



Sponsorship Communications Training Manual

Prepared by: Mahbub Hasan and Amiruzzaman

May 2009

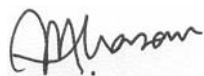
FOREWORD

ActionAid's mission is to work with poor and excluded people to eradicate poverty and injustice. To achieve this mission, ActionAid raises fund mainly through Child Sponsorship (CS). In CS, a supporter sponsors a child and sends donation for the child's overall development and receives reports/updates on the child's growth and her/his community's development. The child also sends messages, drawings to her/his Sponsor regularly. The whole process used to be carried out through various communication efforts like community reports, annual reports etc.

To energise our Sponsorship Communications, the 'Invigorating Child Sponsorship' (ICS) was initiated. As part of ICS, extensive researches done on sponsors and our communities have come forward with a set of recommendations. Two such important recommendations are to involve the children in regular creative activities and to ensure more engaging participation of community people in all project activities. The recent developments also suggest that the Sponsorship reports be written in a more dynamic format with human dimension incorporated in its specifically developed and purpose-driven sections.

We have kept all the ICS recommendations in mind and developed this manual using some of the materials from ActionAiding Child Sponsorship (AACS) training held in Bangkok in February 2009. Hopefully, the manual covers all the dimensions of Sponsorship Communications, will enhance efficient supporter servicing and ensure our development works.

I thank International Fundraising Team (IFT) of ActionAid for initiating and rolling-out ICS. Finally, I thank our ActionAid Bangladesh Sponsorship team for inspiring and supporting me to develop this module.



Mahbub Hasan
Manager – Sponsorship, ActionAid Bangladesh
Coordinator, Sponsorship Team of Asia Regional Resources (STARR)

May 2009

Curriculum Outline

DAY	Module	Session	Topic Head	Sub-Topic	Time of Day	Tenure	Activities	
01	INTRODUCTION and PRE-TEST			Getting acquainted, norms setting Quiz on Sponsorship	09:00-09:45A	45 min	Games, Quiz Scoring	
				Learning objective: Participants will be able to				
	<ul style="list-style-type: none"> ▪ Explain the rationale of the training ▪ Motivate each other during the training for cooperation and open participation ▪ Evaluate their existing knowledge of sponsorship communications 							
	01	01	Child Sponsorship and Communications	Definition, Importance, Aim	09:45-10:30A	45 min	Brainstorming, PP, QA	
				Learning objective: Participants will be able to				
		<ul style="list-style-type: none"> ▪ Explain different sponsorship communications and their importance ▪ Connect Child Sponsorship with the modes of communication ▪ Illustrate on the bigger picture of fundraising through Sponsorship communications 						
		Tea Break				10:30-10:45A	15 min	
		02	Supporters/Sponsors	Supporters' profile and expectations Importance of supporter retention		10:45-11:15A	30 min	Brainstorming, Video, discussion, PP, QA
	Learning objective: Participants will be able to							
	<ul style="list-style-type: none"> ▪ Assess their understanding of the supporters ▪ Demonstrate the expectations of supporters and the importance of their retention 							
03	Invigorating Child Sponsorship 2 (ICS2)	ICS2 background and recommendation	11:15-11:45A	30 min	PPP, QA			
		Learning objective: Participants will be able to						
<ul style="list-style-type: none"> ▪ Comprehend the main recommendations of ICS2 ▪ Explain the rationale of the ICS2 guidelines ▪ List the main recommendations of ICS2 								
02	01	Structure of Community Newsletter (CNL)	Definition, nature and content	11:45-12:15P	30 min	Eliciting, PP, Discussion		
			Learning objective: Participants will be able to					
	<ul style="list-style-type: none"> ▪ Understand the content/items in CNL ▪ Predict the objectives of the content/items ▪ List the main content of CNL 							
	02	Structure of Progress Report (PR)	Definition, nature and content	12:15-12:45P	30 min	Eliciting, PP, Discussion		
			Learning objective: Participants will be able to					
<ul style="list-style-type: none"> ▪ Understand the content/items in PR ▪ Predict the objectives of the content/items ▪ List the main content of PR 								
Lunch Break				12:45-01:45P	60 min			
03	01	Good Story / Case Study	What is a Case Study or story?	01:45-03:15P	90 min	Brainstorming, PPP,		

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DAY	Module	Session	Topic Head	Sub-Topic	Time of Day	Tenure	Activities	
				What is a good case study or story?			Exercise, Present, Discussion	
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Explain what makes a good story / case study ▪ Connect the benefits of the guideline with strong fundraising implications ▪ List the key-ingredients of a good story / case study 				
				Tea Break	03:15-03:30P	15 min		
		02	Information Collection and Interviewing	Importance of Good Information Info Collection: Before, During, After	03:30-05:00P	90 min	PPP, Exercise, Discussion	
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Explain the itineraries of pre-work, field work and data collection ▪ Plan better for ideal interviews with model questions for different purposes ▪ List steps, ways and model questions for information collection 				
			End of Day One					
02	04	01	Photography in Development Reporting	Importance and Types	09:00-09:30A	30 min	PPP, Discussion	
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Explain the importance of photos in general and in particular ▪ Bridge their general understanding with SP communications and development 				
		02	Photography: Purposes and Techniques	Purposes (Cover Page, Case Study etc.) Techniques (Light, Frame, Angle etc.)	09:30-10:30A	60 min	PPP, Exercise, Discussion	
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Connect the need of items in CNL/PR with the types of photos they require ▪ Shoot with better precision and conviction ▪ List the quality-indicators of a good photo 				
				Tea Break	10:30-10:45A	15 min		
		03	Captioning Photos	Importance, Methods, Dos and Don'ts	10:45-11:15A	30 min	PPP, Exercise, Discussion	
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Understand the properties and principles of captioning ▪ Write engaging and effective captions 				
	05	01	Fact and Opinion in Sponsorship Reporting	Fact and Opinion: Importance in Sponsorship Reporting	11:15-11:30A	15 min	Brainstorming, PPP, Discussion	
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ build the links between fact + news story AND opinion + editorial 				
		02	Community Newsletter [CNL]	Types: Start-Up, Phase-Out and Regular Sources of Info and Archiving	11:30-12:15P	45 min	PPP, Discussion	

Curriculum Outline

DAY	Module	Session	Topic Head	Sub-Topic	Time of Day	Tenure	Activities
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Explain the difference between the types and their purposes ▪ List sources and the archiving system for CNL 			
		03	Regular Community Newsletter: First Page	Title and Branding, Editorial, Short Story, Photos/Images for cover page	12:15-01:00P	45 min	PPP, Discussion
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Share with each other examples of editorial topics/issues ▪ List the implications of branding, the salient aspect of editorial and short story 			
		Lunch Break			01:00-02:00P	60 min	
		04	Second Page of CNL	News Story, A Day In the Life... and Photos	02:00-02:45P	45 min	PPP, Exercise, Discussion
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Explain the content of and differences between the two story formats ▪ List the salient features of a good 'News Story' and 'A Day in the Life of...' case studies 			
		05	Third Page of CNL	Community Corner, Children's Corner and Photos	02:45-03:15P	30 min	PPP, Exercise, Discussion
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Explain the content of and differences between the two sections ▪ List the salient features of a good 'Community Corner' and 'Children's Corner' 			
		Tea Break			03:15-03:30P	15 min	
		06	Last Page of CNL	Sponsor Corner, News Stories, Photos	03:30-04:00P	30 min	PPP, Exercise, Discussion
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Select and provide interesting supporter letters to be published ▪ Explain the content of and differences between the two sections ▪ List the salient features of a good 'Sponsor Corner' and 'News Stories' 			
		07	Exercise on CNL	Model of CNLs from different levels of their preparation as exercise materials	04:00-05:00P	60 min	Exercise & Present (classify best text for CNL sections)
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Evaluate their understanding of CNL and reporting ▪ Differentiate between good and poor texts for CNL 			
End of Day Two							
03			Field Visit and Practical	Field Visit and Exercise at DA 09	08:00-05:00P		Hands-On work
				Learning objective: Participants will be able to <ul style="list-style-type: none"> ▪ Demonstrate learning on photography and Case Study writing 			

Curriculum Outline

DAY	Module	Session	Topic Head	Sub-Topic	Time of Day	Tenure	Activities		
04	06	01	Progress Report [PR]	Types: Phase-Out and Regular Sources of Info and Archiving	09:00-09:45A	45 min	PPP, Discussion		
				Learning objective: Participants will be able to					
		<ul style="list-style-type: none"> ▪ Explain the difference between the types and their purposes ▪ List sources and the archiving system for PR 							
		02	Regular Progress Report: Intro by CP SP Manager	Addressing sponsors and introduction to the Report, cover photo	09:45-10:15A	30 min	PPP, Discussion		
				Learning objective: Participants will be able to					
		<ul style="list-style-type: none"> ▪ Explain the probable sources of information useful for the Introduction ▪ Explain the probable types of progress elements useful for the Introduction 							
		Tea Break					10:15-10:30A	15 min	
		03	Second and Third Pages of PR	Programme update through Case Studies, Photos	10:30-11:45A	75 min	PPP, Exercise, Discussion		
				Learning objective: Participants will be able to					
		<ul style="list-style-type: none"> ▪ Select effective case study subjects that show impact and progress ▪ Stay objective-oriented and write for the Case Study section with confidence ▪ List the key-ingredients of a good, effective Case Study that shows programme progress 							
		04	Last Page of PR	How Sponsors' Money was Spent Future Plans and Charts	11:45-12:15P	30 min	PPP, Discussion		
				Learning objective: Participants will be able to					
<ul style="list-style-type: none"> ▪ Collect and record necessary information to reflect on the expenses for the community ▪ Select and write on community issues that need sponsors' attention ▪ Stay objective-oriented and write on the impact of the last year and plan for the next ▪ Incorporate charts/graphs in a lively way to keep the readers engaged ▪ Prepare a checklist for collecting info from last year's Plans & Budget 									
05	Letter from Country Director	Linkage with national campaigns of AAB	12:15-12:45P	30 min	PPP and Discussion				
		Learning objective: Participants will be able to							
<ul style="list-style-type: none"> ▪ Identify cases for Country Director's report ▪ List the criteria and source of information for CD's letter 									
Lunch Break					12:45-01:45P	60 min			
06	Exercise on PR	Model PRs from different levels of their preparation as exercise materials	01:45-02:45P	60 min	Exercise & Present (classify best text for CNL sections)				
		Learning objective: Participants will be able to							
<ul style="list-style-type: none"> ▪ Evaluate their understanding of PR and reporting 									

Curriculum Outline

DAY	Module	Session	Topic Head	Sub-Topic	Time of Day	Tenure	Activities
				<ul style="list-style-type: none"> Differentiate between good and poor texts for PR 			
	07	01	Involving Community in Sponsorship Reporting	Who are the stakeholders? Why to involve the stakeholders? How to involve the stakeholders?	02:45-03:15P	30 min	Brainstorming, PPP, Discussion
				Learning objective: Participants will be able to <ul style="list-style-type: none"> Explain ways of involving community people and different stakeholders in SP reporting Know how to mobilise the stakeholders in advance and continually 			
			Tea Break		03:15-03:30P	15 min	
	08	01	Role of DA, CP and FA in Sponsorship Reporting	Responsibilities at Each Level Learning objective: Participants will be able to <ul style="list-style-type: none"> Explain the roles at each level in preparing Sponsorship Reports Demonstrate the importance of maintaining deadline and standard 	03:30-04:00P	30 min	Brainstorming, PPP, Discuss
		02	Monitoring & Evaluation and Escalation	Monitoring for ensuring quality, deadline Escalation in int'l and national levels Learning objective: Participants will be able to <ul style="list-style-type: none"> Explain the importance and stages of monitoring List the steps and implications at DA and CP levels 	04:00-04:30P	30 min	PPP, Discussion
			Action-Points	Current trend and likely projectile Learning objective: Participants will be able to: <ul style="list-style-type: none"> Assess how equipped they are to follow the new ICS2 guideline Develop action-plan following prediction of future responsibilities 	04:30-04:45P	15 min	Discussion, Exercise etc.
			ASSESSMENT of Participants' Achievement	Testing participants' level of skill Learning objective: Participants will be able to: <ul style="list-style-type: none"> Understand how much they have received/benefited from the training Suggest their needs of capacity building in Sponsorship communications 	04:45-05:00P	15 min	Exercise, Q/A, Quiz etc.
			EVALUATION of Training	Evaluation by Participants Participants will provide feedback on <ul style="list-style-type: none"> Training content, methods, facilitation and logistics 	05:00-05:15P	15 min	Exercise
End of Day Four / Training							

Note: For Case History/Child Profile, Photo-Update and Child Message, separate training session can be developed based on participant needs.

INTRODUCTION

This manual will enable you to secure the continued financial support of child sponsors by maintaining high levels of interest and engagement in the work of ActionAid. Practical and easy-to-use (training) ideas explore how to collect and communicate information and share best practices with colleagues in CP and DA levels.

The 3 ActionAiding Child Sponsorship (AACS) stages to put into practice are:

- Step 1: Understanding the importance of supporter communications
- Step 2: Creating powerful communications for supporters
- Step 3: Monitoring 'Step 2' from community level till the supporter level

However, to make it more user-friendly, this manual will directly tally with the training sessions so it can be a direct aid to training.

Day 1 Modules 1 – 3:

- Child Sponsorship and Communications
Supporters/Sponsors
Invigorating Child Sponsorship 2 (ICS2)
- Structure of Community Newsletter (CNL)
Structure of Progress Report (PR)
- Good Story / Case Study
Information Collection and Interviewing

Here's the Training-Session PLAN in brief!



Day 2 Modules 4 – 5:

Photography in Development Reporting
Photography: Purposes and Techniques
Captioning Photos

Importance of Fact and Opinion in Sp Reporting
Community Newsletter [CNL]
Regular Community Newsletter: First Page
Second Page of CNL
Third Page of CNL
Last Page of CNL
Exercise on CNL

Day 3 Field Visit and Practicals/Assignments

Day 4 Modules 6 – 8:

Progress Report [PR]
Regular Progress Report: Intro by CP SP Manager
Second and Third Pages of PR
Last Page of PR
Letter from Country Director
Exercise on PR

Involving Community in Sponsorship Reporting

Role of DA, CP and FA in Sponsorship Reporting
Monitoring & Evaluation and Escalation

ACTION-POINTS
ASSESSMENT of Participants' Achievement
EVALUATION of Training

and then we will wrap up with



Module 1

Session 1

Child Sponsorship and Communications

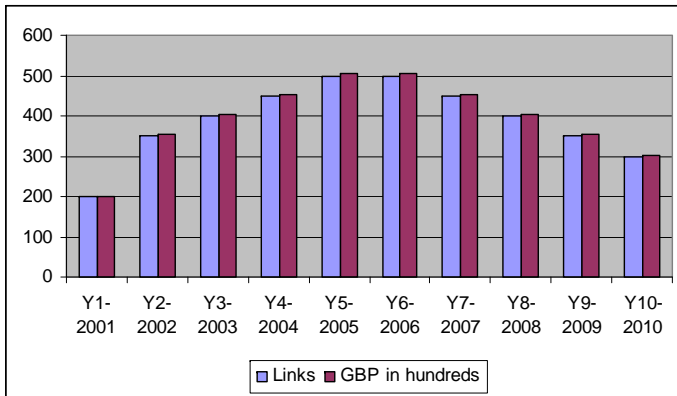
In ActionAid, 'Sponsorship' is a fundraising mechanism from individual donors / sponsors.

In this 'Child Sponsorship' fundraising mechanism, a person from the north supports a child of the south. This support is received in the form of money and utilised for the development of Sponsored children, their families and other community children and people in order to improve their education, health, livelihood and social-economic status.

Child Sponsorship Project Life Cycle

Example:

DA No.: X	FA: UK	CH submitted: 600	[per link GBP 8.40 net to DA]							
Year	Y1-2001	Y2-2002	Y3-2003	Y4-2004	Y5-2005	Y6-2006	Y7-2007s	Y8-2008	Y9-2009	Y10-2010
Link	200	350	400	450	500	500	450	400	350	300
GBP [approx]	201.6	352.8	403.2	453.6	504	504	453.6	403.2	352.8	302.4



Major Sponsorship Communication:

As the main tool for fundraising activities, sponsorship builds a unique bond between the sponsor (i.e., supporter) and the sponsored-child. The sponsor cares for the child and ActionAid updates the sponsor about the child. Pictures, drawings, letters, reports etc are some of the communication media that run both ways.

Find examples overleaf:

Sponsorship Communications: **AiM**

“We want to deliver an **inspiring** and **real** CS product that creates a **genuine connection** for sponsors and children, **demonstrates our work** and **increases supporters understanding** of the benefits we provide.”

The ultimate aim of AACCS is to **increase supporters’ satisfaction** with child sponsorship, **improve retention** and ultimately **increase net income** to achieve our mission.

Sponsorship Communications: **Importance**

Almost all of ActionAid’s development activities are funded with sponsorship earnings. Child Sponsorship communications, hence, is THE most vital process.

