before developing a presentation:

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO prepare your outline in the way that works best for you. For example, some people use bullet points to remind them of the key points, while others prefer to write the text in full.</td>
<td>• DON’T forget to say hello and to thank people for the opportunity to make a presentation.</td>
</tr>
<tr>
<td>• DO plan exactly how and when to use your visual aids, and show on your notes when to change them.</td>
<td>• DON’T just start to write your presentation. Instead, develop an outline to show the flow of the information. Make sure it has a clear:</td>
</tr>
</tbody>
</table>
| • DO identify the two or three key points that you want to make and ensure that they are:  
  - Reinforced at the beginning and end of your presentation.  
  - Explained one by one in the middle of your presentation.  
  - Backed up by concrete examples, data and references. |  
  - Beginning – to introduce your theme and key points.  
  - Middle – to communicate the majority of your information.  
  - Conclusion – to wrap-up your key points. |
| • DO make sure that your conclusions are clearly linked to your key points and results. | • DON’T use your introduction to try to address everything that the previous speaker has said (if you are in a panel of speakers). Instead, make a brief link to their main theme and then keep to your prepared presentation. |
| • DO highlight some points that you can leave out if you are running out of time. | |
5.8) What is a policy report?
A policy report is a documentation and communication product that provides a written account of an organization's experiences, lessons, opinions, and recommendations about a selected subject.

A policy report:
- Is a tool to communicate specific messages and arguments about an issue or area of work – sharing what an organization has done and learned to date, and what it thinks it or others should do in future.
- Is primarily for external audiences (such as donors and government policymakers), but can also be useful reference materials for internal ones.
- Requires an authoritative style – making strong arguments and backing them up with concrete facts and examples.
- Can vary widely in format, but should be concise – usually not more than 20 pages long.

Key questions to ask before developing a policy report are:
- Is what you have to say about the subject special, important and convincing enough to justify producing a policy report?
- Is there a market for your policy report? Will enough of the right type of people want to read it and use it? Is it worth your NGO’s/CBO’s time, money and effort?
- Who should write the policy report? For example, should it be written by an "expert" on the subject, or by someone who is a strong writer?

Structure and content

<table>
<thead>
<tr>
<th>List of abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summary</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>- Overview of the NGO/CBO and its work</td>
</tr>
<tr>
<td>- What does the involvement of PLHA mean?</td>
</tr>
<tr>
<td>- Why does the involvement of PLHA matter?</td>
</tr>
</tbody>
</table>

**First key point:**
**Personal benefits of the involvement of PLHA**
- Outline of main benefits – description and examples
- Relevant lessons learned and conclusions

**Second key point:**
**Organizational benefits of the involvement of PLHA**
- Outline of main benefits – description and examples
- Relevant lessons learned and conclusions

**Third key point:**
**Community benefits of the involvement of PLHA**
- Outline of main benefits – description and examples
- Relevant lessons learned and conclusions
**Fourth key point:**

**Policy benefits of the involvement of PLHA**
- Outline of main benefits – description and examples
- Relevant lessons learned and conclusions

**Recommendations**
- For NGOs/CBOs, community groups and PLHA
- For policy makers and donors

Key “dos and don’ts” for writing policy report:

<table>
<thead>
<tr>
<th><strong>Dos</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO draft an outline of the contents and check it with everyone involved before you start writing the report. Include:</td>
</tr>
<tr>
<td>o Title page.</td>
</tr>
<tr>
<td>o Executive summary.</td>
</tr>
<tr>
<td>o Introduction.</td>
</tr>
<tr>
<td>o Results and discussion.</td>
</tr>
<tr>
<td>o Conclusions.</td>
</tr>
<tr>
<td>o Recommendations.</td>
</tr>
<tr>
<td>• DO focus on policy issues and avoid long descriptions of processes and technical details.</td>
</tr>
<tr>
<td>• DO include an Executive Summary, but do not include points that are not in the main text. Be aware that, with a policy audience, this may be all that many people will read – so ensure that it gives a good summary of your key points.</td>
</tr>
<tr>
<td>• DO keep your lessons and conclusions related to what you have discussed. Ensure that they reflect on your weaknesses as well as your strengths.</td>
</tr>
<tr>
<td>• DO keep your recommendations:</td>
</tr>
<tr>
<td>o Focused on policy issues.</td>
</tr>
<tr>
<td>o Linked to your conclusions.</td>
</tr>
<tr>
<td>o Positive and diplomatic.</td>
</tr>
<tr>
<td>o Realistic, clear and concise.</td>
</tr>
<tr>
<td>• DO use information responsibly. For example do not:</td>
</tr>
<tr>
<td>o Use contradictory information – unless you explain it.</td>
</tr>
<tr>
<td>o Fill your report with irrelevant information just to make it longer.</td>
</tr>
<tr>
<td>o Use other people’s data without referencing it.</td>
</tr>
<tr>
<td>o Use photographs or quotations from people without getting their permission.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Don’ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DON’T cover too much in the introduction, but do:</td>
</tr>
<tr>
<td>o Provide some context.</td>
</tr>
<tr>
<td>o Explain what you are going to discuss and what your key points are going to be.</td>
</tr>
<tr>
<td>o Credit those that supported the work.</td>
</tr>
</tbody>
</table>
5.9) What is a photo-story book?
A photo-story book is a documentation and communication product that provides a visual record of activities and results during a period of time.

