

Firelight Newsflash! 17 August 2009 – Focus on Writing Skills

Dear partners,

Many organizations tell us that they would like to improve their writing and reporting skills. And certainly, as our staff sits in Santa Cruz, California, we would also love to see this for our own selfish reasons! (: Our staff recently came across a handbook that is focused on improving the reporting and writing skills of people involved in development work. The authors say, "**Reporting skills can be learned**, just like any other skill."

The Reporting Skills and Professional Writing Handbook is a **self-study programme** that is based on the best of 10 years' experience working with INGOs, NGOs, and grassroots organizations over hundreds of training courses. This Handbook takes readers through the entire reporting process from setting objectives, through data gathering and analysis tools, to planning, drafting, editing and designing the report. The Complete Handbook and CD are available to order from <http://www.reportingskills.org/order.htm>. The attached PDF has all the details. If you are interested, Firelight staff also be happy to share our modules with you.

This newsletter highlights aspects of the **Reporting Skills and Professional Writing Handbook's** first chapter, highlights opportunities for you to write and share your stories, and shares writing from other Firelight grantee-partners! Aside from reporting, writing is powerful because a much larger audience can hear your organization's story. Even though writing doesn't come naturally to all of us, it's an important way to make our voices heard!

Our best,
The Firelight Team

Excerpt from The Reporting Skills and Professional Writing Handbook, Module 1

<http://www.reportingskills.org/order.htm>

What is Professional Writing?

Professional Writing is about action.

It's about change, getting results: making something happen. Recommendations followed, proposals accepted: these are just two examples. Every time we write we are trying to make a change in the real world.

Professional Writing is not about 'informing' or 'sharing'. While sharing information may lead to results, this only happens when the information is

relevant to the action we wish to make happen. Giving information may be enough in *academic* writing – after all, in most academic writing we are trying to ‘show how much we know’ and are writing to experts to demonstrate our knowledge.

In Professional Writing, however, you are the expert. You are the one who has first-hand knowledge of the project, who has conducted the activities, or who has links with the community / beneficiaries. You know more than the reader. You are the one who has gathered and analysed the data, and your conclusions and opinions matter.

Reporting is NOT repeating. It’s a lot more than presenting ‘facts and figures’. Think of the reporter more like an investigator – someone who has to use various methods to gather information, piece the puzzle together and come up with a solid conclusion based on hard facts. Or like the journalist who has to sift through all the facts to come up with the ‘big story’.

As a reporter, then, you have more responsibilities than to just ‘inform’ your reader. Your job is to:

- Investigate
- Analyse
- Understand
- Describe
- Explain
- Draw conclusions
- Recommend
- Help your reader decide on action

So remember throughout this programme that we are writing for action. How we organise our writing, how clear our ideas are, the language we use, our style, and the correctness of our writing all certainly do matter: but only because they contribute to the results we want.

Why is it Important to Write Well?

This may seem like an odd question. After all, good writing is going to make action more likely, save time and effort and be in many ways more useful and efficient. But there is one more reason:

Writing tells others ‘who we are’

Everything we write sends a message to our reader about who we are: whether we are focused on action or process / bureaucracy: whether we think and act in an organised way: whether we are efficient or inefficient, traditional or modern, formal or informal, careful or careless.

What Makes Writing Effective?

We have identified 6 features of effective writing.

Clear Objective

Most important, of course, is whether the writing has a clear objective. The purpose in writing - and this applies not just to documents but also to every single paragraph you write - must be 100% clear. If not, your reader cannot take action.

Good Organisation

Well-organised writing starts with its conclusion or action to be taken. Documents are usually arranged in Order of Importance. Paragraphs should always start with their conclusion: the supporting data / explanations should come after the main point.

Clear, Brief and Concise

Writing should be concise. The amount of information should not be too much, so we avoid unnecessary details and background wherever we can. Sentences should be short (average 15 words) so as not to strain the reader, and, typically, we should try to use shorter, more familiar words wherever possible.

Appropriate Language

Appropriate Language means choosing words appropriate to your reader; avoiding unnecessary terminology; and using simple, modern and brief words wherever possible.

Modern, Relaxed Style

Style is something personal. It's '*how*' you express your ideas rather than what you say. Your style should aim to be persuasive and interesting.