CS communication serves a complex and all-important **ROLE** of –

- i. ensuring the flow of fund for our development works
- ii. updating the sponsor about the child’s development
- iii. informing the sponsor about the community development activities
- iv. showing gradual progress of the community
- v. proving our accountability to our supporters and community people

The **picture** of the sponsored child shows the sponsor the child’s physical growth and health.

Action/Context photo helps supporter connect with the community of the child s/he sponsors.

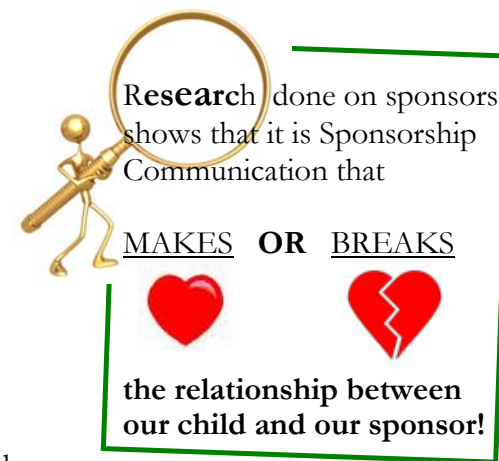
Child’s **drawing** tells the sponsor about the child’s intellectual/creative growth.

Letters from the sponsor lets him/her express satisfaction/dissatisfaction about our works.

Message from child is the sponsor’s way of measuring the child’s development.

Community Newsletter shows the sponsor the change brought to the child, her/his family, community.

Progress Report stays accountable to our claims of progress in terms of activities and expenses.





Although this module is on Sponsorship Reports, we provided some detailed information on Case History, Photo Update, Child Message in order to understand Sponsorship Communications holistically. The following sections will be briefly discussed with participants through brainstorming to accommodate Session timing. However, separate training sessions can be developed and organised for Case History, Photo Update and Child Message.

Case History (CH)/Child Profile:

It is the personal information and FULL-LENGTH photo of a child and her/his family. The data is collected in a format and merged with a template that gives the socio-economic background of the child. This information is very important because the supporters decide whether s/he will support the child.

Through the Case History photo, supporter should be able to see the child clearly. The supporter also gets an idea of the community of the child.

Case History information and photograph are collected for DA start-up, new CH allocation and transferring an existing child (withdrawn due to migration, marriage, programme de-link etc.) with another.

CH picture should depict community condition (housing, environment etc.)

Full length photograph of the child in normal posture.

The child should be kept in the centre of the photo.

Date and Time should not appear on original CH photo when printing. CH photo should be printed in 3R size.



When printed, CH photo should have approx. 1/2 inch over the child's head.

CH photo must be taken vertically.

Take CH photo in 'S' or 'VGA' mode of digital camera for low resolution picture.

Please do not zoom in/out while taking CH photo as it may make the photo hazy.

CH photo should have enough space (approx. 1/2 inch) under the child's feet.

Raw data for Case History (CH) / Child Profile

Case History (CH) / Child Profile Format

Reference Number : BD02600252
 Child's Name : DIPA
 Age : 6 [preferably within 4 to 8 years]
 Gender : Female
 Head of House Hold : Abdur Rahim

Details

Language : Bangla
 Religion : Islam
 House Type : Tin Roof- Thatch
 Livestock : Yes [2 goats]
 Arable Land : Yes
 Water : Yes [safe drinking water within 500 meters from household]
 Health Care : No [any health care center within 3 kilometers from household]
 School Attendance : Yes
 Schooling in which class : I
 Other Parent/guardian : Halima Begum
 Number of Brothers : 1
 Number of Sisters : 1
 Date of CH collection : 11 May 2009
 Date of Photo Collection : 11 May 2009
 Photo Serial Number : 1
 Time of Photo Taken : 10:05 am

**Number of Family Members
(Child, parents and siblings)**

No	Name	Age	Relation with the child	Profession
01	<u>Abdur Rahim</u>	40	Father	<u>Day labourer</u>
02	<u>Halima Begum</u>	30	Mother	<u>House-wife</u>
03	<u>Shumon</u>	8	Brother	<u>Studying in class III</u>
04	<u>Dipa</u>	6	Self	<u>Studying in class I</u>
05	<u>Ripa</u>	3	Sister	<u>Minor</u>

Field Worker's Name : Nargis Sultana

CH / Child Profile when it goes to Sponsor

This is the only copy of this child's personal details. Please treat with care

Background Information : Dipa

Dipa was born in 1999, and she is one of a family of 9 children. The family lives in Housidpara, in Sunamganj district, north eastern Bangladesh. Their home is made of tin sheets. This area experiences flash floods, heavy rainfall and storms, and half of the area remains under water six months every year.

Dipa's family speaks Bengali, the main language of the region, and her family is Muslim. She attends school where she is learning to read and write. Children lucky enough to attend school miss at least two months' education every year as they are needed to help with the harvest.


Half the families in the area are classed as landless by the government. Dipa's family is fortunate and owns a small plot of land. Annual flooding means families can grow only one crop each year, so food is short. In the dry season, rice, dried fish, potatoes and adzuki beans make up the staple diet. Many men migrate to towns and cities in search of work during the rainy season, when few opportunities exist in Sunamganj. Children undertake many tasks in the household each day. Girls do housework, collect water and care for younger siblings. Boys help parents in the fields and also fetch water.

Health facilities are poor, and although centres are available in each area, doctors are not in attendance regularly. Safe water is available through tube wells, but ponds, canals, dug wells and rivers are all sources of water.


Actionaid Bangladesh is working in Sunamganj district in partnership with three local organisations - UNICEF, UNDP. Together, we will support these vulnerable communities to improve their standard of living. Our programmes will focus on improving access to education and livelihoods, health care and protecting the environment and preparing for natural disasters. With your support, we can change the lives of children like Dipa for a better future.

If you would like to write to Dipa please use the following address:

Actionaid Bangladesh
 House # 118, Road # 48
 Gulshan-1
 Dhaka-1101, Bangladesh



Child Name : Dipa
 Child Reference : **BD02601069**
 Sex : Female
 Year of Birth : 1999



Country Information
 Bangladesh - the land and the people

Bangladesh is home to 135 million people. It shares a border with India on all sides except the extreme south, where it touches Myanmar. The long, flat coastline makes it prone to disasters such as the flooding in 1999. This devastated 51 out of 64 districts and was officially regarded as the worst in living memory.

Shanty towns around cities are home to 15 million people. Sanitation is almost non-existent among poorer households. This is because houses of mud brick contain no plumbing and as many as fifty families share a single toilet.

As in many other developing countries, the status of women in rural Bangladesh is very low. In Jamalpur, for example, preliminary surveys show that while many people suffer from malnutrition, women and girls tend to suffer the most. That's because mothers feed their husbands first, then the boys, the girls, and finally, themselves.

A complex pattern of resource control is responsible for the differences in living conditions between rich and poor. Most of the land - and therefore the country's resources - is owned by just a few people. Banks demand land as collateral before giving loans, so only landowners can invest in even the smallest enterprises, such as market stalls or rickshaws.

The relative wealth of landowners allows them to influence religious leaders and politicians. They also have strong economic, moral and religious control over landless, poor people. This situation leaves poor people and families divided, dependent, under-employed and without access to capital. Landless families are often illiterate and in chronic ill health and children are frequently malnourished.

Despite the many problems experienced by people in poor regions, there is hope. Actionaid is working with local communities to resolve these issues and bring lasting improvements to the lives of people in Bangladesh.

KEY INDICATORS		
	Bangladesh	UK
Population (million)	135	59.3
Life expectancy at birth	59	77
Under-one infant mortality (per 1000 live births)	58	6
Adult literacy	41%	6-10% have literacy problems

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Photo Update:

Photo-Update is the full-length photo of a child – same as Case History photo but for Photo-Update, we don't need to collect the child's personal information. We collect Photo-Update once in every two years and paste it on a photo-card to be sent to supporters along with a regular report.



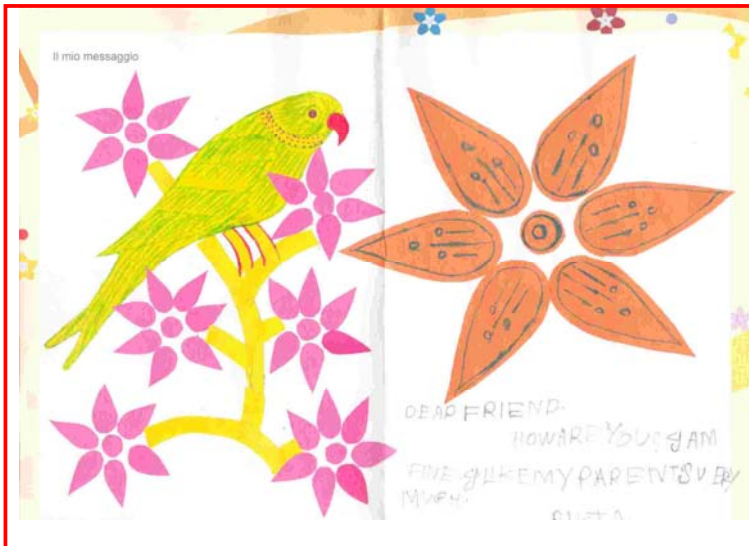
We don't need full information for Photo-Update, but to keep track of the photo, we need to collect some basic information, like child name, reference number, photo collection time, date, education status etc.

Full-length photo of the sponsored child is sent to supporter once in every two years.

Sample Format for Photo Update	
Reference Number	: B2401301
Child's Name	: RASEL
Age	: 12
Gender	: Male
Education Status	: Studying in Class VII
Date of CH collection	: 11 May 2009
Date of Photo Collection	: 11 May 2009
Photo Serial Number	: 1
Time of Photo Taken	: 10:05 am

Child Message (CM)

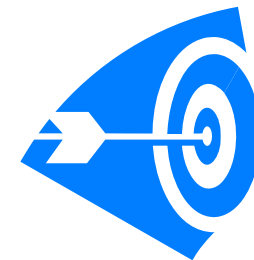
Child Message is another important form of communication from child to supporter, where the child communicates his development through drawing, writing and other creative means. Children use a particular format, colours, papers, petals, leaves etc. on Child Message.



Examples of Child Message prepared using different media and materials

Purpose of CM:

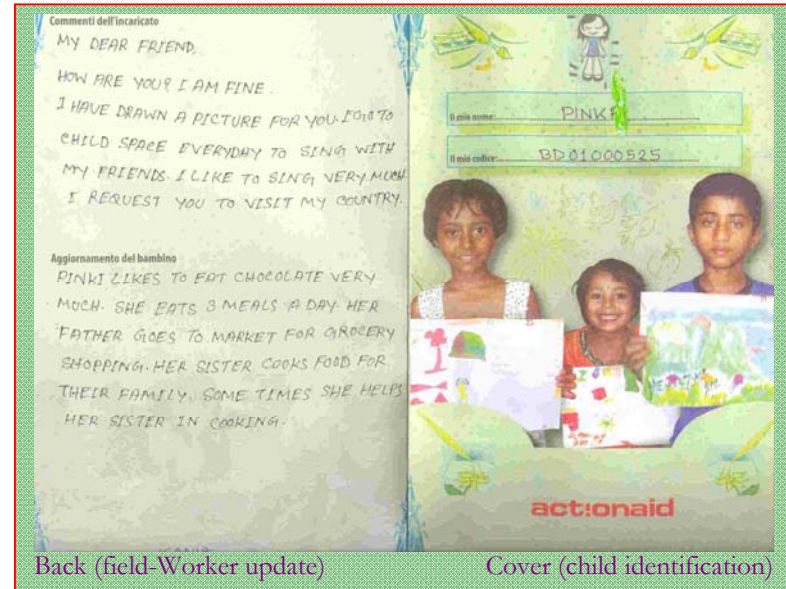
- A direct communication from the child to the sponsor through which the child communicates something about themselves and their lives.
- It will ideally show an improvement in the quality of communications from the child as a result of their support.



STANDARDS

Overall structure of CM

- The name and reference number of the child must appear clearly and correctly on the front side of the Message
- The Message must allow adequate space for the child to either draw and/or write an engaging message to the Sponsor.
- Between A5 and A4 will be adequate space.

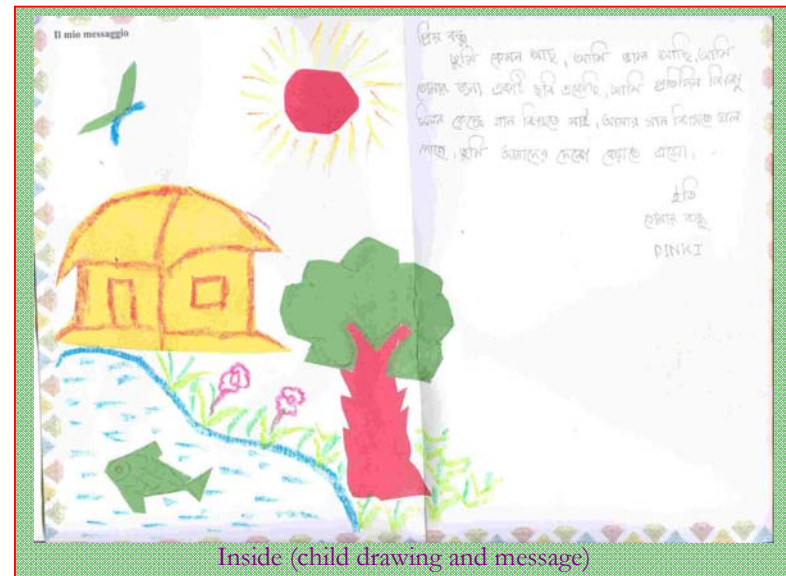


Back (field-Worker update)

Cover (child identification)

Content of Message

- The message must have a cover and it must be clear that it is a child message
- The message must include a piece of work created by the child or adolescent. This could be a drawing, a collage etc. or a written message. Literate and older children should be encouraged to write to sponsors.
- If the child has received any correspondence from the supporter this must be acknowledged and responded to in the message from either the child or the field worker



Inside (child drawing and message)

Special Note!!!

The message by the child or field worker should not include requests for things or additional support

Translation

If a Child Message is translated, the translation must remain as true to the Child's message as possible, but also ensure meaning can be understood

Things to Remember!

- For messages that are drawings or another form of illustrations, an update from the field worker of minimum 50 words must be included
- The Update must be clearly identified as being written by the fieldworker – including their name
- The Update must include something on the child's well being (health, education, family life etc)
- The Update must include something topical about the community relevant to the child.
- If the child writes the field worker does not have to write a further update.
- However if the child has not referred to their well being in their written message (health, education, family life etc.) then the field worker must include an additional note after the child's message on the child's well being.

Different forms of Communication Pack

Welcome Pack:

New supporters receive welcome-packs (a Welcome Letter, a current report, a Child Message)

Regular Communications Packs: < Period 1: Community Newsletter and Child Message
Period 2: Progress Report and Child Message

Absent Pack:

When a child is absent in the community, supporters receive an absent-pack (a letter and a current report)

Transfer Pack: When a child is withdrawn from Child Sponsorship (due to migration, over age, early marriage, or regrets to provide the Child Message etc.), the supporter receives transfer-pack (a transfer letter, new Child Profile, a Child Message of the new child, a current report and a return envelop)

Supporter Letter and Query:

When a supporter writes a letter to child or asks for any info / query, CP provides info, photo etc as per the supporter query.



Sponsorship Reports

actionaid
Community Newsletter March 2009 Bangladesh
CHUADANGA

Dear Sponsor

We are delighted to introduce you to Actionaid Bangladesh's first issue of the Chuadanga Community Newsletter. Through a series of articles we will share with you the stories, experiences, hopes and dreams of the people Actionaid is working with, and give you an insight into how the CNL is created here.



Actionaid works with partner organisation, WAVE Foundation and the people of Uttar Union in Chuadanga. About 70% of those here struggle to be on the US\$ 2,000.000 (31942) a month. With your support, we are working to improve health, education, skills and livelihood opportunities.

Violence against women is one of the major problems that have a deep link with poverty. With the participation of political leaders, local government, lawyers, and journalists, we are working to stop the various forms of violence women face and ensure their rights are protected in the legislation.

I hope this newsletter helps build a stronger relationship between you and the community where the child you sponsor lives. We are all part of a much larger community helping to tackle poverty in Bangladesh, which we could not do without your help.

Thank you so much for your generous support. I really is making a difference to so many children and their families in Chuadanga.

Warm regards,
Shahana Hossain
Sponsorship Manager
Actionaid Bangladesh



Area of work for new child's skills

The Aims: To 15 years old girl for in class five. The lesson drawing activities for her program for the last three years. This is the first time I've decorated my envelope using thread. Her parents, teacher and class have a lot of fun drawing and enjoying together before presenting and displaying in our classroom. We did not receive their dresses, bracelets and other, while making our envelopes. It is very interesting and that is it.

cover page

"As a woman, I have rights"

"My husband never listens to me and expects the babies with the household chores and the children's and longer hours at work or less. There are no children's rights in Chuadanga. I have to work with the household and my children."

This happy woman is a result of Actionaid and WAVE Foundation's work to promote women's rights and help women against violence and girls. Concrete evidence is a way of life for 85% of families living here.