A photo-story book:
- Can be produced by an individual, a community or an organization.
- Uses photos as the main means of documentation, with small amounts of text to provide explanations.
- Covers a specific period of time – such as a month, quarter or year.
- Can be updated either regularly (for example on the same day each week) or when significant events occur.
- Can be for internal use (for example to document the key steps of a project) or external use (for example to report to a donor).

Key questions to ask before developing a photo-story book are:
- Is a photo-story book the appropriate product for your needs? Will the audience appreciate it? Will there be difficult issues about confidentiality? Will it be costly?
- Who will be responsible for making the photo-story book? Do they have the necessary time and skills? How will they be accountable to others?
- How will you reproduce the photo-story book? For example, will you be able to make photocopies of it?

Structure and content:

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to the NGO/CBO</td>
</tr>
<tr>
<td>• Introduction to the project</td>
</tr>
<tr>
<td>• Introduction to the photo-story book</td>
</tr>
</tbody>
</table>

Activities in first quarter
- Photos and notes about key activities, results and lessons

Activities in second quarter
- Photos and notes about key activities, results and lessons

Activities in third quarter
- Photos and notes about key activities, results and lessons

Activities in fourth quarter
- Photos and notes about key activities, results and lessons

Summary of activities, results and lessons

Key “dos for developing a photo-story book:
**Dos**

- **DO** take photographs of all key events during the time period – even if they seem very normal to you. Remember that you need to communicate routine activities, as well as new initiatives and special events.
- **DO** develop a contents outline for your photo-story book – to help you to think about the type of photos you will need before you start taking them.
- **DO** respect confidentiality and do not use photographs without the permission of individuals, communities or organisations.
- **DO** vary the type of photographs that you include, for example by:
  - Using portrait and landscape images.
  - Featuring different people and places.
  - Using close-up and long-distance images.
- **DO** use brief text to label your photographs and add key information.
- **DO** include a brief written summary.

### 5.10) What is a website?

A website is a documentation and communication product that shares a wide variety of images and written information about an organization and its work via the Internet.

A website:

- Can be used to provide historical and/or up-to-date information about an organization, project or campaign.
- Combines factual data with other information – such as photographs and video clips – that illustrate an organization’s work.
- Can be used to promote an organization and to attract new support and resources.
- Is a quick and cost-effective way of disseminating information and publications, potentially to many millions of people throughout the world.
- Can enable two-way communication – by offering the user a chance to respond by e-mail.
- Requires technical equipment (namely a computer, telephone line and access to the Internet) to be able to use it.

**Key questions to ask before developing a website are:**

- What exactly does your organization want to communicate and to whom? Is a website the best and easiest way to do it?
- Who will design your website and how will it be done? What type of image do you want your website to communicate? For example, is it more important that the website looks impressive or that people can easily download information from it?
- How will you maintain your website? Who will find the information, edit it and keep it up to date? Who will respond to users’ requests for information?

**Structure and content**
1. **Homepage**
   - Title of website.
   - Welcome message.
   - Search engine.
   - Links to other pages on the website.

2. **Introduction to the NGO/CBO**
   - Organization’s name and logo.
   - Organization’s mission statement.
   - How, where and with whom the organization works.
   - Who funds the organization?

3. **Activities**
   - Organization’s main activities – each illustrated with a case study, photo and/or video clip.

4. **Publications and materials**
   - Publications and materials policy
   - Resources – such as training manuals and workshop reports – that users can download or order.

5. **Links**
   - Links to other relevant websites.

6. **Contact details**
   - Contact name and e-mail address.
   - Postal address, telephone and fax numbers.

---

**Key “dos for developing a website**

<table>
<thead>
<tr>
<th>Dos</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO use flowcharts to plan the structure of your website on paper before you begin to build it on the computer.</td>
</tr>
<tr>
<td>• DO consider including a search engine – which enables users to type in key words and find relevant information on your website.</td>
</tr>
<tr>
<td>• DO include a publications policy that states how your materials may and may not be used by others.</td>
</tr>
<tr>
<td>• DO gain approval from the organisations and individuals that you include on your website.</td>
</tr>
<tr>
<td>• DO ask for feedback on your website from people who are internal and external to your organization. This will help you improve it in the future.</td>
</tr>
<tr>
<td>• DO make it clear whether you can or cannot respond to requests for information.</td>
</tr>
<tr>
<td>• DO think of your website as being like a publication with many pages. For example, your homepage is the equivalent of your front cover and list of contents.</td>
</tr>
<tr>
<td>• DO offer a choice of formats for users to use to download your publications and materials. Common ones include Word, Rich Text Format and Acrobat PDF. This will make it easier for people to use your information – whether they have a simple or sophisticated computer.</td>
</tr>
</tbody>
</table>