Correct Spelling, Grammar and Punctuation

And, of course, accuracy is important. However it is for good reason at the bottom of our list. A successful report or proposal does not depend on our spelling, grammar and punctuation; it depends on our ideas and ability to persuade others. Even so, being accurate is important to give the right impression.

Writing Sends a Message

Earlier we mentioned that writing tells others '*who we are*'. Before the task that closes this introductory module, let's look at those features of effective writing again. For each one we will now look at what message each feature sends to others about '*who we are*'.

A Clear Objective tells the reader that:

- We are results-focused
- We don't lose sight of the 'big picture'

Good Organisation tells the reader that:

- We can organise our thinking and our action effectively
- We prioritise tasks
- We are confident in our point of view

Being Clear, Brief and Concise tells the reader that:

- We are efficient

- We get maximum results with minimum resources

Appropriate Language tells the reader that:

- We are clear and direct in all our dealings
- We do not hide behind terminology or jargon
- We seek to be understood and transparent

A Modern, Relaxed Style tells the reader that:

- We are confident
- We are approachable

Correct Spelling, Grammar and Punctuation tells the reader that:

- We are thorough
- We pay attention to detail

The Writing Process

Let's clarify something here. Reporting is a complex process with many steps. However, sitting at a screen typing is not 'reporting' – that's just one stage, and it's called drafting. Drafting is a mechanical activity. You don't need to think, you just follow your plan. You do have a plan, don't you? Perhaps we need to backtrack here.

Before I learned how to write professionally, I used to 'write' and 'think' at the same time. I was always in a hurry to get my thoughts down before they escaped. What's the expression? Ready, Fire, Aim.

It certainly felt productive, but I also knew it wasn't the most efficient way to get my message across to the best of my ability. And while sitting at a screen was OK for composing my thoughts in short letters and mails, I definitely faced some difficulties – and stress – when trying to get my reports to work. Problems included frustration, false starts, wasted effort and time. A typical session at the keyboard would be something like this:

Sit down at the computer and open a new document or template. Stare at the screen. Type a few phrases. Delete a few phrases. Look out of the window. Type a few sentences. Read through what's been written so far. Make a few changes. Continue writing. Check email or make phone call. Keep stopping every few lines to change words, correct spelling, insert sentences, delete words. Take a break for tea.

Does this sound all too familiar?

But as soon as we decide the purpose in writing, our thoughts start flowing automatically. We are writing, we are thinking about what to say, we are thinking about how to say it, and we are editing our ideas all at the same time. It is like a team trying to achieve its objectives with each member pulling in a different direction. All this costs us time, effort and patience, creates stress and leads to writing which does not represent the best that we can do.

The reader's problems will be more important: she can waste time and effort trying to extract the message and, in some cases, may miss the point altogether.

In all professional writing we suggest that you approach writing as four distinct tasks in the following order:

- Analysis
- Planning
- Drafting
- Editing

To read more, the Complete Handbook and CD available from <http://www.reportingskills.org/order.htm>

Call for articles for next issue of Exchange

Deadline: 28 August 2009

Exchange is a magazine on HIV/AIDS, sexuality and gender in developing countries. It is published quarterly by the Royal Tropical Institute (KIT) in collaboration with Southern Africa HIV and AIDS Information Dissemination (SAfAIDS) in South Africa. Exchange is continuously welcoming contributions for its forthcoming issues. The articles should preferably focus on HIV in relation to gender, culture, sexual health, and sexuality and/or rights issues. We are especially interested in receiving reflective papers from Programme Managers and other staff of local and national level NGOs working in the Global South about their successful and promising programmes, strategies or approaches. Please note that we prefer articles that go beyond describing a phenomenon by sharing good and promising practice in programming or advocacy work. The next issue of Exchange on HIV/AIDS, Sexuality and Gender will focus on; 'how multiple and concurrent sexual relationships (MCP) are key drivers of the spread of HIV'.

Please contact the editor for detailed guidelines and suggestions before you start writing. You can contact the Managing Editor, Eliezer F. Wangulu at: e.wangulu@kit.nl

World Youth Movement for Democracy Essay Contest

Deadline: 15 September 2009

Submit your essay on democracy, and get your free ticket to the world's largest gathering of democracy and human rights activists in Jakarta, Indonesia, in 2010! The World Youth Movement for Democracy (www.wymd.org), a youth network of

the World Movement for Democracy (www.wmd.org), is pleased to announce the launch of its Global Essay Contest. Fifteen winners (3 in each region) will be invited to participate in the upcoming 6th Assembly of the World Movement for Democracy in Jakarta, Indonesia, in April 2010.