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second page

Your sponsorship encourages creativity

"I like to draw and paint. I am happy to draw beautiful pictures with lots of different colors. I also collect dried leaves and flowers petals to stick on my paintings. I love these new paintings and I enjoy doing these very much." My nine year old child.

Child messages are an important to children as to the sponsor. It is an opportunity for children to spend the together and have fun. The children make a few hours in one of our Children's Centres and Sing, Dance, Play, Medical Test-cards, and lot stories. They read and share messages from their sponsors. They are then given a variety of art materials - crayons, pens, coloured paper, glue, etc. to make a message for their sponsor. They do this with some help, but through or own, as described by those on the first page.

Winning a prize - an amazing experience

"I was so happy when I won the prize for sports. I never thought that I would ever win a sports prize. I would like to take part in more competitions and I want to be a football player in the future." My 9 year old child.

Most athletes from Actionaid's eight Children's Centres, as well as coaching for strength for the women and girls get the opportunity to train up with their studies, do their homework and take part in sports activities, something the few have seen before.

Eid - A special day for children

"Eid is my religious festival. I wait a whole year for Eid. On that day my mother cooks delicious food for us. Last year we were very special as my father bought me new clothes, new to wear new clothes and eat delicious food at Eid. I also spent the day visiting my friends and neighbours." An 8 year old child.

Eid is a very important time of year for families in Chuadanga. Eid means joy and it focus is bringing the differences between people and all come together in prayer, peace and harmony. Wearing new clothes, eating special food and visiting relatives and friends are an important part of the celebration.



third page

More achievements in Chuadanga, thanks to your sponsorship

Female education: Since January 2008, Actionaid has provided pre-school education to 240 children under the years of 6. This will give them with the basic educational skills they need to enter in primary school.

They are not afraid to government funding. However, WAVE Foundation is in discussions with the District Education Office to register these two schools. We are happy this will happen soon.

Young people with rights: In August 2008, Actionaid formed an Adolescent/Juvenile Group for teenagers who are aged 11 to 18 years. The group will provide a safe space for teenagers to express their views and opinions and give them a voice in their own lives. Violence and discrimination against women and girls often go unreported and the issue of the protection is unaddressed. The group will be more visible and more active about the violence and discrimination they witness in their communities. They have just started submitting articles to local and national newspapers and are waiting to see their published. We will keep you updated on their progress.

Emergency Health Support: 12 children who were severely affected by health crisis, financial threat, and drug abuse.

Childen on their way to primary school: 18 girls above 6 years old who did not attend health awareness, importance of education, and child rights were awarded 1,200 tk and 300 tk to buy school bags and supplies.

Emergency Health Support: 12 children who were severely affected by health crisis, financial threat, and drug abuse.

Thank you for your sponsorship of a child in Chuadanga in changing lives. I look forward to sharing upcoming achievements with you.

Support for community education: The infrastructure and provided salaries of four teachers for the non-government primary schools, benefiting 400 children. All these schools are not government registered.



last page

↑ Sample Community Newsletter [CNL] ↓

Hello from Chuadanga, Bangladesh

Dear Sponsor, স্বাগতম (Welcome) August 2008

Thank you for your ongoing support of families living in Chuadanga. Because of you, lives are changing. More women are able to register a driving licence, which means they can secure their children have food, are healthy and can go to school.

We have also continued activities to end the discrimination and violence against girls. We have also continued activities to end the discrimination and violence against girls. We have also continued activities to end the discrimination and violence against girls. We have also continued activities to end the discrimination and violence against girls.

Many support will become a something children from a child that lives in the same community as your sponsored child to share your what life is like in Chuadanga. The drawing on the front is by Bangla Girl. She draws a girl and a woman. I love to go to school every day. I love to go to school every day. I love to go to school every day. I love to go to school every day.

actionaid child sponsorship



Transforming the lives of women in our community

"I can now feed and educate my son"

"I can now feed and educate my son"

"I can now feed and educate my son"



A rare chance to play together

"I now have friends and feel much happier"

"I now have friends and feel much happier"



"I no longer have to beg on the streets"

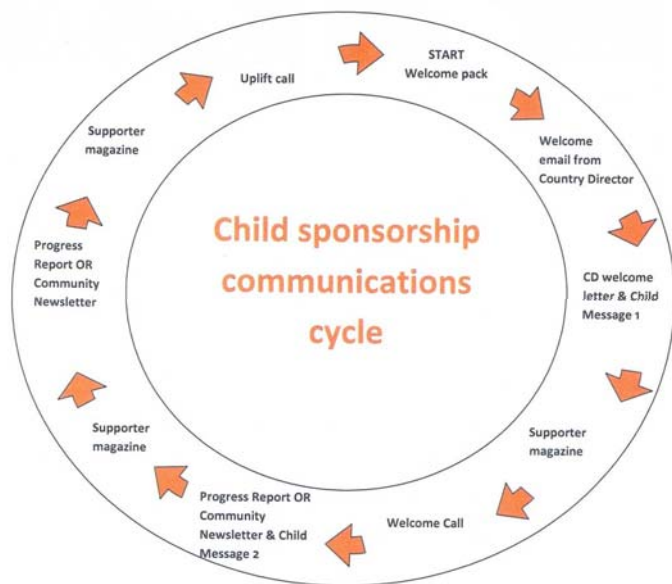
Progress in Chuadanga thanks to your actionaid child sponsorship



The Child Sponsorship Communications Cycle

Child Sponsorship Communications are vital in keeping supporters engaged. The quality and timeliness of the materials is the key, especially in the first year and around specific **danger** points like transfer and prolonged periods of absence.

This cycle shows the communication supporters receive in their first year; the chart in the right details the purpose and timing of each. Both highlight the need for an integrated approach between Country Programmes (CPs) and Funding Affiliates (FAs).



Communications	Purpose	Timing
Welcome pack from Funding Affiliates	<ul style="list-style-type: none"> To thank the supporter and provide details about their relationship with ActionAid and the child. 	Within one week of the first payment.
Welcome email from Country Director	<ul style="list-style-type: none"> To welcome supporters to child sponsorship. To plug the gap between the welcome pack and the Country Director welcome letter and first Child Message. 	Within two weeks of the first payment.
Country Director welcome letter and Child Message 1	<ul style="list-style-type: none"> To make the supporter feel that the Country Programme and the child / community are aware of the new relationship. To establish a direct link between the supporter and child. 	Within six weeks of the first payment.
Supporter magazine from Funding Affiliates	<ul style="list-style-type: none"> To provide background information on the work of ActionAid and how child sponsorship is helping to reduce poverty. 	Within four months of the first payment (3-4 a year).
Welcome call from Funding Affiliates	<ul style="list-style-type: none"> To welcome and thank supporters; plus quality control. 	Three months after the first payment.
Community Newsletter or Progress Report and Child Message 2	<ul style="list-style-type: none"> To demonstrate the link between the child and their community. To provide a fuller picture of the child's broader social / physical context, and how their money is being used. 	Within six months of the first payment (twice a year).
Uplift call from Funding Affiliate	<ul style="list-style-type: none"> To inform on the wider aspects of ActionAid's work. To increase the level of general funds for projects which are not funded through child sponsorship. 	Within nine months of the first payment.
Update photo	<ul style="list-style-type: none"> To maintain an emotional link and refresh commitment. To see progress in the growth of the child. 	Once every two years.

Module 1

Session 2

Supporters/Sponsors

WHO are our Supporters/Sponsors?

1. Are they male or female?
2. What are their jobs?
3. What's their type of house?
4. Do they have a family?
5. Are they educated? What do they value?
6. What do they do in their spare time?

Answers

1. 65% are women – most have partners
2. Most of them work in education
3. 76% are from the middle class
4. 40% have children at home
5. Almost all of them are highly educated, so...
6. 74% support other causes via regular gift

Let me introduce three real supporters! ...

Athena, Chris and Richard in video clips!!!

So what are the supporters asking us to do???

The photograph makes it difficult to ignore, making it more personal

The letters from the children are the thing that makes it real



"This isn't a selfless act, it's rewarding. You could call me a donor, but I know I'm a beneficiary."

Kathy Whittleton, an ActionAid child sponsor
PHOTO: DAVID ROSE/ACTIONAID

So what do our Supporters/Sponsors need?

1 The sponsors need to get the context, issues and proof of efficiency of our programme.

What should we do?

Sponsorship reports (both CNL and PR) show all that through rational interest in relation to the child. This becomes interesting and more humane only if the reporting builds an emotional relationship by setting the context for understanding the sponsored child and the issues they face.

2 The sponsors need a feeling of emotional closeness as well as proof of offering practical support.

What should we do?

Child messages can help us build this closeness and carry this proof along. We have to remember that the child is the main focus. So we need to bear this in mind when writing reports / stories, taking pictures etc.

All the other modes
of communication
provide the
Supporters /
Sponsors the general
knowledge that helps
them feel informed
about the context of
their support and
MORE!!!



Notes:

For our sponsors, **Needs** are more potent than **Values**:



Notes:

What they appreciate the most:

Supporters / Sponsors want more than just a big ‘Thank you!’ They appreciate it most when they see their contribution is making a difference in the life of the child and the community as a whole. They love to see that the staff at ActionAid also share the same passion of bringing tangible and practical change.

What keeps the relationship?

- stay with you and continue to sponsor
- tell 2/3 friends about the excellent job you all are doing
- take action – campaign for you, write protest letters etc.
- answer to your emergency appeals positively



What breaks the relationship?

I will go away if you

- ignore me / behave as if I am not needed / take me for granted
- lie to me / show development that didn't happen
- don't answer letters
- fail to deliver on promises
- increase prices
- don't turn up on time
- have changed
- You took me for granted



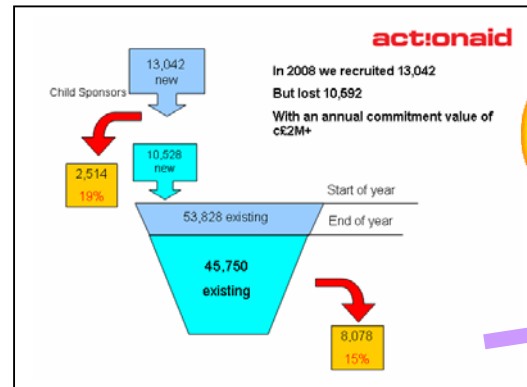
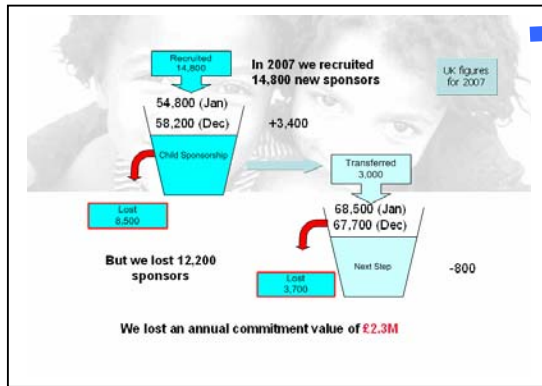
Notes:

Supporters say, "If I am unhappy, I will –

- leave you without saying why / find excuses to quit, and ultimately will
- tell 10 friends how bad you are in your commitments / professionalism
- leave; this will cost you £200 to recruit a new sponsor

Why do they say they are leaving?

Reason	%
I can no longer afford to offer my support	54
I feel that other causes are more deserving	36.2
Death / relocation	16
X did not acknowledge my support	13.2
No memory of having supported	11.1
X did not inform me of how my money had been used	8.1
X no longer needs my support	5.6
The quality of support provided by X was poor	5.1
X asked for inappropriate sums	4.3
I found X's communications inappropriate	3.8
Am still supporting by other means	3.4
X did not take account of my wishes	2.6
Staff at X were unhelpful	2.1
Not reminded to give again	0



In 2007, we recruited **14,800** but **lost 12,200**
[annual commitment value £ 2.3M]



In 2008, we recruited **13,042** but **lost 10,592**
[annual commitment value £ 2M+]

Why supporter retention is important?



- Each supporter kept up is one less to make up!
- It costs 9 times more to recruit a new sponsor than to retain an existing one
- Average income per sponsor each year = £ 280 (approx.)
- Average length of child sponsor = 8+ years
- Industry figures show if sponsor retention is increased by 10%, extra income/revenue will be greater by 150-200%

Notes:

What can we do to keep our supporters?

- Make the welcoming process spectacular
- Focus on the donor – not on ourselves [count the times you talk about the donor; ‘you’]
- Offer the sponsor the power to bring change
- Elevate their status by appreciation
- Respect their interest with our honesty
- Entertain the sponsors with news of progress
- Involve the sponsors emotionally and rationally
- Re-affirm their decision to give so they continue
- Offer a sense of community [donors want to feel a part of something worthwhile]



Module 1

Session 3

Invigorating Child Sponsorship 2 (ICS2)

ICS2: Background

A research on existing communications methods shows that supporters find the photos to be the most interesting. Child Message takes the second place. Community Reports and Annual Reports were found to be less appealing to supporters because of a format linked with life in particular.

It was decided that human dimension linked with the raw data could raise some interest in the readers/supporters. We also need to tally with our ActionAid values and revise our communication methods/processes and work accordingly, so they become more pro-poor and pro-supporter.

ActionAid Bangladesh has contributed as core team-member of ICS2.

ICS2: Recommendations

Let's facilitate real and relevant connections between supporters and children and provide supporters with a rich insight into the everyday life of

the child, their community, and wider issues of poverty. We also need to increase supporters' understanding of ActionAid's approach to development

and the benefits it provides. Besides, we will have to show supporters how their money is being spent to bring about change.

01. CNL and PR have been re-modelled. New structure includes supporter involvement, community participation etc.
02. Photo update is made once in 2 years instead of 3 years.
03. CM is made creative using different media and materials.





Capture the Key Learning Points from **Module 1 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Child Sponsorship and Communications

-
-
-
-

Session 02: Supporters/Sponsors

-
-
-
-

Session 03: Invigorating Child Sponsorship 2 (ICS2)

-
-
-
-

Module 2

Session 1

Structure of Community Newsletter



Definition, Nature and Content

Community Newsletter is a four-page once-a-year publication that gives the sponsor a home-grown feel about community life. To connect the sponsor with the child, the newsletter uses a number of items like news from individual, community and sponsors, child drawings, photos, letters presented in several sections in order to depict our work at the community. The purposes of Newsletter are to:

- Link child and community with supporter
- Demonstrate impact
- Create platform for expression and dialogue

Structure



Front Page

Contents: Title, Community Name, Date, Logo, letter from Sp. manager, cover photo & short story.

Objective: Highlight direct link between children & their sponsor e.g. image of child message collection, supporter visit etc.



Second Page

Contents: News Story, A Day in the Life


Objective: Demonstrate AAB's effectiveness in improving life at DA; illustrate the outcome & impact of AAB's work on a typical DA family/ individual.



Third Page

Contents: Community Corner (facts and figures; community gossip), Children's Corner

Objective: Combine facts & figures about the realities of DA with lighter stories (give supporters a real flavour of everyday community life); showcase the impact of AAB's work on children.



Last Page

Contents: Sponsor Corner, News Stories (short news articles/clips, min 3 photos; topical news)

Objective: Provide info on AA's CS programme, work, issues facing DA using supporters' question; provide a vivid picture of activities implemented in sponsored children's community.

Module 2

Session 2

Structure of Progress Report

Definition, Nature and Content

Published once-a-year, Progress Report demonstrates the results of ActionAid Bangladesh's activities and, above all, progress with reference to previous year's situation. It also summarizes how supporters' money was spent. The accompanying letter from CD provides a broad overview of policy and progress over the last year and plan for future.

Structure



Front Page

Content: Welcome caption, DA + Country + Progress Report labels, Month + Year

Objective: SP Manager introduces progress in the community over the last year.



Inside Pages

Content: Case Studies [3/5]
Objective: Update the supporters about the change and progress of community.



Last Page

Content: How sponsors' money was spent (summary, charts), future plans
Objective: Stay focused, planned for future and accountable to past.



Country

Director's letter

Content: proportion of supporters' money went to CP work (programme & policy work); national campaign, focus 1 key example with impact through details.

Objective: A broad overview of progress in the CP.



Capture the Key Learning Points from **Module 2 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Structure of Community Newsletter (CNL)

-
-
-
-

Session 02: Structure of Progress Report (PR)

-
-
-
-

Module 3

Session 1

Case Study / Story

What is a Case Study? What is a Story?

A 'Case Study' is a detailed study of a person/a small group/a single situation etc. It involves extensive research/field-visit/interview and documented information.

From the same viewpoint, a 'Story' also is the detailed account of a person the same except the fictional inputs typical of the title. In CS communication reporting, case studies are to be written in the form of stories. So for us:

Case Study \approx Story



Please
remember:

Short Stories are shorter than Case Studies/Stories.

Short Stories answers What, Who, When, Where, Why and How questions.

News Stories are bare facts/information written like a very short report.

News Stories answers What, Who, When and Where questions. (NOT Why and How!)

Notes:

Points to Consider

Did you know we are **20** times more likely to remember a story which has **emotional touch**?



A human story moves us.

- First paragraph/statement of the story is very important to engage the readers/supporters; striking part/achievement of the story should be stated in the introduction
- Human interest stories is better and effective than policy reports
- Good stories give a human face to the many issues, aspects of poverty and development. This helps supporters connect more strongly and emotionally with our work
- If we don't say what we are doing, people may not support us
- Without effective communication we cannot raise funds
- Rights Based Approach (RBA) involves giving a voice to poor people whose problems/achievements can be heard through good stories
- Good story is one of the means to be truly accountable; it can help us show supporters and others what we are doing, have done and are going to do

Notes:

Example?

A rare chance to play together

“My name is Raqibul and I am 10 years old. I live in Senerhuda village, Chuadanga, with my mother and father. Life was never much fun, but this ‘child centre’ has changed all that.”

For children living in Chuadanga there are few opportunities to develop skills, play sports, be creative or to have fun. Many schools lack a space for sports and creative development. This limits the skills of children and decreases their motivation in learning.

In partnership with Wave Foundation, ActionAid has established eight learning centres known as Shishu Uddan. These centres give children an opportunity to learn local song and dance, participate in sports, writing and art competitions and perform in drama. The centres are helping these children to interact with each other, develop skills and to have fun. They are also learning about issues that affect them including illegal practices like child labour and early marriages, the importance of education, and equal rights of women and men.



It's weekend. No more shy, Raqibul has invited friends to play his game of farming. He loves drawing and shares with friends – all of them go to the child space to have fun time together.

“

Hello!

My name is Raqibul and I am 11 years old. I live in Senerhuda village with my mother and father. Life was never much fun, but this centre has changed that. In the past, I never liked going to school. I was not very confident and I didn't do very well in my lessons. Sometimes I would stay home to help my parents with chores. I never had chance to play with other children. This made me very lonely and sad. Then one day, my mother took me to the Shishu Uddan (i.e., Child Space). Here I saw girls and boys playing many games like carom-board, cricket, football. It was amazing!

At first, I felt shy playing with the other children but now I have a lot of friends at the centre. I often draw pictures and sometimes we sing songs together. We also learn about things like cleanliness and the importance of going to school. Now, I make sure I go to school every day, especially as I now have friends there and feel much happier. I want to complete my education and get a good job. I am so happy now we have this fun centre.”



Ingredients of a GOOD Case Study/Story

1. Relevance

A story should be relevant with the theme, objective, content of the report. Before deciding our course of action, let us see what our readers/supporters say:

When our story is relevant and report effective, our supporters can have following feeling!

“... [Reports] are enlightening; they really hit home and show me why sponsorship is so important”

When our story is not relevant and report ineffective, our supporters can have following feeling!

“I’ve been giving two years and I don’t really know what I’m giving it for”

F.Y.I.

2. Credibility

Credibility means reliability. Stories must be real, genuine and must be spoken in an authentic voice.

When our story is reliable and report interesting, our supporters can have following feeling!

“It’s very hard to imagine what life must be like in your village. I read your story and was overwhelmed by your determination to change the situation – I’m so glad I have been able to help”

When our story is unreliable and report uninteresting, our supporters can have following feeling!

“I need to trust that ActionAid is spending my money well – I need to hear it from the people that it is helping.”

3. Targeting

You must know your audience and be sure you are speaking to what moves them, creating genuine interest in them. Therefore, we must know whom we are writing to, i.e., we always write to our supporters.

When we understand our sponsors, target them properly and communicate effectively, they have following feelings!

“I feel part of a global family. It’s the last charity I would stop supporting”

When we understand our sponsors, target them properly and communicate effectively, they have following feelings!

“I realise you have large numbers of sponsors to communicate with BUT...I wouldn’t have cancelled if I had thought what I was doing was making a difference”

4. You

Yes, YOU have a story and it’s about why YOU do what YOU do. In every conversation, every communication, you need to convey the passion that brought you to your organisation. One way to do this is to demonstrate the role of ActionAid and its partners in the community.

When the approach is done right, we can expect supporters to be continuously happy!

“Thank you for making me feel part of bringing hope and change to children living in poverty. I’ve supported you for nearly 20 years and your energy has never ceased. Keep up the good work.”

to be considered for a good Case Study/Story

other factors

- Language
- Pictures
- Story Writing Style
- 5Ws
- What does NOT make a good story
- Layout and Design



Ahem... let's start, shall we?

Language

- As a rule, keep things simple and short
- Avoid jargon/ NGO-speaks (promote, sensitise, advocacy, capacity building etc.) at all costs
- Avoid acronyms unless well-known, like the UN, BBC etc.
- Plan – prepare and polish your text; don't just write the first thing that comes in mind
- Be precise and focused; don't take 1200 words to write something you could have written in 400 words
- Use quotes as many as possible to make the stories interesting
- Make sure names and other spellings are consistent throughout the case study/report

Pictures

- A good picture tells hundreds of words
- People love to see pictures rather than reading heavy texts
- Try and take pictures that tell a story in their own right
- Good caption is essentially the story behind the picture in summary
- Always take pictures in large mode with proper lighting and framing.
- Please don't put photos in Ms-Word docs; nobody else can use them in proper ways!
- Take consent before taking photos of a person

Story Writing Style



- Start with the conclusion: the ‘reverse pyramid’
 - Start with what’s new – the latest thing to have happened
 - Don’t begin stories with long, winding introductions; you can always add info later
 - Write using single sentence paragraphs; people scan rather than read
- Write what is the most interesting/important thing supporters would want to know
- Keep introductions short, sharp and to the point
- What is ActionAid doing or have done
- 5Ws
 - Who: FULL name, age, children and livelihood
 - What: What’s happening and what are ActionAid and our partners doing about it
 - Where: Give meaningful context to a wide audience
 - When: When did this happen
 - Why: Is this happening, has it happened before, is it seasonal etc.
- Sometimes we need to FIND and FILTER stories in the mass of information we produce
- People or Policy – which one is always more compelling? Of course, people!
- Tracking the same people is an excellent way of showing impact/progress of our work

What doesn’t make a good story?

- Jargon
- Lack of pictures
- Assumptions
- Masses of text
- Lack of quotes

Layout and Design

- Write catchy title as Headings and Sub-headings and make them prominent. HOW? Well, pull them out of body-text!
- Use white spaces carefully! Don’t use many fonts on a page; maintain one and use different sizes/colours [sparingly!]
- Avoid *italics* in normal body-text – makes things harder to read! Use different lengths of paragraphs! It’s about attention! See this survey result on people’s reading pattern that varies with heavy/light body-text. Feb 2009 data! Red marks mean much viewed, yellow means a little less viewed, blue far less viewed! Viewed = Read?

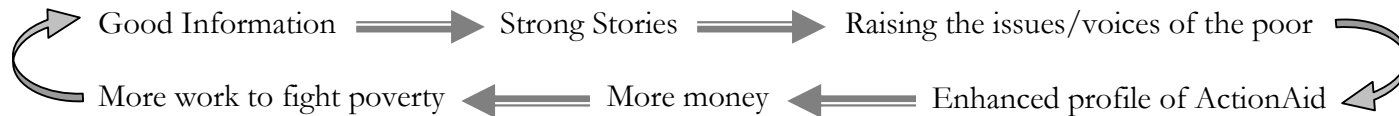


Module 3

Session 2

Information Collection and Interviewing

Good Information is important. That's obvious? Ok, let's see why! Here's a flow chart that is, in a way, cyclic:



BEFORE Information Collection:

Planning

- Identify the cases and the issues through discussion with Programme, Monitoring and field staff.
- Make a schedule with the relevant person to collect the info from. In case of interview, make sure your interviewee knows about when and where you will meet. Don't just turn up and hope to find her/him.
- Before you or a partner goes to the field, check that all equipment (including cameras) is working and ready. Take spares if you are unsure.
- Collect as much information as possible. Often, you can develop different stories for newsletters and progress reports using the same material!
- If you collect story from person speaking different language, get a good translator.

Notes:

DURING Information Collection:

Introductions

- Introduce yourself to the interviewee/audience and explain why you are there
- Show empathy/understanding; establish a rapport
- Take note of local surroundings – such as clothing, food and housing
- Locate interesting people to talk to. The quietest people often possess the unique info

Quotes

- First person quotes from the poor are what supporters are interested in
- Aim for 60% quotes from them and 40% comments/opinion from you
- Sometimes explain the quotes for better understanding

Questions

- Make them open ended; in this way you will get more information
- Interviewing should be an interactive process; encourage people to ask questions
- At the end, always ask: “Is there anything else you would like to add?”



AFTER Information Collection

Writing up

- Get your interviews written up as soon as possible while they are fresh in your mind.
- Going back to notes after days or weeks will make the process a lot harder.
- Translate sentences line-by-line. Try and be precise. Don't guess or paraphrase.

5 Ws

Who?

- Full name (in correct spelling!), age, children, marital status, job, village

What?

- are the issues affecting the interviewee/DA/village?
- does the interviewee think about the causes/remedies ? (Write in quotes!)
- is ActionAid doing to remedy the situation?
- more could be done with more funds/other resources?

Where?

- is the work/incident taking place?
- is the village situated? (Add context in brief. Never mind the capital!)

When?

- did you first start learning to read and write?
- did the flooding occur/the school open/the harvest fail? etc.
- did you learn about ActionAid work?
- did you join ActionAid work?

Why?

- is the situation/problem happening?
- is ActionAid doing what it is doing (RBA)?
- the government/state is not doing more?

1 H How?

- did you become involved with ActionAid programme?
- many people are affected?
- many people are receiving benefits?
- is ActionAid bringing change in your life/community?
- do the people who are taking benefits feel about our work?
- could we do more with more funding?



Capture the Key Learning Points from **Module 3 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Good Story / Case Study

-
-
-
-

Session 02: Information Collection and Interviewing

-
-
-
-

Module 4

Session 1

Photography in Development Reporting



IMPORTANCE

The fast track life means the reading audience becoming progressively FEWER or VISUAL each day. People tend to browse/skim through text and give comparatively more time to a picture that sums up the text readers just willingly avoided. So, a photo can bring the viewer back to being a reader. How important is a picture/photo then?

In development reporting, a photograph can be

- an orientation to the problem
- a tested solution to a crisis
- a call for action
- a stamp of success
- an evidence of progress
- a statement of confidence so on and so forth.

Photos can be used as evidence of our claims especially if the corresponding story is related. All that we claim we have achieved will be a joke or exaggeration if we don't back it up with proofs.

Photos can also be used as a fundraising tool if the problem/happiness/achievement can be captured in the photograph. Once that's done, you can put pen to paper writing case study/story to supply the missing titbits asking for urgent action or requesting continuation of support.

Photos are more trusted than alphabets: almost like "I see therefore I believe." This is the Supporters'/Sponsors' point-of-view! And their point-of-view is important. Anybody's wondering why?

"the photograph makes it difficult to ignore, making it more personal..."

says one of our sponsors.



Portrait photo

in case studies close-in on the person and thus fill the frame. Unlike child profile, case-study photos do not need to set the subject/person to her/his setting. So less of background!



Action photo

capture the subject/person in action. Hence the title! Try several shots before you get the perfect one where the person is busy in her/his natural behaviour.



Context photo

set the person in his natural setting. Very important in case studies, context shots, mostly horizontal, cover a wider background with a lot about economic situations, health etc.

Module 4

Session 2

Photography: Purposes and Techniques



PURPOSES

Photos for cover page of Community Newsletter

CNL cover page photos should ideally reflect the community. You can feature an event but make sure your subjects are not just sitting idle. Also do not take pictures of banners or people sitting in chairs around tables etc. They don't make good pictures for development reports.



Photos for cover page of Progress Report

PR cover page photos should be on a person of the community whose progress is in line with progress of his community. But a part of community can also be featured while, for example, the people are working together, or children playing in the fields etc.



Photos for case studies

Case study photos should be of different types in terms of shots (portrait, action, context) and angles (high, low, creative etc.). Make sure you capture the person in different activities like sitting idle, busy in regular activity, interacting with family etc.



TECHNIQUES

Mingle with the subject(s) and look around

Your shots will be lively if your subject is easy in front of the camera. So before shooting, connect with the person you are going to photograph. This will ease the person up and ultimately you will be rewarded with lively, brilliant photos that will capture the story. Sometimes, a little joke helps things better. Talking while shooting is good too. Showing the photos to the person shot immediately after also builds a relationship with the interviewee – helpful if you are planning to interview her/him later to document progress.



Composition: rule of thirds

A perfect exposure can make a **good** photo, but for a **great** photo good composition is needed. Divide the frame into thirds horizontally and vertically. The subject goes at the intersection of any two lines. Example: Decide which one follows the rule.



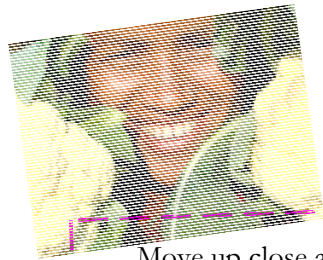
is **X** because



but



is **✓** because



Moving up close

Move up close and fill the frame for impact; the top mistake beginning photographers make is not moving up close enough. But don't crop though!



Framing

Use an element in the foreground to function as a "frame" for the subject. Just as a picture frame isolates the picture from the wall, a framing device in a photo helps isolate the subject from the background. Windows, doors, arms and even legs serve as functional framing devices in case studies.





Angles

Move around; get down low and look up on the subject or get up high and look down; change viewpoints particularly to control the background.



Focus

Get down to her/his level when taking pictures of a child. If you are standing up near the child for a close-up or you are lying on ground with the child standing nearby, we might make creative angles but we won't make money from sponsorship reporting. The idea is to keep the camera / focus on the eye-level of the subject.



Eye Contact

In matters of making, say, passports or applying for a job, we use pp size photos in which we look at the camera. Try to avoid taking snaps when the subject is directly looking at the focus with this blank expression. This is better avoided except for Child Profile's portrait photos.



Background

Background should vary as per need. For example, in case of a portrait shot in CM, community background connects the child with her/his setting. You should explore several backgrounds (please do NOT use the same spot/background for more than one child!) Keep the background clean, free of distracting objects such as trees or poles growing out of people's heads! And what about unwanted people in the background?



Privacy

What can be seen from public view can be photographed. But it is always better to ask for permissions if you are going to stick around an event. In case of shooting children, consent must be obtained from someone who can legally give it, such as the child's parent. Let's ask if the photographer asked their permission in this photo!

Archiving

The name of the person interviewed should be used to name the picture file, with extensions like <NAME>-1, <NAME>-2 etc. However, captions can also be used to archive pictures. Once back from site, you should download the pictures to PC's hard-disk and name a folder with the name of place and date of the visit. Now if you want to burn a CD is your discretion.



Lighting



It's all about quantity, quality and direction. Lighting can be your best friend or worst enemy. Natural light, sunlight for example, is the most realistic to the viewer. Obviously, the types of natural light vary from almost nothing (such as a candle at a romantic getaway) to the bright sunlight at a daytime football game.

Sunlight can also be harsh and distracting. Shooting mid-day, when the sun is directly overhead, generates harsh shadows, often blocking out any detail in the shadow areas. But we are used to seeing light from above. In any case, you can use a forced-flash.

Use of Camera
Lens safe from sun
Keep in a black bag
Put in a dry place
Avoid personal use in shooting irrelevant pictures
Repairing to be done by professional hands / shops

Early morning and late afternoon light is some of the best light to shoot in. It comes from the side, providing texture, and has a warm, red colour.

However, lighting from below creates an ominous look, almost like holding a flashlight under a person's face to make them appear evil. However, to use this natural light, you MUST keep the sun behind you, not in front of you. Watch out for your shadow on the subject as well! The direction of light can change the whole mood of the photograph!

Let's see if we can number the corresponding photos! _____

- 1 Front-lighting eliminates shadows and provide detail, but loses texture and warmth.
- 2 Side-lighting provides the most texture.
- 3 Back-lighting generally produces a silhouette and loss of detail.
- 4 Down-lighting gives the subject unusual shadows that we are not used to seeing!
- 5 Top-lighting, especially at mid-day, can destroy a photo by forming dark regions.





← **A**

Guess what is wrong here!

The child should have been in the centre of the frame!



← **B**

See what's wrong in this photo!

Look at the child's head! Enough space to be kept!



← **C**

Now what is wrong in this one!

You guessed it right. This is poor lighting effect!



← **D**

Look at this one! Are you looking?

The child should have been... You tell me!



← **E**

Guess what's wrong here!

Oh no! Poor lighting effect! Again!



← **F**

And now have a look at this one!

The sun behind the camera-man is a good idea.

Bad CH Photos



A



B



C



D



E



F

**GOOD
CH Photos**

←
Except the date/year figure in the first two photos, all the photos are perfect because of good background, lighting, posture, focus, enough space at the top and bottom.

Examples of Bad Action Photos:



Examples of Good Action Photos:



Examples of Good Action Photos:



Examples of Good Portrait Photos:



Module 4

Session 3

Captioning Photos

Introduction

Looking at a picture without a caption is like watching television with the sound turned off. People have become faster but still time is not enough. To accommodate this deficiency, we have become more visual than ever. Looking at a picture before the corresponding story is therefore a fact. The caption is a natural extension to this curiosity.

Importance

There is a great story behind every action / response. So a caption is our means to convey the story before our supporters have read the story itself! Ideally, the picture should be enough on its own, but a strong caption can bring the photo more power.