For more information, see: <http://www.wymd.org/contests.html>

Alliance Magazine Essay Prize: in association with the Environmental Funders Network

Deadline: 30 September 2009

PRIZE £1,000

The winning essay will be published in the December issue of Alliance magazine and on the Alliance website. Other good essays will be published online, with the aim of promoting debate on this crucial issue.

As a philanthropist, how would you spend \$10 million to combat global warming?

Would you seek to put pressure on governments? Or to drive changes in public behaviour directly? Or to incentivize markets? Would you focus on challenging unsustainable consumption trends? Or on addressing questions of equity between richer and poorer countries? Would you target your efforts towards particular countries or regions? Or particular industry sectors? Or particular technologies or institutions?

Whatever your plan, your essay must give some indication of how you would judge if you had been successful and in what timeframe you would do this. Bear in mind that the \$10 million could be used over any period of time that you see fit. You should also indicate what you see as the main obstacles to the success of your plan.

Who is eligible? Essays must be no more than 1,000 words, submitted electronically to Kai Hopkins, General Manager, at kai@alliancemagazine.org. All essays must be original pieces of work, not published before.

Anyone over 16 is free to enter, not just people from within the philanthropy sector. Although we will accept essays in English only, we want to encourage entrants from all over the world. The judges will therefore be looking for original ideas and for a well-argued essay but entrants will not necessarily be penalized for imperfections in their English.

Journals accepting articles from Civil Society Organizations

1) *International NGO Journal (INGOJ)* publishes high-quality solicited and unsolicited articles, in English, in all areas of Non Governmental Organization (NGO) activities. INGOJ is founded to publish proposals, appraisals and reports of NGO projects. The aim is to have centralized information for NGO activities where stakeholders including beneficiaries of NGO services can find useful information about ongoing projects and where to obtain particular assistance. Also prospective donors will easily find information about different NGOs and decide which to fund on specific projects.

Instruction for authors and other details are available on our website www.academicjournals.org/INGOJ

Prospective authors can correspondence to: ngo@academicjournals.org

2) *Childhood in Africa: An Interdisciplinary Journal*

The Institute for the African Child at Ohio University is accepting papers for issues of our online, peer-reviewed publication, *Childhood in Africa*. This is published online on a bi-annual basis via the Institute for the African Child website, www.afrchild.ohio.edu. CAJ follows the mission statement and goals of the Institute for the African Child by encouraging holistic approaches to the understanding of issues impacting children and childhood in Africa. CAJ seeks to reflect African and Africanist perspectives regarding children and childhood. CAJ includes all academic disciplines in the discussion of childhood in Africa and also attempts to further the professional interests of Africanists by disseminating knowledge about children and childhood in Africa.

We wish to particularly encourage our colleagues in Africa to use this forum. The deadline for the Spring 2010 issue is January 1. Please find the submission guidelines attached below. For inquiries, please email: sherrowa@ohio.edu

Free Online Publishing for NGOs

www.NGOAZ.COM - is a free publishing, information and resource website for Non-profit organizations.

NGOAZ is more than the traditional news website or mailing list. More than about news, it is about ideas that facilitate action. And because it is you who bring in the stories and you who decide what gets published, we expect the best, and only the best, to be on our front-page. This is the place to read about what people are doing to make a difference to the world around them, to get inspired,

to discuss ideas and even connect with people who feel about and want to contribute to certain causes. NGOAZ is bridging the gap between social work and technology: allowing anyone to contribute their input in developmental work using internet.

Our visitors can:

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Sign up: create a personal account.

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Share: invite friends and colleagues to join us here.

For more information, please visit the website - <http://ngoaz.com>

Speech: Statement by Media Network on Child Rights and Development in Zambia

Offered by Media Network on Child Rights and Development Chairperson, Felistus Chipako, during the Official Opening of the Media Training for Children of the Children's News Agency (CNA) at Kabulonga Basic School on 26 July 2009.

I am pleased to speak to children on this important day when you are being trained to write for the media.

I must start by saying that journalism is a noble profession and you need to start writing about yourselves in order to have your voices heard.

There is a tendency by reporters in Zambia to write negative stories about children and these have painted a negative picture about the way children are looked at.

Even in homes, children are not given a voice and this has been showed in the media.

You must know that children's rights are very important and you need to know about them for you to effectively write articles about them.

I urge you to take up this work seriously and ensure that you use this opportunity given to you by the media network wisely for you to develop your skills.

You should not hesitate to go to any senior journalist who subscribes to the rights of children for help.

It is very sad that we have been hearing more child abuse cases in the media in the recent past.

A child was physically burnt in Kabwe District and a number of women have been dumping babies and fetuses in Lusaka District.

There is need for the Zambia police to intensify the enforcement of child rights related abuses through the child protection unit and the victim support unit.

It is my hope that children that will be writing in the children's news agency (CNA) will take up this challenge and write against the various abuses that are being imposed on children.

**The Media Network on Child Rights and Development is focused on developing the skills of professional journalists and youth reporters to increase awareness of the needs of children in Zambia. To learn more about their work, you may view their website at: <http://www.mncrd.org/> or contact them at ovcmedialink@yahoo.com.

Column: Development Talk with Patrick Mwale

*Director of Community Youth in Development Activities (COYIDA) in Malawi
From COYIDA June 2009 Newsletter*

As a last episode on this topic, my focus will basically be at a family level, where children spent almost 80% of their lives.

A healthy family can chip in positively to the development of a child, society, and no community or leader can do exclusive of a family. There are however 8 alternatives community development activist can look into in developing the families into a high-quality environment for achieving a healthy community and a nation at large:

Through counselling, i.e. seeking assistance from other family members, community elders and professionals if problems cannot be solved, talking through problems as a family e.g. assisting a family member, Having strong traditional or religious beliefs onto which the family can lean, Having a strong relationship with the extended family or clan, Community concern e.g. a

Insaka (commonly known by the Zambians), Economic empowerment, e.g. through provision of life coping skills. Children benefit better in most cases when their parents are economically empowered as this helps reduce stress on parents and consequently this may highly benefit the children in the house. Also providing them with basic requirements in order for them to survive and lastly we also consider Family life education.

However a father and mother has a role in ensuring their families great health through Family interaction and understanding of each other, that is to talk of; Good relationships, Understanding, Acceptance, Problem solving, Cooperation, consider family meetings, association and gatherings, e.g. for dinner or lunch.

Above all let's ensure the Introduction of religious values in the family. Remember stress can easily be identified at a family level through children and the entire family. One can identify children experiencing stress by observation of physical behavioral and emotional symptoms:

Physical behavioral includes headaches, Stomach aches, increased illnesses and Changes in sleep or eating. Within the same we have general behavior, which encompass regression to wetting/soiling, Stealing, Nightmares, Poor concentration/school performance and increased Aggression/Bullying,

While Emotional symptoms include Mood changes, Anxiety and Increased fearfulness

If the family is experiencing stress, you need to identify children at risk of emotional disturbance. To do this, consider families experiencing Financial Problems, Marital Problems, Chronic Illness, Death/loss of a loved one, Poverty, Parents or siblings or the child with physical/mental disabilities, Drug or alcohol abuse by a family member and Displacement from one's home.

**If you would like to receive COYIDA's newsletter or contact Mr. Mwale, please email: coyida@sdpn.org.mw or pjcmwale@hotmail.com

As part of the Firelight Foundation's Monitoring, Evaluation and Technical Assistance (META) Program, Firelight provides "Newsflashes" to share relevant resources and information with our active grantee-partners via weekly emails and via post on a monthly basis. We hope that by facilitating access to information for grassroots, community-focused organizations, programming for children and families, as well as organizational development, is enhanced. Past editions of the Firelight Newsflash can be found on our website: <http://www.firelightfoundation.org/newsflash.htm>.

We welcome your comments, feedback and ideas for upcoming Newsflashes at newsletter@firelightfoundation.org.

The Reporting Skills and Professional Writing Handbook

a practical toolkit for development professionals



"At last there is a clear, simple toolkit on report writing skills for people working in international development."

*Dr. Christine Hogan
Author of 'Facilitating
Multicultural Groups'*

Imagine having a process that helps you plan your research, analyse the results and have a clear plan and objective for your report (along with those conclusions and lessons learned) before you even type a word? Add to that the skills of writing - clarity, organisation, style and editing - and think of the time and energy that could be put to better use.