Methods

- 1 The caption should connect the photo to the story
- 2 Active voice is always preferred [Now, wasn't that ironic?]
- 3 The tone should reflect the human dimension
- 4 Needless to say we have less space for caption, so brevity (not meanness!) is the key.
- 5 Some pictures may have headlines as well as captions. These are usually pictures that stand alone – unconnected to a story. The caption then stands as a small story and may be 3 or more lines long.



Notes:

Shall we see some examples? What about some fun? Well, let's have both!

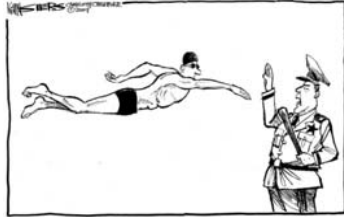
Example Captions from the Internet



Do you believe in miracles?
 Many goals are within sight.
 This is going to leave an earmark.
 What the puck?
 Maybe I should change my goals.
 I have seen The Matrix.



Sometimes love hurts!
 It's a weapon of mass seduction!
 This could break all their hearts!
 We have new rules of engagement!
 I'm spreading the love in Gaza.
 It's all part of Obama's plan to kill with kindness.



Stop swimming in the pool-ution!
 Stop! Please let us add computer-generated water effects first.
 I've heard of walking on water, but this is ridiculous!
 Stop making fun of our air quality!
 We don't allow anyone to do anything freestyle!
 Smog? What smog? Where?

Quality/standards captions are two to three sentences. The first sentence is present tense and generally explains what is going on in the photo. Avoid starting the caption with a name.

90 percent of captions start with a name and make the captions seem repetitive and boring.

If you are using 2/3 sentences, the first one should be in present tense (describing the present) and the rest in past tense (background info on the person, place, event / action.) This links the present with the past sequence of events.

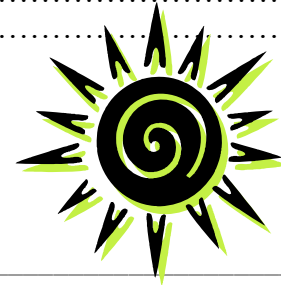
It's better if one of these sentences is a quote from the person in the photo.

What about these?

Abul was doing nothing
 Abul, 24, is a good football player
 Abul in the field
 Flood hampers life as usual.

Now, let's write some funny captions!

.....



Notes:

.....

Some Dos:

1. You must do small-scale research! This means:
 - a. You have to see the activity, for example. We have to catch the subject in activity. The story behind the activity will arouse readers' interest.
 - b. You also have to know what happened immediately after and before the photo was taken. If you hate the idea of interviewing people around, talk with them.
2. Active voice is stronger. It clearly identifies the actor / agent of the action. Also it necessitates an action-verb missing in the passive. So, our next point is –
3. Try and avoid 'be' verbs (am, is, are, was, were) even in the active wherever possible.
4. Get the correct spelling of every name. For this you must carry a notepad and a pen when you get out shooting.

Example:

The land was owned by Rahim.

Rahim feels delighted to cultivate his own land.

Some Don'ts:

1. You shouldn't put info in the caption that isn't explained or referred to in the story.
2. Nothing is worse than trying to write a caption with what's obvious in the picture.
3. You cannot write a good caption without action / reaction photos. Posed pictures with person looking directly into the camera won't make good captions. Example:



Therefore, take a good picture and write a good caption!

What can be written for this?

Saleha Begum in her house. [BAD!]

Saleha Begum looks directly at the camera. [WORSE!!]

Notes:

Photo Captions Exercise on a Case Study



Good caption: Physiotherapy support of GBS enabled Sumon to be able to play by himself.
Bad caption: Handicapped Sumon playing alone.
Write a good caption for photo 1.

Good caption: Like other children, Sumon goes out to meet friends.
Bad Caption: Children laughing and hanging Sumon.
Write a good caption for photo 2.





Good caption: Sumon gets equal attention and care from his parents.
Bad caption: Sumon with his parents and brother. / Group Photo of Sumon's family.
Write a good caption for photo 3.



Capture the Key Learning Points from **Module 4 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Photography in Development Reporting

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Session 02: Photography: Purposes and Techniques

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Session 03: Captioning Photos

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Module 5

Session 1

Facts and Opinion in Sponsorship Reporting

Definition of Fact and Opinion

Fact is a piece of information. If you answer questions like:

Who came? When? / What happened? Where?

each of your answers is a fact because the answer would have been same if taken from another honest witness. Fact is reality. Agreed? Let's see.

Reality is whatever happens around you. (You can include feelings, thoughts and aspirations etc. These are reality too!). Aren't these facts also? Yes! So fact is reality.

When we say something is objective, we indicate it is 'bare facts'. This means the info doesn't carry what we PERSONALLY think of the information. This is only fact. So fact is objective.

When you tell what happened using *bare* details (without adding your/other's view) the narration of reality (reporting on who, when, what, where) is thought to be objective.

However, when you analyse the situation/event and write on what you THINK was the reason behind the situation/event, you are answering questions like Why and How. This is your opinion. When you use your opinion, your writing is subjective. So opinion is subjective.

We need to explain a fact with our rational/logical opinion. This is important to write Editorials. Only bare fact (without opinion) is used in News Stories.



Importance of Fact and Opinion

To collect info for News Story (fact), we need to answer Who, When, What and Where questions.

To collect info for Editorial, Case Study etc. (opinion), we need to answer 5 Ws and 1 H questions.

Without facts, there is no reporting. So facts are the step-1 of our communication process. If we have facts, we can start writing News Stories. And then we can use our experienced opinion in Editorials, Case Studies etc. to explain the facts in a cause-effect relationship to understand them better and take necessary action.

Module 5

Session 2

Community Newsletter [CNL]

Start-Up CNL

Purpose: Start-Up Newsletter is to set the scene for the supporter about their community and provide a sense of excitement about the community's future and the supporter's involvement.

Source of info: DA appraisal doc, stories/info on selected programme participants of the DA.

General Standards:

- Through start-up CNL, we can assess community expectation/needs. We will express our plans through the same structure like editorial etc so that supporter can understand the total picture.
- Editorial would mainly focus on the problems of the locality and our plans in summary form.

- 'Case Study' should be on a woman's/child's problems & what programme activities s/he needs plus her/his expectations/aspirations ■
- 'A day in the life of...' case study should be on the problems/interesting activities (education, health, entertainment etc) ■
- 'Children's Corner' should show interesting information on children's education, health, sports facilities etc ■
- 'Community Corner' is to show poverty statistics of community with culture, rituals, festivals etc ■

Phase-Out CNL

Purpose: Phase-Out Newsletter is to provide the supporter with a sense of how the community has benefited from ActionAid's involvement through the eyes of the community.

Sources of Info: DA annual reports, PRRP report, different assessment reports mid-term review (MTR), impact assessment reports etc., six-monthly monitoring report, PRRP reports, annual reports, report on other programme activities, field visits/interview, recent case studies with good photos.

General Standards:

Structure will be same as regular CNL, BUT should have more impact story and information.

Don'ts: We should not use previous info, case study, photos for both CNL.
Archiving: At your DA level, preserve the hard-copies of reports and soft-copies in PC/CD.



Module 5

Session 3

Regular Community Newsletter: page 1

Title and Branding

Branding is an important issue in marketing strategy. Just remember how many times you have seen a single advert on TV! Repetition is the key. For us, the title that this is a Community Newsletter will serve as our branding strategy.

Readers like to know what to expect. A title (sometimes, a sub-title!) gives the readers what they need to know at the onset. What we have to provide are:

What is an editorial?

An editorial is an article that captures a person’s opinion on a certain subject (topic/event/issue/programme). An editorial examines facts and analyses (carefully looks at things in order to make sense of) them. It has the reporters’ specific point of view and raises questions about a problem and/or suggests solutions to the problem. The steps can roughly be summed up as:

Ultimately, an editorial creates an image of your cause/activity in your readers. And this sets up a valuable ad position that your sales department can sell. At the end of the day, fundraising is in your mind.

Logo : ActionAid
Name : DA name, for example
Title : Community Newsletter
Sub-title : Partner name
Date : Month, Year

NB: the order of the entries can be shuffled as per layout preference.

Notes:



Before writing an editorial, ask yourself the following questions. They are put in a kind of self-help-group taste! ☺



Is my Subject Important?

To start, identify the critical issues by being involved in your community / development issues. Know the key players, read and talk to a lot of people. Get out to gatherings, seminars, visits. Listen to what your supporters and stakeholders are talking about. Ask questions.

Have I Done Research?
Then, once you have a topic in mind, do your homework. Research the different sides and present the information in a way that supports your position. If the issue is a difficult one to resolve, offer readers your opinion and some advice. Give readers direction.

Am I Telling My Readers How...?
Get your readers involved. Tell them how – down to giving them an address of where the problem occurs. This makes it easy to take action.

What is My Language Like?
The style of writing should be straightforward and simple, more informal than formal – chatty is better. It should be like a good speech. You might even want to start with a joke or light information. Humour is a great tool to get people to start reading and continue. BUT make sure you know your readers and context so you know what kind of humour is appropriate.

How does My Tone Sound?
Using clear, active language is far more persuasive than a weak tone that rambles. Get to the point. Try to be entertaining but avoid hyperbole, because slapsticks don't live longer and hardly work.

How long should an editorial be?
There is no correct length for an editorial. However, try to keep it to no more than **250** words. The idea is to succinctly and convincingly express your opinion with as few words as possible.

So what's in it for us?
A good writer gathers facts related to the topic & develops an argument to convince the reader that the writer's opinion is the correct one. A good writer anticipates what others might think and tries to respond to those viewpoints as well. Not all editorials take sides on an issue but have one or more of the following four purposes:



- Inform** : Writer gives careful explanations about a complicated issue.
- Promote** : Writer tries to promote a worthy activity. Get the reader involved.
- Praise** : Writer praises a person or an event.
- Entertain** : Writer encourages or entertains the reader about an important issue.



Is this you? Let's hope not! Because here's more!

What could go into OUR five-point editorial?

1. addressing our sponsors and thanking them for their continued support
2. refer to previous report in thematic terms etc. to place your ...
3. updating them on our recent achievements in the community level
4. guiding them into the next sections of the report (without repetition)
5. re-thanking them/informing them that their help will be needed as always

Dos

- Support change if you think it's necessary in your development industry.
- Include evidence or research to prove your opinion, if available.
- Acknowledge errors in future issues to rebuild your credibility.
- Stimulate thought and inform.



Don'ts

- Use acronyms or abbreviations without explaining them
- Write an editorial that talks only about stories in the magazine
- Write without enough research and points well-thought out
- Be afraid to inject your personality in the writing
- Think that readers must always agree with you



An editorial can be on a news story but it is not enough to state your opinion on that news story. Rather it is necessary to use your opinion to guide interpretation of the story. See right side for an example:

Dear friends:

We are happy to introduce to you to the first issue of the Bhakkar community newsletter.

Thank you for your continued support of the Bhakkar community. By sponsoring a child in Bhakkar, you are helping the whole community improve its living conditions.

Through this newsletter, we hope to give you a glimpse into the lives of the children that you are supporting in Bhakkar, their talented drawings, and activities they are involved in and also how the community is involved in supporting the lives of disabled people.

For example in June, Bhakkar held the annual UN children's international day, where children played games, sang songs and danced to learn more about their rights.

More than 550 children from the area participated in the event, which ActionAid organized. At the event, ActionAid launched a new child rights radio program, where children would produce regular radio programs telling stories to teach other children about their rights.

We hope you enjoy our newsletter and will continue to support our important work in the area. Your help in the past year has made a real difference to the lives of the children of Bhakkar.

With warm regards,

Reema Aftab
Child Sponsorship Manager
ActionAid Pakistan

What is a ‘Short Story’?

As the title suggests, ‘Short Story’ **for us** will be a factual narration on what happened without the writer’s judgement passed on.

Shorter than a typical news story, ‘Short Story’ should be written in **75-100 words** focusing either on a DA child’s life story, her/his CM collection told through the eyes of a sponsor after/during DA visit.

Photos (at least 1) for ‘Short Story’ should be of the child of the story. Example:

Notes:



Thanh remembers the language martyrs and drawn a picture about them



“I love to become a teacher”

Mai Van Thanh, 12, Duc Huong village, Ha Tinh, Vietnam

I am Tran Van Thanh. I am 12 years old and I live in Duc Huong village, Ha Tinh, Vietnam. My parents are hired workers and they work very hard all year round to earn money. After school I have to help with a lot of house work such as cooking, cleaning, looking after buffalo and washing for family. My parents never have enough money to buy new books and new school bag for me in the new school year. I wish to have enough books to go to school.

My wish has come true when ActionAid came to my school and set up a new library with thousands of text books and reference books. Now I can borrow books from my school library. My school bag is very old and got the hole on the back. However, I try to make best use of it because I know my parents are trying hard to bring us up. When I grow up I want to become a teacher because I want to teach the poor children how to read and write.

Module 5

Session 4

Regular Community Newsletter: page 2

What is a 'News Story'?

Simply put, a news story is news told in the form/flair of a story. A 'News Story' should ideally be on a suitable event that has taken place recently. You have to write on what happened, who was/were involved, what happened immediately after.

To set the event/incident in a sequence of events, you can venture into writing what was the situation before the event that fostered it. This, of course, should be only in the case that there are no doubts about the antecedent.

In a 'News Story', the facts are important and opinions unwelcome – this is just the opposite of 'Editorial' requirements!

So we see writing a 'News Story' is different from writing an editorial. News Stories are done in an objective approach, in a rational manner, with attributed sources if needed.

Our 'News Story' should be written in **150-200 words** focusing on development in the community showing ActionAid's work. Photos (at least 2 for each story) taken for the 'News Story' should be related to the subject matter / theme of the story.



Veterinary services help poor people

“We have a centre functioning nearby so we can easily take advice and prevent disease in our animals” said 30 year-old Fiza. “We are thankful to ActionAid and SAP that they encouraged our people and held discussions with officials of veterinary services,” Fiza continued.

People in this remote part of Bhakkar were not aware of the importance of engaging with government officials to provide health services for the livestock which forms such an important part of their livelihoods.

ActionAid and SAP with the support of these groups have achieved following:

- A veterinary centre has been made functional by district administration of veterinary services.
- A veterinary doctor is attending around 25-30 animals per day.
- Quality medicines have been made available in the area.
- More than 2,500 animals were vaccinated of dangerous seasonal diseases like black quarter, foot-mouth disease, and anthrax.

Fiza, 30, a farmer and mother of three sons and two daughters expresses “My family owns three cows, two buffaloes and some sheep. My husband occasionally does agricultural labour through which he earns barely £10 monthly. In good seasons our animals bring in £10-12 to add to our family income and meet our basic needs. But seasonal diseases like fever, foot-mouth disease and flu badly affected this previously, and our family faced hardships”.

What is ‘A Day in the Life of...’ case study?

This is a case study on a person’s regular activity in a typical/usual day.

Written in **200-300 words**, this case study should ideally show the realities of life in the community. You should take at least 2 photos featuring different regular activities of the person.



A Day in My Life

Linh is 9 years old. She lives with her parents and her younger sister in Thanchi village. Her parents work as hired labour workers. Linh’s family earns less than €218 a year. This is Linh’s story.

“Hello. My name is Linh. I am at grade 3 in school. I have a younger sister named Cam. She is 5 years old. Everyday, I wake up at 5 o’clock. brush my teeth and then help Mum prepare breakfast for my family. After having a simple breakfast with rice and salt, I take my younger sister to her kindergarten, which is 1 km far from my house. I walk to school at 6 o’clock. It takes me 45 minutes to go to school every day.

After school time, I have to take care of my younger sister and do house work such as cooking and washing. I wish that if only my family had a television because I like watching television very much. In the evening, I usually take my sister to the neighbour to watch the cartoon show on television at 7 o’clock. I often do my home work at 8 o’clock. Then I go to bed at 10 o’clock.

Notes:

Module 5

Session 5

Regular Community Newsletter: page 3

There are 2 sections in the third page of Community Newsletter:

Community Corner

Children's Corner



Written in 150-250 words, Community Corner has 2 sub-sections:

- 1) Facts and Figures
- 2) Community Gossip

In Facts and Figures, we are to include qualitative and quantitative information on culture/economy of the community added with ActionAid's work & impact (AA's response if the issue is negative).

Notes:



Facts and Figures
sub-section

fresh vegetables at home

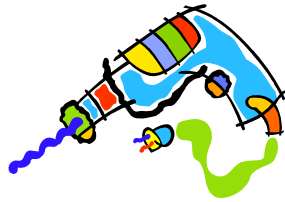
90% of people in Gaibandha earn their livelihood through agriculture, commonly growing wheat, maize, vegetables, citrus fruits and tobacco. Family landholdings vary between 2.5 acres and 5 acres. Natural streams and adequate rainfall ensure the land is suitable for cultivation.

ActionAid and SKS have also worked on: with continued engagement and discussion more than 250 women have started kitchen gardening and saving 15€ per month.

Establishing two community citrus-fruit nurseries, with the help of ten local farmers, to reinstate the production of citrus fruits in what is an ideal climate for their growth. These nurseries have provided 300 saplings free of charge to 30 farmers. Holding discussions with more than 400 farmers to grow staple crops like maize and wheat. More than 50 per cent of the farmers have been convinced to grow these crops and 25 per cent of land currently being used for tobacco is now to produce other crops.

In the Community Gossip section, we are to write the section illustrating community life with at least 1 story. Example:

Community Gossip sub-section



The Children's Corner section, written in 200-250 words through at least 1 story, this section should showcase the impact of AA's work on children. At least one photo or drawing or copy of the best CM should be provided. Example:

Children's Corner section

Mid-Autumn Moon Festival is a traditional festival held on the 15th day of the 8th Lunar Month when the moon is completely full.

Children parade on the streets, while singing and carrying colourful lanterns of various shapes (fishes, stars, butterflies). People enjoy moon cakes in moon light.

"This year, on the Mid-Autumn Moon Festival, I was selected to be in a drama. My friends and I were so excited to perform for our parents and teachers to see.

When the moon was over our heads, we paraded on the street with lighting lanterns and very delicious moon cake. This is the best Mid-autumn Moon Festival I have ever had in my life. I heard that this kind of activity will be continued in the coming years. I wish it could be tomorrow again!!!" said Dao Thi, a little girl of 13 years old from Phan Dinh Phung School.



Anh Dao is the modest singer in the festival



"Now I can have enough books" - Hoai

"Hello. My name is Hoai. I am 10 years old at grade 3 of Luong Thong School. My school is very poor. Lectures were very boring and difficult when we learnt about strange things or places that we have never seen in our life.

"I still remember when we learnt about bone structure of a whale. Our teacher and all of us never saw a whale before. My teachers just went through the brief description of whale in the text book and we all had no idea of what a whale really looks like.

"Our wishes came true when ActionAid came to our school with books, models of animals, and terrestrial globes. Thanks to these learning tools, we know what a whale looks like and have clear concepts of its bone structure. Visual objects are used in all most all lectures in my school now.

"Our lessons became more interesting and easier for us to understand. I have received better grades this year and I feel very happy."

Module 5

Session 6

Regular Community Newsletter

Last page of Regular CNL

In the last page of regular Community Newsletter, we have –

- 1. Sponsor Corner
- 2. News Stories
- 3. Topical News



In the Sponsor Corner section, we have to write in **100-200 words** registering supporters’ questions and answers from staff (sponsor’s first name plus insight on how CS and/or ActionAid works to be mentioned).

Notes:

Sponsor Corner section



How does ActionAid decide which children are sponsored?

We select the children from the villages included in the development area. Whose families are

Mark Chenery, Greece

How far is the nearest hospital?

As Bhakkar is very far from the major cities, the nearest hospital is about 25 kilometers. This is too far to walk so they’ll need to get a taxi to the hospital. This costs 5 pounds for a one-way trip.

Efi Protogeri, Greece



How many villages are there in Bhakkar, and what is the population?

There are eighteen villages in the Bhakkar development area, with a total population of

Mary Gloria, Greece



Questions answered by Reema Aftab

In the News Stories section, we have to write very short news of community interest. As many as 5/6 News Stories can go in one issue of CNL. Be selective. Give your attention to children as well. The whole section will be of **100-150 words** that will show what AA is doing with supporter's money. Supply at least three photos. However, ideally, each News Story should have one picture.



The optional Topical News section is expected to express your community's emergency, campaign or change in economic situation.

Topical News section

Due to river erosion in August 2008, 24 families were affected in Jamalpur. ActionAid provided shelter and emergency food support to the 24 affected families and worked with government to help them own govt. land.

NB: If there is nothing relevant as 'topical news', please expand the other 2 sections on page 4.



At the end of this session, participants will be divided into four groups to exercise on each page of Community Newsletter using one approved report and its first draft. They will identify the differences between the two versions and explain which version is better.

News Story section



Safe water for the poor

In March 2008, ActionAid provided 200 water tanks for 200 poor households in Daktroi commune. Having clean water for daily uses, their health has been much improved.



New cultivating method

In June 2008, ActionAid local partner provided training for 30 poorest households in Huoi Leng village, Dien Bien province on how to combine planting cassava with maize to supplement their income & ensure sustainable fertility of soil.



Warmer winter

In August 2008, ActionAid provided 104 poorest children with blankets and mosquito-nets in early 2008 to protect them from mosquito-related diseases. This year only 0.8% of the children in school had malaria and 7% suffered from fever.



New livelihood model for poor

In Oct 2008, ActionAid supported 10 households in Cau Ngang district, Tra Vinh province with 250 € each to pilot the melon model. Besides, ActionAid organized 3 trainings for them on planting & harvesting methods.



Capture the Key Learning Points from **Module 5 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Fact and Opinion in Sponsorship Reporting

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Session 02: Community Newsletter [CNL]

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Session 03: Regular Community Newsletter: First Page

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Session 04: Second Page of CNL

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Session 05: Third Page of CNL

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Session 06: Last Page of CNL

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Module 6

Session 1

Progress Report [PR]

Phase-Out PR

Purpose: Phase-Out PR is to demonstrate the changes that have taken place in the community as a result of ActionAid's involvement throughout the project.

Source of info: DA annual reports, PRRP report, different assessment reports mid-term review (MTR), impact assessment reports etc.], six-monthly monitoring report, PRRP reports, annual reports, report on other programme activities, field visits/interview, recent case studies with good photos.

General Standards:

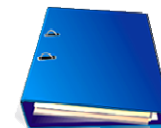
- Must include statistics illustrating the before and after.
- Must include before and after photos of project
- Must explain how projects will continue after ActionAid is no more working in the community

- 'How Your Money was Spent' should sum up the total spending on DA activities linking them with ActionAid's national-level campaigns. ■
- 'Future Plans' section should explain how the project(s) will continue to function when ActionAid will stop working in the community. ■
- 'Case Study' should be on a woman's/child's problems & what programme activities s/he needs & her/his expectations/aspirations ■
 - Activities, sectors and people benefiting from these national-level campaigns should be given in clear and meaningful figures. ■



Do: Should use previous report and case study/info/photo to show impact through drawing comparisons and generate assessment of impact after ActionAid's involvement.

Archiving: At your DA level, preserve the hard-copies and soft-copies in PC/CD.



Module 6

Session 2

Regular Progress Report: page 1

Title and Branding

Branding is an important issue in marketing strategy. Just remember how many times you have seen a single advert on TV! Repetition is the key. For us, the title that this is a Progress Report will serve as our branding strategy.

Readers like to know what to expect. A title (sometimes, a sub-title!) gives the readers what they need to know at the onset. What we have to provide are:

Introduction by CP Sponsorship Manager

In **150 words**, CP Sponsorship Manager addresses sponsors and introduces progress from the last year, thanks supporters & leads them through the Progress Report highlighting some key challenges and successes.

At least one photo for cover page should illustrate ActionAid's involvement in the lives of the poor.

How to write welcome caption?

Write the welcome caption in a way you mean it. The easiest way to do it is, well, by meaning it! We can always write 'Welcome to Progress Report' and leave it at that. But if we are to make the reading experience lively, we must make a jolly good fellow of ourselves.

Logo : ActionAid
Name : DA name, for example
Title : Community Newsletter
Sub-title : Partner name
Date : Month, Year
Caption : Welcome to ...

NB: the order of the entries can be shuffled as per layout preference.

Dear Sponsor:

Hello from Dhaka, Bangladesh

Thank you so much for the past year of support. We've had an amazing and very busy year here in Dhaka. We've worked with children and their families on a range of programmes – this year our focus has been primary education. We have provided education materials to 323 children and got them ready for primary schooling. We have also extended financial support to 123 boys and girls to start business. Over 200 children received vaccination.

I thought you might like to hear more from some of the people who we've helped. I do hope you enjoy hearing from them.

Thank you again, I look forward to sharing more successes in the coming year.

Mahbub Hasan
Sponsorship Manager

Module 6

Session 3

Regular Progress Report: pages 2-3

Programme Update through Case Studies and Photos

Giving the programme update is a way of showing progress in the community. So what we can do is collect previous year's data and compare / contrast with this year's. But bare facts, generic comparisons, formulaic claims don't mean much in our development sector. So, we must back up our statements of progress through case study of a person – an adolescent or adult.

3-5 case studies (written in around **600-800 words** in total) should reflect our claims of change / progress in the persons' achievements in a parallel fashion. It is always better to start with a quote from the person that gives in-depth understanding of the impact of ActionAid activities.

Linkage of DA programme with national-level campaign of ActionAid:

Mention a programme / campaign of your DA, if any, linked with national-level campaign of ActionAid.

Programme Update and Case Studies for Progress Report:

- a. Write update on 3-5 major programmes of last year (Jan-Dec). 1-2 programme update should be on children. Each of the 3-5 programme updates must be supported by a good case study.
- b. How to write a Programme Update:
 - 1) Give background of the particular problem for which AA designed and implemented programme.
 - 2) Write how many people/children participated & benefited from programme? Supply statistical info.
 - 3) Support Programme Update through a case study by which you can depict some progress in the life of the programme participants/beneficiaries.
- c. Notes for Photography for Programme Update:
 - 1) Picture for Programme Update: Provide at least 2 activity photo on the particular programme. These are mainly action photos. Avoid taking photos of banners of meetings and table-chair etc.
 - 2) Picture for Case Study: Provide at least 2-3 photographs (portrait and activity oriented) on each case study.



Example 1:



Ream confident and excited to attend Children's Day

More than 300 Children Enjoying their Childhood!

“I will try to come to school every day and study hard. I want to have a good future.”

- Ream Sokly

“Instead of asking me to work, my parents now encourage me to go to school. ActionAid provided me with books and pens. I will try to come to school every day and study hard. I want to have a good future.” Says 9 year old Ream Sokly as she smiles happily on her way to school.

ActionAid, have been working with families like Ream's this year to help raise awareness of the importance of education.

Many of the children living in the province of Preah Vihear did not go to school because their parents did not understand the importance of education. Parents felt it was more important for children to help with household chores, looking after their younger brothers and sisters and working in the rice fields. Many parents could not afford school equipment for their children, which was another reason to keep them away from school.

Ream told us “I decided to stop going to school because I had to do a lot of housework – cooking, fetching water and looking after the house while my parents go to work. Also, my parents cannot afford to buy the books and pens I need to be at school, they are too poor.”

Please write two of your observations for this story:

ActionAid worked to help children go to school by organising teacher and parent meetings to help parents understand the importance of education. This encouraged parents to start sending their children to school. We also provided school bags, books, pens and rulers to over 300 children. This took pressure off parents to provide these things for their children, again helping more children to attend school.

Finally we celebrated Children's Day - having fun with the children and raising awareness about their rights. Children from various schools gave speeches and it was amazing to see the community come together to celebrate childhood.

Helping young people earn their own living



“I bought a sewing machine... I am very happy to contribute to my family” - Asma

Asma is an 18-year old living in the northern part of Dhaka city. Many poor girls like her in Madartek are now coming out of extreme poverty with ActionAid’s support.

Asma lives with her parents and one sister. Her father has been sick and out of work for a long time that resulted in her stopping education in class VIII. They could hardly manage two meals a day. In this situation, she joined a boys-and-girls group of ActionAid and Nari Maitree (partner NGO of ActionAid). As part of the group that had 25 members, she learnt about how to start a business from the scratch. ActionAid provided her a training on cutting and tailoring.

Asma adds, “I saved taka 10 per week in our group and took a loan of taka 3000 after participating in the group’s sessions for 6 months. I bought a sewing machine and started my small business in my area. At first, I used to get only a few orders but now that I have developed my skills, I am getting many orders. At present, I earn more or less taka 6000 a month. I am very happy to give sewing training to 20 girls from my community. I provide for my family’s foods expenses. I buy books and pencils for my sister. I am trying my best so that my younger sister can continue her education.”

Protecting 2014 Moms and Babies

Last year’s vaccination programme from ActionAid and Nari Maitree covered 2,014 children and mothers to protect them from tetanus, polio and diphtheria. Against a bleak background of poor health services, this has been our major achievement.

“I have two children. My son Babul is five years old and my daughter is just 1 month. Babul has been coughing since he was three. When I discussed with a health worker of ActionAid, she asked me if Babul got any vaccination. But I had no idea Babul needed anything like that. Later on, the health-worker called me and other mothers in a court-yard meeting and discussed how vital vaccination is for our babies. I am careful about my children and taking vaccinations,” says Moriam.

Many women and mothers like Moriam are now aware of the importance of pre- and post-pregnancy vaccinations. They are regular in taking vaccines to fight deadly diseases.



“I am careful about my children and taking vaccinations,” says Moriam

Module 6

Session 4

Regular Progress Report: page 4

How Your Money was Spent

Budget Analysis: Write **250/300 words** to show how much money of 2008 budget was allocated and spent on each programme sector, for example: education, health, livelihood etc. Show what were the programmes & how many people benefited. Provide info in tabular form. This information will be fed in the **‘How Your Money was Spent’** section.

How to write ‘How Your Money was Spent’ article of **200-300 words** mentioning the types of work, number of people benefiting; at least one chart to be included.

- Simple way to explain the title
- Must mention types of works money spent for
- Number of people benefited
- Provide at least 1 chart that is more than just bare facts

Example of ‘How Your Money was Spent’:

How We Spent Your Money Last Year?

Thanks to your on-going support for children and families in Camladesh, we have been able to make great progress in our fight against poverty.

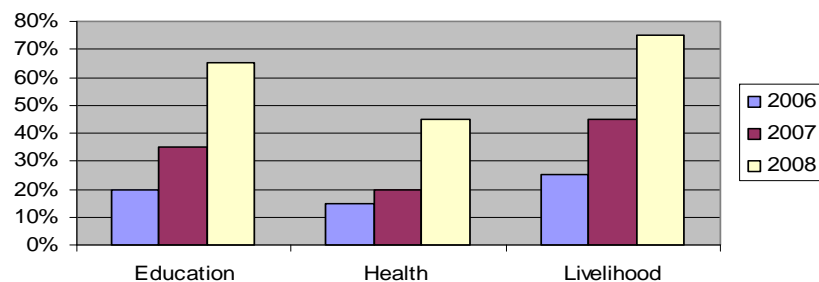
We have already told you about some of our health and education work, as well as our efforts to help young people earn a living. This work has helped people become independent for the first time in their lives. An amazing transformation has taken place.

We have also been effective in the following areas:

“I refused to marry my young daughter off and also stopped 14 early marriages in my village” – says Jamila of Joy-Krishnapur village.

“Through farmer’s club, we learnt about seed preservation and the benefits of using bio-fertiliser. As a result my production increased; I earned 4,500 taka by selling 10 mounds of paddy after meeting my household needs,” says Sheraj of Fultala village.

How We Spent Your Money in Sunamganj



Module 6

Session 4

Regular Progress Report: page 4 [cntd...]

Future Plans

250/300-word Conclusion: Provide information on the next year's priorities and plans, i.e., what are the activities/programmes you are going to implement in the next year's plan.

How to write 'Future Plans'

- Explains how AA will work with the community next year
- Explains how this plan relates to this year's work
- Narrates the expected impact of the plans on the community
- Article of **200-300 words** explaining AA's next year plans for community & how they relate to this year's work & what is the planned impact

Looking to the Future

We are really pleased to have been able to share our work with you. We hope that you have enjoyed meeting some of the incredible mothers, children and families who we work with every day.

Our work with the people of Amari continues. There is still so much more that we can do to help improve the lives of poor children and their families. We have had success and we are now keen to achieve even more.

Thank you for staying with ActionAid and showing such loyalty to poor people who need it the most.

We really look forward to being able to share more good news with you next year.

Until then, warmest wishes from your friends in Camladesh.



Module 6

Session 5

Regular Progress Report: CD's letter

Letter from Country Director

Objective of CD letter: Provides a broad overview of progress

01. Provides a broad overview of the CP
02. Details on what is happening at national level in terms of programme and policy
03. Clearly outlines the need and AA's response to it
04. Duly signed by the Country Director

How to choose a story/news for CD's letter:

If your DA-work is linked with ActionAid's national level programme (for example: in the hunger-free campaign, disability, stop violence, indigenous rights, child rights etc. advocacy/programme), you can choose this kind of story for CD's letter.

At the end of this session, participants will be divided into five groups to exercise on each page of Progress Report and CD's letter using one approved report/letter and its first draft. They will identify the differences between the two versions and explain which version is better.

End poverty. Together

actionaid

Dear Friends,

Greetings from Bangladesh and welcome to our progress report for Chuadanga! We are making some changes to the feedback we send to you, which I hope you will like. Today, we are sending you our progress report from Chuadanga. From this report you will see how people's lives are changing. With your next message from the child you sponsor, we will send you a community newsletter which will include a range of articles from and about the people living here. I hope these two reports will highlight the great work you are a part of. If you have any questions or suggestions, we are more than happy to hear from you.

Now I would like to tell you about a campaign of ActionAid to end hunger in Bangladesh. We launched this campaign, called HungerFREE in August 2007, in partnership with a local organisation called Bangladesh Unnayan Parishad. The aim of the campaign is simple - to end hunger - but the issues that affect access to food are wide. Leaders of Bangladesh need to listen to the people in most need and make change happen.