The end result will be better too - our clients - from grassroots NGOs through big INGOs like CARE, Oxfam and Save the Children, to Government and International Organisations such as UNICEF, seem to think so. Over the past 10 years, hundreds of such organisations have sent thousands of participants to us in Laos, Thailand, Nepal and Pakistan to attend (expensive and intensive) training courses that benefit just a few.

These same organisations have been quick to take advantage of our self-study programme on Reporting Skills and Professional Writing - enhancing their staff's writing skills while saving 1000s of working hours and 1000s of pounds in the process.

There's no longer any need to take time away from the office and fly to some distant country to squeeze your learning into a 5-day 'workshop'. Human Resource Managers no longer have to wonder how they can balance this year's training budget and who will benefit and who will lose out.

(Continues>>>)

What is the Reporting Skills and Professional Writing Handbook?

It's a **self-study programme** that is based on the best of 10 years' experience working with INGOs, NGOs, GOs and IOs over hundreds of training courses. It's available on **CDROM** for convenient desktop study, and, for larger organisations, the Trainer Edition is supported by a complete **Training Pack**.

Along with the CD you get the entire programme as a **free PDF Ebook** which can be downloaded right away. With over 230 pages of explanations and tasks, it's complete.

Whether you use the Ebook only, or follow the steps using the CD, you can learn the skills of analysis, planning, drafting and editing effective reports without having to interrupt your busy schedule.

Reporting skills can be learned, just like any other skill. This Handbook takes readers through the entire reporting process from setting objectives, through data gathering and analysis tools, to planning, drafting, editing and designing the report.

It's not that difficult! This programme is full of clear explanations and examples, frequent practical exercises, and an extended case study to fully apply all the tools presented. This is not just a 'book about reporting skills' - this practical guide will give you the skills to:

- Set **evaluation goals** - know what you are doing before you start
- Select **data gathering methods** - select the best way to get breadth and depth of information efficiently and economically
- **Analyse quantitative and qualitative data** - really understand what your data is telling you
- **Plan the report** - put your ideas into a structure that works
- **Write more clearly** and **organise your ideas** and analysis effectively - getting to the point in a powerful, persuasive style
- **Edit and design** the final result for impact

(from Page 1) **ALL THE BEST OF ELD's EXPERIENCE** is now available in an **easy-to-follow, stress-free** self study programme for just **a fraction of the cost of face-to-face training** that can fit alongside any development worker's busy schedule. For as little as £20 you can learn all the skills taught in our Reporting Skills training - easily saving £100s on training fees and travel - all in your own time without interrupting your work.

Unlike a face-to-face training with ELD, you **DON'T NEED** to budget: over two hundred pounds as training fee PLUS travel to an ELD training centre in Thailand, Nepal or Turkey PLUS visa costs PLUS accommodation PLUS living expenses PLUS **ONE WEEK OF YOUR VALUABLE TIME**. That's easily more than a thousand pounds in real cost, if you can actually find a training course. (Very few organisations offer such a specific report writing training, and some charge up to £1500 per person for training fees alone.)

And, if you are a Human Resources Manager, **imagine training ALL your staff for less than £20 each!** There's no longer any need for expensive in-house consultants. With the Trainer Edition, you get a complete training pack - slides, handouts, trainer guide, 'the works' - and reinforce the learning through structured sessions. The Training Pack is neatly divided into 30 hours over 10 x 3-hour sessions, so you can reduce the intensiveness and increase the effectiveness of the programme. All this for **less than the real cost of sending just ONE participant on a training course.**

What's in the Handbook?

The Handbook is spread over 8 easy-to-follow modules that cover ALL the steps of the writing process.

Module One - Professional Writing & the Writing Process (19 pages) is an introduction to the programme, and clarifies what Professional Writing is and what makes writing effective. Also introduced is the Writing Process - Analysis, Planning, Drafting & Editing.

Module Two - Setting Objectives and Data Gathering Methods (21 pages) covers the preparatory phase of the investigation: setting objectives, developing the research plan and selecting the data gathering methods. The module also looks at evaluation reports, progress reports and investigations based on Terms of Reference.

Module Three - Analysing and Interpreting Information (46 pages) looks at how to interpret statistics before moving onto the three steps of data analysis. In the extended case study which runs through the programme, we turn a fact sheet on children's issues into a report structure and finally into a Mind Map of interrelated issues.