Our first step was forming a National Advisory committee, which includes a number of Bangladeshi experts. We conducted research involving 10,000 farmers from five districts to highlight the problems they face. We then developed recommendations for the Bangladeshi government to tackle these problems. Already, this has been a huge success. The government has agreed to provide subsidies to 6.6million farmers by the end of 2008. So far, approximately £19.23million has been distributed, and another £41.53million has been proposed to cover the remainder of this financial year. In Chuadanga, 125,922 farmers received a total of £301,944 in subsidies from the government ensuring they can provide food for their families and earn a living. But this is just the start. Families living in poverty need greater access to land, marketing of local goods like jute need to improve, fishing communities need support, and poultry rearing needs rejuvenating. We also want to see agricultural cooperatives to be reformed to help give small scale farmers a voice, a market and a fair profit.

You have helped to give us this success in Bangladesh, and your continued support will ensure we reach our goals. The HungerFREE campaign is a truly international drive of ActionAid's to end hunger across the world. Activities in Asia, Africa and the Americas are taking place to influence world leaders to end hunger. It is down to you that we have got this far, and I hope you feel proud. If you want to learn more about how you could get involved in this campaign by lobbying leaders and corporations whose actions affect poverty in places like Chuadanga, please visit: www.actionaid.org.uk/hungerfree

I would also like to thank every one who has made donations to the Chuadanga gift fund. This was used to buy a range of story books, colouring books, and games. Over 1,000 children have benefited from this.

Our commitment to support people to fight poverty and injustice remains as strong as ever. On behalf of my colleagues, partners and the communities, I would like to express my sincere gratitude to you. I hope you enjoy reading the report.

With best wishes,



Farah Kabir
Country Director
ActionAid Bangladesh

ActionAid is a unique
partnership of people
who are fighting for a
better world - a world
without poverty.

ActionAid Bangladesh
Country Office
House # 04, Road # 136
Gulshan-1, Dhaka-1212
Bangladesh

Telephone
+ +88 (02) 881901-2
+ +88 (02) 8819075
Facsimile
+ +88 (02) 8819087
E-Mail
ma@actionaid.org
Website
<http://www.actionaid.org>

ActionAid Bangladesh
Project Office
House CES (E) #19
Road # 126, Gulshan-1
Dhaka-1212 Bangladesh

Telephone
+ +88 (02) 8880006
+ +88 (02) 8832452
Facsimile
+ +88 (02) 9898167
E-Mail
ma@actionaid-bd.org

ActionAid was established
in UK in 1982 and
in Bangladesh in 1983
Incorporated in The Hague,
The Netherlands
Registration number 27294198



Capture the Key Learning Points from **Module 6 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Progress Report [PR]

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Session 02: Regular Progress Report: Intro by CP SP Manager

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Session 03: Second and Third Pages of PR

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Session 04: Last Page of PR

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Session 05: Letter from Country Director

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Module 7



Session 1

Involving Community in Sponsorship Reporting

Taken for granted that we understand and accept the inhabitants of the DA community as one of the stakeholders in the reporting that's the lifeblood of Sponsorship, let us see who the stakeholders are that we are dealing with.

Who are the stakeholders?

Starting with the sponsored children and their parents, the primary stakeholders stretch as far as other programme participants. But it doesn't end there. The local community people, field staff, project staff, local teachers, local journalists etc. are also included in the batch of rightful stakeholders.

Why to involve the stakeholders?

To retain our supporters, we need to ensure better CM standards, reports, photographs, case studies etc. And in this process, sponsored children, their family members, other project staff and community people can play a vital role. Besides, if these stakeholders actively participate in programme and sponsorship activities,

- our initiatives will sustain long
- the participants will develop a feeling of ownership
- they will continue to work/support in ensuring quality
- our programme will continue to be transparent and accountable
- generation and use of information will be authentic
- we will be able to maximise our work with our existing resources

How to involve the stakeholders?

A Community Journalist Group (CJG) can be formed with children, parents, DA staff, civil society, local journalists etc. This group will be trained on journalism, report writing, photography etc. and will extend their support in CH and CM collections, theme and story selection for reports.

Some major activities of CJG can be:

1. Establishing one CJG in each DA
2. Training community people to create grassroots journalists
3. Writing features and news on poverty, development and other related issues and publishing them
4. Featuring local issues of importance in the local and national media
5. Publishing, twice a year, 'Trinomul Shangbad: *DA name*' covering issues as per CNL, PR & other local events
6. Becoming thoroughly familiar with ActionAid Bangladesh's activities, and actively participating in community sensitisation, PRRP, Plans & Budget
7. Monitoring ActionAid's activities at DA level as community watchdog

Find the detailed TOR in the Appendix!

Module 8

Session 1

Role of DA, CP and FA in Sponsorship Reporting

the main source of info and photography!

For example: 6-monthly monitoring report, PRRP reports, Annual reports, report on other programme activities, field visits and interview

DA level:

- Task 1: Sponsorship staff and other relevant staff will collect info for reports as per guidelines
- Task 2: Sponsorship staff to follow guidelines, use authentic info/photo to prepare reports in Bangla & English
- Task 3: Write the info and photos in CD and send to Sp unit by deadline
- Task 4: Communicate with SP unit and ensure dispatch / receipt of the CD
- Task 5: Provide additional info/photo immediately if needed from SP unit
- Task 6: Share reports (after printing) with community

When contacting DAs, we should:

- communicate with DA with cc to AAB programme
- courier hard copies to DA the same thing
- call us the DAs and follow-up

CP level:

- Task 1: Provide communication plan to DA
- Task 2: Provide guideline to DA for each report and request for info [put respective programme at AAB in CC]
- Task 3: Collect additional info/photo from DA, if needed and prepare reports following the guidelines
- Task 4: Send report to Funding Affiliate (IT, UK etc.)
- Task 5: Collect info/photo from DA as per FA query, edit report & send to FA (repeat process, if needed)
- Task 6: Support designer to prepare report layout
- Task 7: Edit layout with designer as per feedback from FA
- Task 8: Ensure printing of reports on time
- Task 9: Prepare communication-pack along with CM to be dispatched on time to supporters

FA level:

- Task 1: Assist CP in preparing communications plan
- Task 2: Review report and give feedback to CP and finalise report text
- Task 3: Translate report text in local language if required
- Task 4: Provide feedback to CP on the layout
- Task 5: Approve layout

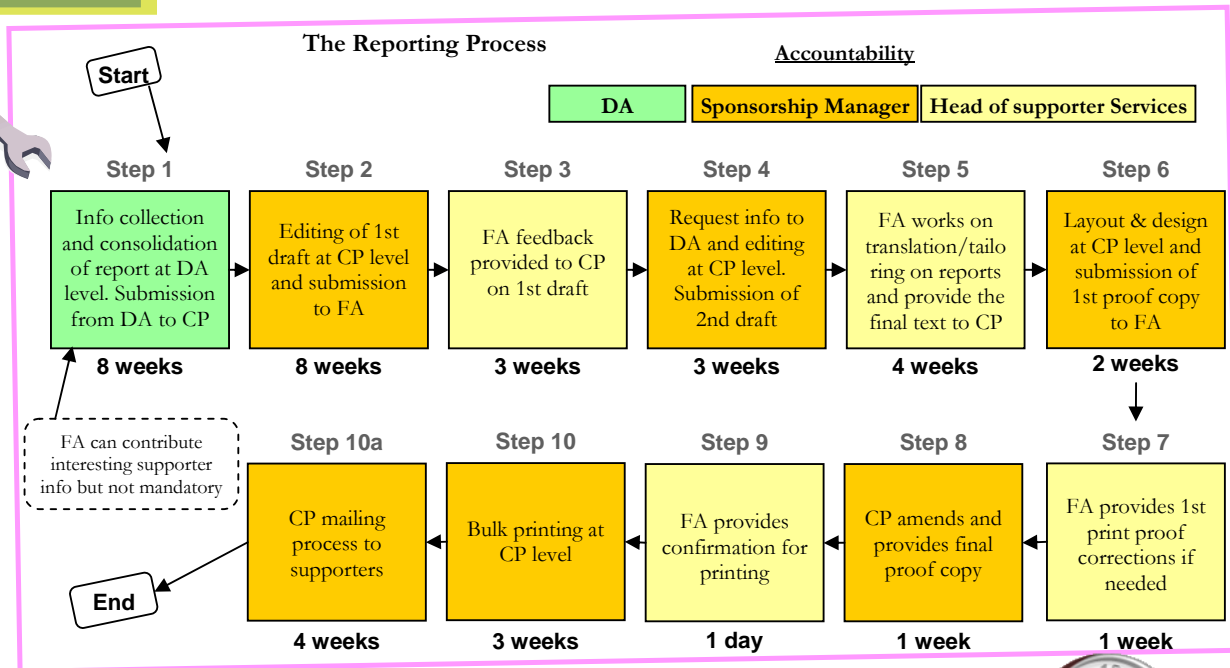
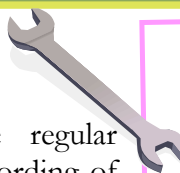
Module 8

Session 2

Monitoring & Evaluation and Escalation

What is monitoring?

- Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process for gathering info routinely on all aspects of the project.
- To monitor is to check on how project activities are progressing. It is a systematic and purposeful observation.
- Besides, monitoring involves giving feedback on progress of the project to the donors, implementers and the beneficiaries of the project.
- Reporting enables the gathered information to be used in making decisions for improving project performance.



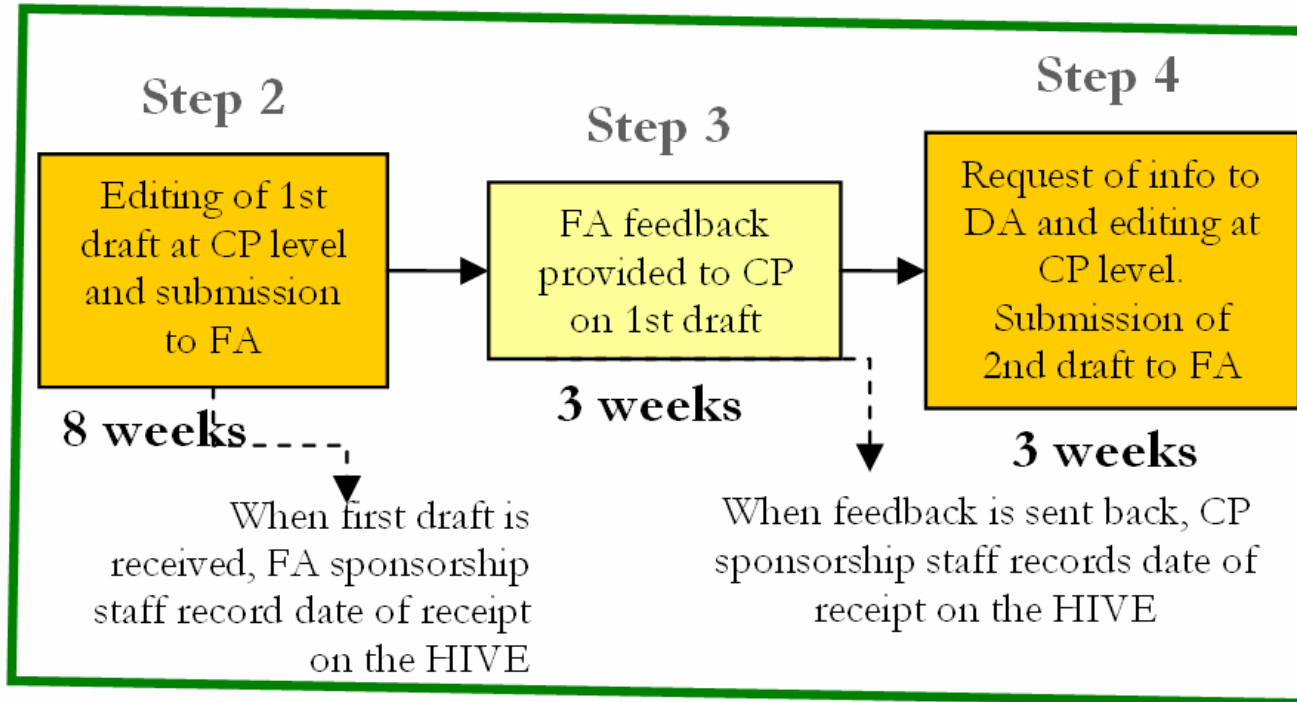
Having said that, what is our way to monitor the timing?

We would be monitoring throughout the year.

- Sponsorship staff should monitor performance against the agreed timings at each step of the process. If all deadlines are met, the report should be sent to the supporter on time.
- CS Manager / Supporter Communications Manager is responsible for ensuring effective staff monitoring and weekly checking for upcoming deadlines



Let's have an example:

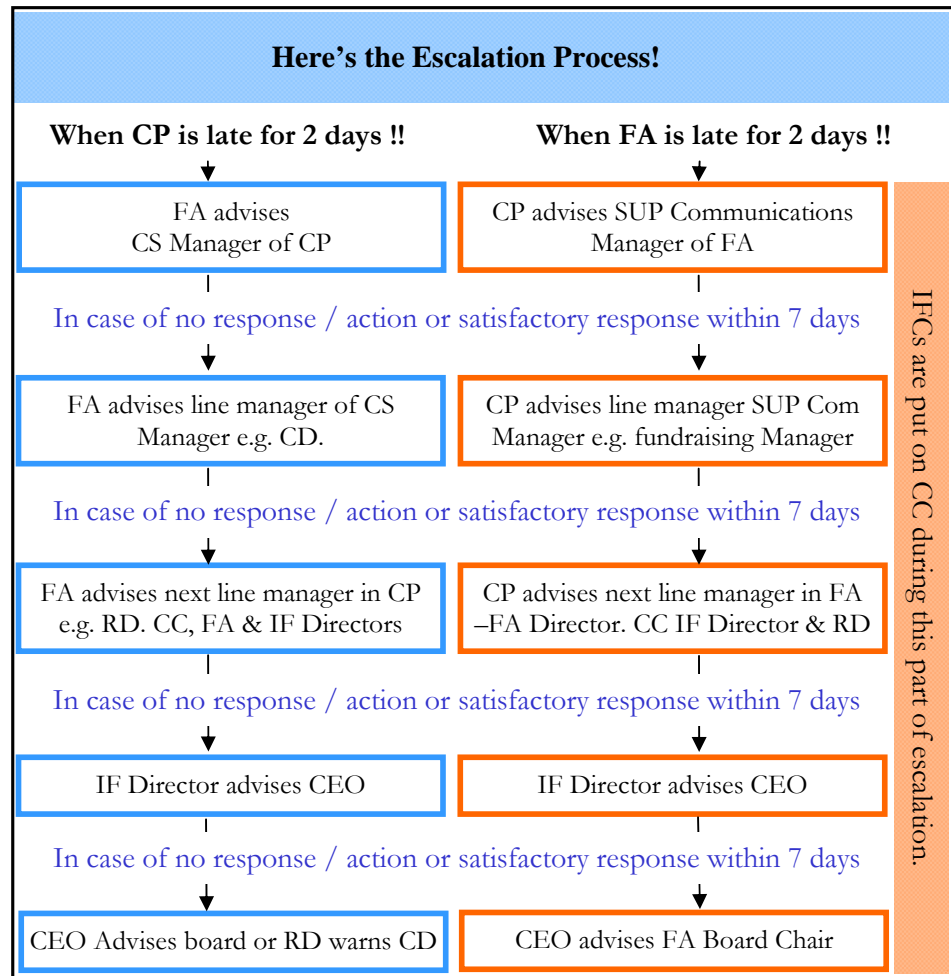


Escalation Process: CP to DA

- If failed to meet deadline, the respective ED would be informed in writing and DA Programme Focal / Theme Leader / Programme Manager will be advised to follow-up.
- If deadline is delayed for 7 days, the Sector Head will be notified in writing to pursue investigation.
- If deadline is delayed for 15 days, the Country Director will be informed to take necessary action.

Escalation Process: DA to CP

- If CM formats, CM collection list, event notice etc. are not received within 2 weeks of the start of communication period, the Sponsorship Officer will write to CP Sponsorship Manager.
- If the delay in receiving CM formats, CM collection list is of 3 weeks, the DA Manager will write to Programme Focal / Theme Leader for follow-up.
- If the delay in receiving CM formats, CM collection list is of 4 weeks, the Executive Director will write to Sector Head and, if necessary, to Country Director.





Capture the Key Learning Points from **Module 7 and 8 that –**

- You have learnt and/or
- You want to remember and/or
- You think will ensure better communication strategy...

Session 01: Involving Community in Sponsorship Reporting

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Session 01: Role of DA, CP and FA in Sponsorship Reporting

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Session 02: Monitoring & Evaluation and Escalation

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Appendix 1

CASE HISTORY (CH)/CHILD PROFILE COLLECTION PROCESS:

At CP level

- Inform DA and plan together about Case History collection as per allocation.
- Send Case History guideline, formats to the DA.