Module Four - Planning the Report (14 pages) covers the planning phase. The tools of SPR (Subject / Purpose / Reader) analysis and Reader Profiling are practised and the case study analysis is now developed into a clear plan for the report.

Module Five - Writing Skills - Clarity (30 pages) is the second writing skills component and investigates how to get your message across and improve the impact of your writing. The module demonstrates how to measure how clear your writing is and gives you some simple, effective tools for improving the power of your sentences.

Module Six - Writing Skills - Organisation (25 pages) presents the deductive / Inverted Pyramid approach to organising writing, before looking at the various ways to present the main points. The second half of the module deals specifically with organising persuasive paragraphs that synthesise both interpretation as well as supporting ideas, examples and evidence.

Module Seven - Putting it all Together (35 pages) takes the practical work to a new level. The analysis and the plan, together, with the writing skills are applied to develop an extended report. This module is almost entirely task-based, walking readers step-by-step through the drafting process.

Module Eight - Finishing Off the Report (41 pages) completes the programme, covering writing the summary, designing the cover page, page layout, using visuals, writing style and the editing process. The programme ends with a summary of the main points covered and visual review of the entire programme.





The CDROM

The CDROM contains all the information and exercises in the PDF Handbook in a navigable format so you can:

- Conveniently browse the Handbook on any PC
- Navigate from page to page smoothly

The Trainer Edition

With the Trainer Edition you can conveniently reinforce the lessons in the Handbook through structured, well-planned sessions for your staff. For a fraction of the cost of sending your team on training, you can pass on the benefits of ELD's years' of experience through this 'workshop-in-a-box'. This is included **free** with the 50-user licence.

Conducting structured training will help you **increase the impact** of the programme and make sure all staff acquire the skills of effective reporting.

The Handbook's eight modules are packaged as a 30-hour training programme which can be delivered in one intensive course or spread out over a number of weeks.

As well as **convenience**, the **low cost** of the Trainer Edition compares favourably to the expense of sending even one participant on a 5-day training course.

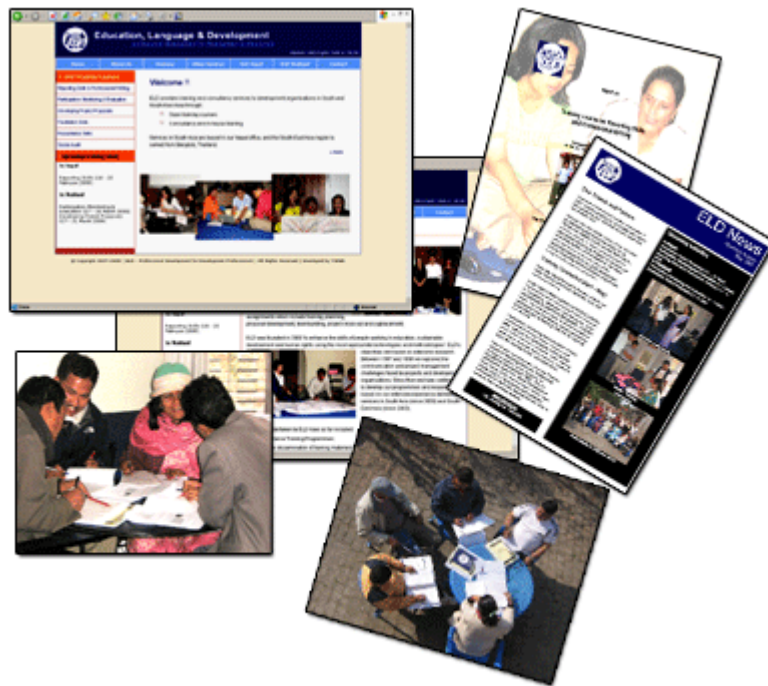
The pack includes **session-by-session notes**, tips on preparation and delivery and course monitoring & evaluation tools. Any trainer with good people management skills can facilitate this straightforward programme. There are **over 250 PowerPoint slides**, broken down into the eight thematic modules of the programme, providing powerful visual support to the learning activities and discussion. **Participant handouts** are ready to print, and ordering a Licence + Training Pack means all your team will have access to the full Handbook and CD for reference and self-study. Included also are **supplementary materials** - daily feedback forms, evaluation form, cut-up tasks and colour graphs for data analysis, and a model report based on the case study central to the course.

This training has been successfully conducted by ELD since 2002, benefiting 1000s of development professionals from a wide range of organisations, backgrounds and nationalities. There are many reports at the ELD website to show you how the training works in practice. **Let your organisation benefit from our experience** with the latest version of this powerful but simple course by ordering the Trainer Edition.



About ELD

Education, Language and Development Training Programmes provides practical training and consultancy services to development organisations in South and South-East Asia. Registered as a charity in the United Kingdom, but based in Kathmandu, Nepal and Bangkok, Thailand, ELD conducts regular open training workshops in areas such as Reporting Skills Project Proposal Writing and PM&E, as well as a range of in-house assignments which include training, planning, proposal development, teambuilding, project close-out and outplacement. ELD was founded in 2000 *'to enhance the skills of people working in education, sustainable development and human rights using the most appropriate technologies and methodologies'*. ELD's objectives are based on extensive research. Between 1997 and 1999 we explored the communication and project management challenges faced by projects and development organisations. Since then we have continued to develop our programmes and responses based on our extensive experience delivering services in South Asia (since 2000) and South-East Asia (since 2003).



About the Author

Neil Kendrick has directed UK charity Education, Language and Development Training Programmes since it was founded in 2000, and was responsible for setting up ELD's Nepal and Thailand operations. An experienced evaluator, facilitator and trainer specialising in Development Communication, Neil has worked with development sector participants for more than 10 years. He has trained thousands of professionals at all levels throughout South and South-East Asia in Reporting Skills, Professional Writing, Project Planning and Proposal Writing. Prior to ELD, Neil spent several years with the British Council at Istanbul, Bangkok, Hong Kong and Kathmandu.

Participants describe his training approach as relaxed and well-informed, and regularly mention his ability to demystify learning through easy explanation and examples. That same style has been brought to this Handbook, getting complex points and sophisticated tools across in a no-nonsense, easy to grasp way.



Who's using the Handbook?

The flexibility and relevance of this programme is clear from the range of organisations that use it. These include:

Asian Development Bank
ADRA
Asian Institute of Technology
Baptist World Aid
Belgian Technical Cooperation
Bielefeld University
Bioversity International
Birmingham University
Burnet Institute
CABI
Capacity Building Initiative
CARE
CGIAR
Concern Worldwide

Diakonia
European Centre for Development
Policy Management
Family Health International
GTZ
International Institute for
Development Studies
International Atomic Energy Authority
Medecines Sans Frontiers
Overseas Development Institute
PATH
Save the Children UK
Save the Children USA
Swiss Development Cooperation

UNAIDS
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World Health Organisation
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How to Order

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PDF Handbook / CDROM (includes FREE immediate download of Handbook)	£40	✓	✗

For Organisations

All organisation licences include **free immediate download** of PDF Handbook plus one master CDROM by mail. Licence type indicates number of copies which may be distributed electronically / number of PCs on which CDROM can be copied.

The Trainer Edition has all the contents and benefits of the Standard Edition PLUS a Training Pack comprising of Trainer Guide, PowerPoint slides, Participant Notes and Supplementary Materials.

Licence Type	Rate per User	Total GBP	Buy Online	Pay by Bank Draft
10-user licence (Standard Edition)	£30	<u>£300</u>	✓	✓
10-user licence (Trainer Edition)	-	<u>£500</u>	✓	✓
25-user licence (Standard Edition)	£24	<u>£600</u>	✓	✓
25-user licence (Trainer Edition)	-	<u>£750</u>	✓	✓
50-user licence Trainer Edition (Training Pack included FREE)	£18	<u>£900</u>	✓	✓
Prices for all CDs include free shipping worldwide .				

Organisations that wish to purchase licences may also pay directly by bank draft to our bank in Bangkok, Thailand. See www.reportingskills.org/order.htm for details or contact sales@reportingskills.org.

Education, Language and Development Training Programmes

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professional development for development professionals

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Childhood in Africa: An Interdisciplinary Journal
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www.afrchild.ohio.edu

Childhood in Africa: An Interdisciplinary Journal (CAJ) is an official publication of the Institute for the African Child at Ohio University. *Childhood in Africa* (ISSN 1948-6502) is published online on a bi-annual basis through the Institute for the African Child website, www.afrchild.ohio.edu. CAJ follows the mission statement and goals of the Institute for the African Child by encouraging holistic approaches to the understanding of issues impacting children and childhood in Africa. CAJ seeks to reflect African and Africanist perspectives regarding children and childhood. It includes all academic disciplines in the discussion of childhood in Africa and also attempts to further the professional interests of Africanists by disseminating knowledge about children and childhood in Africa.