At DA level

- Identify children (aged 5 to 8, both girls and boys, settled in the area, from poor families etc.).
- Prepare a Child Profile Collection plan.
- Organize events and arrange refreshments for children.
- Collect Child Profile/Information.
- Collect photograph of the child (full-length photo).
- Collect child Photo in 'S' or 'VGA' mode.
- Take child photo in vertical frame.
- The background of the photo should focus on the child's community environment (housing pattern etc.).
- There should be nobody except the child in the picture.
- Give camera photo reference on the Child Profile.
- Print photo and attach it with the child information and check with the child.
- After final checking, dispatch to ActionAid (please send digital photo in a CD!).

At CP level

- Check CH photo and information
- Log CH photo on NK
- Upload CH photo on NK
- Allocate and dispatch CH photo to NK
- Send Dispatch List to FA to confirm CH collection



Background Information	: Dipa
Dipa was born in 1991, and she is one of a family of 3 children. The family lives in Muralgasa, in Dhangshing district, north western Bangladesh. Their home is made of tin sheets. This area experiences flash floods, heavy rainfall and storms, and half of the area remains under water six months every year.	
Dipa's family speaks Bengali, the main language of the region, and her family is Muslim. The parents expect their child to learn to read and write. Children lucky enough to attend school stop at least two months' education every year as they are needed to help with the harvest.	
Half the families in the area are classed as landless by the Government. Dipa's family is fortunate and owns a small plot of land. Annual flooding means families can grow only one crop each year, or food is short. In the dry season, since dried fish, potatoes and cabbage make up the staple diet. Many men migrate to towns and cities in search of work during the rainy season, when few opportunities exist in Dhangshing. Children undertake many tasks in the household each day. Girls do housework, collect water and care for younger siblings. Boys help parents in the fields and also fetch water.	
Health facilities are good, and although centres are available in each area, doctors are not in attendance regularly. Safe water is available through tube wells, but ponds, tanks, dug wells and rivers are all sources of water.	
ActionAid Bangladesh is working in Dhangshing district in partnership with three local organisations - SHS, CBS. Together, we will support these vulnerable communities to improve their standards of living. Our programme will focus on improving access to education and livelihoods, health care and protecting the environment and preparing for natural disasters. With your support, we can change the lives of children like Dipa for a better future.	
If you would like to write to Dipa please use the following address: ActionAid Bangladesh House # 118, Road # 45 Dhaka-1101, Bangladesh	
This is the only copy of this child's personal details. Please treat with care.	
Child Name :	Dipa
Child Reference :	BD0261069
Sex :	Female
Year of Birth :	1991

Appendix 2

PHOTO-UPDATE COLLECTION PROCESS

At CP level

- Create Photo-Update collection batch on NK
- Download Photo-Update collection list from NK and send to DA with guidelines.

At DA level

- Collect Photo-Update Collection List from ActionAid.
- Prepare a Photo-Update collection plan.
- Organize events and arrange refreshments for children before Photo-Update collection.
- Collect Child Profile/Information (name, educational status etc.).
- Collect photograph of the child (full-length photograph).
- Collect child photo in 'S' or 'VGA' mode.
- Take child photo in vertical frame.
- In the photo background, there should be NO people, ONLY community environment (housing pattern etc.).
- Give camera photo reference on the Child Profile.
- Download child photo every day from your camera and rename to archive.
- Print photo and attach it with Photo-Update card and check with the child.
- After final check, dispatch to ActionAid.

At CP level

- ActionAid will upload photo on NK.
- Photo-Update log on NK
- Generate data file for Photo-Update envelop print.
- Print envelop and pack Photo-Update as per reference number.
- Dispatch to supporters.



Appendix 3

CHILD MESSAGE (CM) COLLECTION PROCESS

Before 1 month of CM collection period:

- Prepare a set of questions (at least 5) on child's well-being and his/her family to update supporter in this period.
- Collect 2 sample CMs and information from two children and send them to ActionAid Office for approval (in order to finalize questions for children and getting feedback on translation).

1st Week of CM Collection period:

- Collect CM collection list(s), CM format and supporter letters from ActionAid.
- Record supporter's letters on Supporter Letters Register Format (reference number, child name, main content of letter) and keep in file.
- Mark child reference number of CM collection list for those who received supporter letter (L/Q).
- Conduct CM Orientation Training with all Project Staff and prepare CM.
- Approve CM collection plan by ED/Head of the project.
- Write child name and reference number and name of village on the format in CAPITAL letters and pack it location wise.

1st Round CM Collection (6 Weeks):

- Communicate with relevant field staff and inform them about the CM collection plan for particular spots/places and verify collection target for the day.
- Identify how many CMs will be collected from different spots on that day.
- Take CM collection list, format (location wise AND some blank formats), questionnaires, supporter letter, all agreed CM collection materials (pencil, sharpener, eraser, colour pencils, colour paper etc.), some community sensitization materials (supporter photo, letters, sample CM etc.) according to CM collection target.
- Go to community and inform them about CM collection. Share some information with them from community sensitization module.



A CM prepared using leaves, petals, colour, ribbon etc.



Discuss with children about why they write CM



Organise some fun activities before CM collection

- Involve community people and parents in the CM collection process (both planning and implementation).
- Organize events in each spot during CM collection.
- Provide children refreshments before / after CM collection.
- Before CM collection, ask children about why they draw and write CM and give them basic information using Community sensitization.
- Introduce Child Message format and other materials to children.
- Brief them on how they can use formats and different materials.
- Provide materials to children and encourage children to show their creativity to their friends.
- Inspire them for writing their update, aim, favourite things etc to his/her supporter.
- Collect information from children as per questionnaire.
- Provide supporter letters to the children and collect information as required.
- Collect CM from children and keep questionnaire information in the folding of each CM.
- Collect CM from children and mark it on CM collection list.
- Identify absent and drop-out children, and prepare a 2nd round collection plan for the spot/place.
- Thank children and community people for their cooperation.
- Please do not forget to arrange some refreshments for children and community people.

2nd Round CM collection (2 weeks):

- Prepare list of children who were absent during first CM collection.
- Collect CM in different spots or through home visits.
- Collect CM from children and mark it on CM collection list.
- Collect New CH and CM form for transfer against drop-outs.

Translating CM and writing Field-Worker Update:

- Translate CM and write Field-Worker Update from the beginning of CM collection.
- Train some field staff and volunteer in translation of CM and writing Field-Worker Update.
- Ensure that this section is in good hand-writing, preferably in CAPITAL letters throughout.



Ensure adequate materials for CM



During CM collection, arrange refreshments

Signature of Field Staff:

- Write Field-Worker name clearly in this section (should NOT use capital letters).
- Must ensure signature of field staff.

Absents and Drop-outs:

- Prepare Absent and Drop-Out lists.
- Ensure NEW CHs and CMs against drop-outs.

Rules for Absent:

- Child Message needs to be collected for all the children for whom you've sent absent letter.
- The CM will have to be collected, logged and mailed within six weeks after the end of communication period or start of next communication period.
- If CM is not collected and mailed within these 6 weeks, such children will automatically be withdrawn from NK.
- For such withdrawals, transfer packs (A New CH along with CM) will have to be sent to supporters within next 2 weeks.

CM before dispatching to ActionAid:

- Check all CMs (child drawings, translations, updates etc.).
- Pack CM as per original CM collection list. 100 CMs should be put in one envelop. For Italian DAs, write CS or BS on each pack.
- Pack all CS and BS envelops separately and provide CM collection list and supporter letter list in the pack.

Bringing CM format to ActionAid:

- Before 1 week of deadline, make appointment with Sponsorship staff of ActionAid, and go to ActionAid office as per appointment.
- Work with designated ActionAid staff and log all CM.
- Generate data file and print envelop.
- Dispatch communication pack to supporters.

Appendix 4

COMMUNITY JOURNALIST GROUP (CJG)

BACKGROUND

Access to information is one of the basic human rights in this 21st century. Information enriches lives, and lack of it can diminish dignity. To achieve development that is practical and lasting, we have to ensure community people's right to information. Information can play a vital role to help children grow into active citizens. Besides, to facilitate a participatory and sustainable development promoting the grass-root level, a forum is needed where children, community people and local civil society can have their voices heard. CJG is one of the platforms that will fight against poverty with the power of information.

GOAL: Eradication of poverty and social change through grassroots journalism.

OBJECTIVES

1. To establish human rights through journalism in the grass-root level
2. To build awareness and achieving development through access to information
3. To ensure people's participation in ActionAid Bangladesh's activities
4. To enable, for children, a global platform online

ACTIVITIES

1. Establishing one CJG in each DA
2. Training community people to create root-level journalists
3. Writing features and news on poverty, development and other related issues and publishing them
4. Featuring local issues of importance in the local and national media
5. Publishing, twice a year, 'Trinomul Shangbad: <DA name>' covering issues as per CNL, PR & other local events
6. Becoming familiar with ActionAid Bangladesh's activities and actively participating community sensitisation, PRRP, Plans and Budget
7. Monitor ActionAid's activities at DA level as community watchdog
8. Children will, in a blog/site, upload their views on global issues, share thoughts on rights, education, recreation etc. They will also access many other related links/sites

news from the grassroots

STRATEGY

1. Training the group in regular intervals [preferably twice a year]
2. Networking, sharing info with local Press Club and media [preferably twice a year]
3. Meeting District Commissioner and local government representative to advocate on local development issues [preferably twice a year]
4. Monthly meeting with editorial team
5. Exposure visit to inside /outside country
6. A blogspot or website for CJG to facilitate data storage, blogging etc.

CJG Members

- | | |
|--|----|
| 1. Sponsorship children [aged 10 to 15] | 04 |
| 2. Community children [aged 10 to 18] | 02 |
| 3. Community people | 01 |
| 4. Parents of sponsored children | 01 |
| 5. Representative from civil society [teachers, etc] | 02 |
| 6. Local journalist | 02 |
| 7. Sponsorship Officer | 01 |
| 8. DA Head [as observer] | 01 |
| 9. M&E Officer | 01 |

NB: Equal distribution (50%) of gender is mandatory.

CJG Newsletter/Reporting Team

- | | | |
|-------------------|-------------------------------|-----|
| 1. Editor | : DA Sponsorship Officer | |
| 2. Community News | : Chief Reporter (Children) | F/M |
| | Assistant Reporter (Children) | M/F |
| | Chief Reporter (General) | F/M |
| | Assistant Reporter (General) | M/F |

Appendix 5

COMMUNITY NEWSLETTER preparation CHECKLIST

We will follow the detailed checklist in the monitoring tool. Here's the Summary form which MUST be sent along with the reports by the DA focals.

Sections	Sub-Sections	Yes/No
Introduction	Did I provide info for Introduction? (major achievements & challenges of 2008)	
	Have I provided standard close/portrait 2-3 photographs for the cover page?	
Editorial	Have I supplied information for editorial in 200 words?	
	Does my information for editorial highlight the main programmes?	
	Have I thanked our supporters and addressed them?	
Short Story	Have I given the 'Short Story' text in 75-100 words?	
	Does the 'Short Story' have enough quotes from the child?	
	Have I provided good photo and Child Message for 'Short Story'?	
News Story	Have I provided good 'News Story' of 150-200 words for the CNL?	
	Has the story covered news of the development in the community?	
	Does the story show ActionAid's work in and impact on the people?	
	Have I provided good photo for the 'News Story'?	
'A Day in the Life' case study	Have I provided a good 'A Day in the Life' case study of 200-300 words?	
	Does the case study narrate a person's typical day in a lively way?	
	Does my case study contain quotes of the person?	
	Does the case study help supporters connect emotionally with ActionAid's work?	
	Have I provided good photos for the case study?	
Community Corner	Have I provided enough info for Community Corner in 200-250 words?	
	Does my info contain 'Facts and Figures' to show ActionAid's impact in DA?	
	Does my info have 'Community Gossip' to show life in the community through 1 story?	
	Does 'Community Corner' section have 2-3 good photos thematically related?	
Children's Corner	Does this section written in 200-250 words show impact of ActionAid's work on children?	
	Does this section contain at least 1 different story?	
	Have I provided good photo/drawing/CM for this section?	
Sponsor Corner	Have I provided info for 'Sponsor Corner' section of 100-200 words as per country programme?	
News Stories	Have I provided very short news articles/clips for the 150-200 words long 'News Stories' section?	
	Does 'News Stories' section show a vivid snapshot of the activities implemented in community?	
	Have I provided enough good photos (at least 3) for the 'News Stories' section?	

PROGRESS REPORT preparation CHECKLIST

Sections	Sub-Sections	Yes/No
Introduction	Did I provide info for Introduction? (major achievements & challenges of 2008)	
	Have I provided standard close/portrait 2-3 photographs for the cover page?	
Programme Update	Have I supplied 4 programme updates based on last year (2008)'s activities?	
	Have I provided update on 1-2 programmes focused on children?	
	Are the programme updates supported by statistics of 2008 monitoring reports?	
	Do the case studies depict community progress as a result of the programme?	
	Have I provided 2-3 activity photos on each programme?	
	Have I provided 2-3 photos on each of the four case studies?	
National-level linkage	Have I provided photo-caption for all of the photos?	
	Did I mention DA campaign having linkage with AAB national-level campaign?	
Budget Analysis	Did I mention DA campaign having linkage with AAB national-level campaign?	
	Have I distributed programme financial info of last year/2008 in some major clusters like education, health, livelihood etc. and provided AAB in a table?	
Conclusion	Have I put information on how many programme participants of 2008 received support from each programme sector like education, health, livelihood etc.?	
	Have I provided info on the next year's programme priorities with justification?	

Appendix 6

Case History (CH) / Child Profile Format:

Reference Number : BD02600252
Child's Name : DIPA
Age : 6 [preferably within 4 to 8 years]
Gender : Female
Head of House Hold : Abdur Rahim

Details

Language : Bangla
Religion : Islam
House Type : Tin Roof- Thatch
Livestock : Yes [2 goats]
Arable Land : Yes
Water : Yes [safe drinking water within 500 meters from household]
Health Care : No [any health care center within 3 kilometers from household]
School Attendance : Yes
Schooling in which class : I
Other Parent/guardian : Halima Begum
Number of Brothers : 1
Number of Sisters : 1
Date of CH collection : 11 May 2009
Date of Photo Collection : 11 May 2009
Photo Serial Number : 1
Time of Photo Taken : 10:05 am

Number of Family Members

No	Name	Age	Relation with the child	Profession
01	Abdur Rahim	40	Father	Day labourer
02	Halima Begum	30	Mother	House-wife
03	Shumon	8	Brother	Studying in class III
04	Dipa	6	Self	Studying in class I
05	Ripa	3	Sister	Minor

Field Worker's Name : Nargis Sultana

Photo-Update Collection Format

Reference Number : _____
Child's Name : _____
Age : _____
Gender : _____
Education Status : _____
Date of CH collection : _____
Date of Photo Collection : _____
Photo Serial Number : _____
Time of Photo Taken : _____

Checklist for Child Message (CM) Dispatching:

Sl.	Description	Yes/No	Remarks in case of 'No'
01	Serialize the CMs as per list.		
02	Put them in packets as per list.		
03	Provide original CM collection list in each packet.		
04	Write sponsorship product's name (CS/BS) on packet.		
05	Provide the list of supporters' letter.		
06	Send approved drop-out children list.		
07	Supply new CM and CH against drop-outs.		
08	Put a list of absent students (mention when their CM will be available).		
09	Get ED's signature in the printed drop-out and absent lists.		
10	Bring all the CM packets to ActionAid Bangladesh as per appointment with ActionAid Sponsorship Staff.		

NB: Please make sure your answers are 'YES' to all ten points. Also send ActionAid a copy of this checklist filled by you.

Example of Monitoring "Supporters' Query and Letters by DA":

Sl #	Child Ref. #	Child's Name	Supporter Ref. No.	Type of Correspondence	Content in Gist	Reply Status
01	BD02600907	Shorifa	1806214	Letter and Postcard	Do you enjoy school? Do you have lots of friends? How's the weather in Bangladesh?	Yes
02	BD02601060	Jim	1272217	Postcard	Do you still enjoy school?	Yes
03	BD02600746	Iti	1525023	Decorated postcard	Thanks for CM (Supporter's country introduced.)	Yes

Minimum Filing at DA Level:

1. Case History File
2. Photo-update File
3. CM-related File
4. Community Newsletter File
5. Progress Report File
6. Supporter Letters
7. Training File
8. File for Official use (letters, e-mail, Budget) File

Appendix 8

SPONSORSHIP CONTACTS

Mahbub Hasan, Manager	mahbub.hasan@actionaid.org	01711 379 700
Tazeen Hossain, Deputy Manager	tazeen.hossain@actionaid.org	01711 606 707
Azima Sultana, Officer	azima.sultana@actionaid.org	01937 040 516
Rajib Kundu, Officer	rajib.kundu@actionaid.org	01714 091 171
Tamanna Mizan, Associate Officer	tamanna.mizan@actionaid.org	01720 355 405
Sk. Mashudur Rahman, Associate Officer	mashudur.rahman@actionaid.org	01714 207 030
Towfik Reza, Associate Officer	towfik.reza@actionaid.org	01672 561 517
Shaikh Ashraf Ali, Associate Officer	ashraf.ali@actionaid.org	01190 874 266
Amiruzzaman, Associate Officer	amiruzzaman@actionaid.org	01673 644 869

Thank you for your attention. We hope you will continue using the learnings from this manual.