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Guidelines for Childhood in Africa: An Interdisciplinary Journal

Submissions are welcomed of original work from all academic disciplines and subdisciplines, governmental and non-governmental organizations, and other arenas that deal with childhood and children's issues in Africa. Collaborative work and contributions from international colleagues are encouraged.

Submissions must include a statement declaring that the manuscript has not been published and is not under consideration for publication by another journal.

Papers are peer reviewed. We wish to particularly encourage our colleagues in Africa to use this forum.

Submission Process

Submissions must be emailed to Andria Sherrow, Assistant Director of The Institute for the African Child, sherrowa@ohio.edu. Figures or photographs should be submitted as TIF files with resolution of 300 dpi or greater.

Submissions should include:

- Author's name
- Author's Affiliation
- Author's contact address
- Phone and fax numbers and e-mail address
- Author Biography (100 words or less)
- Brief description of recent work
- Title Page (including title, author(s), and author's affiliation(s))
- Abstract (300 words or less)
- 5,000 words maximum for feature articles
- 1,000 words maximum for "From the Field" submissions
- Tables and figures
- References

* Receipt of all submissions will be acknowledged by e-mail.

Childhood in Africa conducts blind reviews, which means that reviewers do not know the name of the author whose manuscript they are evaluating. When you submit your manuscript, please do not include any identifying author information. Please submit your manuscript as "Main Document" and a separate title page as "Title Page" with your identifying author information. Please keep any identifying author information within your manuscript as anonymous. For example, if your name is Andria Sherrow, a citation reading "(Sherrow 2003:13)" should appear as (Author 2003:13). The bibliography should also reflect your anonymity. If you used any revision or editorial tracking tools in your word-processing program, be sure the final version of your manuscript does not contain tracked changes.

Formatting

Authors should limit use of underlining and bold type and keep tables and graphs to a minimum. If such items are essential, they must be sent grayscale (black and white) in .gif or .jpg format as separate files. Please indicate placement preference by using the notation: [insert table 1.gif here]. The editorial staff reserves the right to determine inclusion or to change the size or placement of all graphics. All articles should have page numbering, and there should be no section breaks.

Citations

We require the use of parenthetical citations. *Childhood in Africa* follows Chicago style with a few modifications, most notably in the references cited section. Submitted manuscripts that do not conform to Chicago style and format will be returned to authors. Please see Ohio University Press guidelines at <http://www.ohioswallow.com/submissions> for a condensed manual on using Chicago style.

Author Responsibilities

Authors, not the Institute for the African Child, are responsible for the content of their articles, for the accuracy of quotations and their correct attribution, for the legal rights to publish any material submitted, and for submitting their manuscripts in proper form for publication. Manuscripts submitted to *Childhood in Africa* should not be under simultaneous consideration by any other journal or have been published elsewhere in any form.

Evaluation

Manuscripts are peer reviewed. Due to high standards and a rigorous review process, many manuscripts will not be accepted for publication.

If your article is selected for publication, we will notify you via email. CAJ will return your article to you with notes and comments for your revision and acceptance. Once we receive changes and updates to your paper, it will be published online in the html journal.

Proposals for Group Submissions

Themed group submissions, including those organized by a guest editor or editors, are welcomed. It is not necessary to submit group manuscripts all at once; authors can submit them individually. Introductions or overviews by the group editor(s) should not be submitted at the outset. The manuscripts will undergo the exact same review process as any other manuscript. If more than one of the manuscripts is accepted for publication, it is the responsibility of the authors (or guest editor(s)) to notify the Editor-in-Chief that the accepted manuscripts are meant to be grouped together. At that point, at the discretion of the Associate Editors and the Editor-in-Chief, in consultation with the Editorial Board, the guest editor(s) may be invited to submit an introduction or overview to the group submission.

Proposals for "From the Field" Submissions

They should follow the same submission process as detailed above. Examples of "From the Field" pieces are brief reports on innovative NGO practices, IRB issues, and field reports from researchers that reflect in a more practical way on research/project methodologies and implementation.

Contact Information

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