Process Documentation Strategy under OFSDP-II

Odisha Forestry Sector Development Project II
Odisha Forestry Sector Development Society
Forest and Environment Department, Government of Odisha

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FOREWORD

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PREFACE

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1. Introduction

Odisha Forestry Sector Development Project Phase II is being implemented by the Government of Odisha with the financial assistance of JICA in the 12 Forest Divisions and two Wildlife Divisions of the State of Odisha. The project will be implemented in 50 Forest Management Units (Forest Ranges) of 12 Territorial Forest Divisions, through 1200 VSSs. The project will be implemented in 4 phases (300 VSSs in first Batch, 400 VSSs in second Batch, 350 VSSs in third Batch and 150 VSSs in fourth Batch). The number of VSS however, may vary depending upon the cluster formed in each Forest Management Unit. Implementation of the livelihood component, under the project will be through 3600 Women Self Help Groups.

The objective of OFSDP-II is to enhance forest ecosystem along with sustainable livelihood of local people by improving sustainable forest management, sustainable biodiversity conservation and community development, thereby contributing to harmonization between environmental conservation and socio-economic development in Project areas in Odisha.

The envisaged approach to achieve the overall goal in a sustained manner will include restoration of degraded forests and augmentation of forest resources through people's participation; securing sustainable forest management by improving forest administration; capacity building of community organizations and other stakeholders; conservation and scientific management of the biodiversity; promoting inter-sectoral convergence for better livelihood and improvement of income of the targeted forest dependents.

1.1. Background: Communication Strategy in OFSDP-II

Communication strategy can be defined simply as communication that is aligned with the objective of the organisation and overall strategy of the organisation's programme implementation plan. This means when communicating strategically with an audience, the message must consistently communicate the objective of the organisation that it wishes to share with its stakeholders internally and externally in a methodical way that shapes the image and perception. conversation, in order to receive desired results.

Strategic communication is an invaluable tool for community development and holistic growth of the ecosystem, if utilized effectively. In the context of OFSDP-II, the communication strategy is aspirational, ambitious and challenging and seeks to outline how the OFSDP, Phase-II Project will work towards developing its engagement and communications functions over the next period of the project. Involving project functionaries in achieving the twin objective of the OFSDP-II and mobilising local communities for successful implementation of the programme are two of the most significant challenges for the coming years in the project.

The Communication Plan includes:

a) Objectives (goal of communication, what is to be achieved),
b) Target Group (who will be communicated, how to get targets),
c) Messages (key messages,slogan),
d) Tools (media and non-media tools, communication channels),
e) Evaluation/ feedback(measurement and documentation of achievements), and
f) Roles and Responsibilities including plan of activities.

Based on the project's Communication Strategy and Plan, and considering the information needs of the target groups, the information and communication activities should be planned annually, and will form a part of the annual plan of operation of the project. This plan should help to disseminate information about the project and its results.

As per the MOD, mainly, three forms of project communication would be followed –

a) Knowledge Management,
b) Internal Communication, and
c) External Communication.

1.2. Objective of Communication Strategy in OFSDP-II:

Communication and Publicity are very important and integral element of the project design, as it would be very vital for creating awareness environment as well as for sharing knowledge and information with the stakeholders for efficient project implementation, and facilitate delivery of planned results. As proposed, the project plan to evolve a communication strategy followed by a Communication Plan during preparatory phase. The Communication Plan will serve as road map for undertaking communication and publicity activities.

The communication strategy of OFSDP-II is attempted to incorporate lessons learnt from OFSDP-I, and it is expected to serve as a pathway to achieve project goals, objectives and results. The communication strategy could be formal, informal, educational or amusing, detailed or broad, and should depend on the needs of the project and on the target to be reached.

The overall strategy is being drawn for the project keeping in mind is the message, who needs it, and how goals and results are going to be reached, the direction to be taken, the stakeholders needs and the method for reaching the goals and results.

While making the choice about communication methods, roles and information flows are to be well defined. Some of the examples of methods are – adoption of folk media, integrated multimedia, network with institutions and partners etc. The communication strategy would not be fixed for entire duration of the project, but according to experiences, results, learning from mistakes and new events it should be updated at appropriate intervals during project implementation, say 3rd and 5th year, if required.

A communication plan not only helps in increasing visibility of the project/ programmes to stakeholders, donors, governments and general public, but also helps in ensuring transparency as well as participation of the stakeholders in the project/ programme. Thus, during first year, after project initiation and preparatory phase, the PMU has developed a Communication Strategy and Plan.

1.2.1. Objectives:

Communication objectives state the anticipated change in knowledge, attitudes and practices is targeted to the development issue in the participant groups. The role that communication can play in achieving those objectives should be identified through research and analysis. Communication objectives identify how participants' and partners' behaviours will develop or change; objectives are outcomes, not activities.

All communication objectives should be SMART:

1. Simple and clear
2. Measurable
3. Achievable
4. Reasonable
5. Time and location specific

The objective of Communication Strategy of OFSDP-II is to incorporate lessons learnt from OFSDP-I, and use the strategy as a pathway to achieve the project goals, twin objectives of forest regeneration and livelihood support through community mobilisation. The communication strategy in the project is based on dynamic attributes and modes viz. formal, informal, educational or amusing, detailed or broad, and should depend on the needs of the project and on the target to be reached.

1.3. Target Groups:

The community mobilisation will be taken up in 1200 VSSs in the project areas in 4 batches. Implementation of the livelihood component, under the project will be through 3600 Women Self Help Groups. Apart from this the project strategized to partner with various line departments at State, District and Block level to accelerate the impact of the project at the grass root level. There are two types of target groups in the OFSDP-II. Primary group is the forest fringe community groups for which the project is envisaged. The secondary group is the combination of project functionaries of DMU, FMU, PMU and other representatives of the Government agencies.

The target group is based on the demography, geography and age group primarily as per the basic criteria of the project. Target groups can also be delineated as the following based on the influence of the project and implementation plan of the project.

1. Advocacy group
2. Social mobiliser
3. Behavioural change influencer

1.3.1. Advocacy Group:

As part of the project objective, the group's mandate is to inform and motivate appropriate agents in the implementing region to create a supportive environment for the programme. This is advanced through discussion, dissemination of information and deliberation on benefits and outcomes of the project by initiating public perception. This group represents the PMU, DMU and FMU level functionaries.

1.3.2. Social Mobilisation:

The second target group are broadly part of the advocacy group, but they operate in a micro level with community. They mobilise the community and the local village leaders to harness the project ethos, its implementation plan and their shared contribution. The groups like Animators, VSS office bearers, NGO partners are encouraged to raise demand for sustainable progress towards the development objective. Social mobilization enlists the participation of institutions, community networks and social groups to use their membership and other resources to strengthen advocacy and participation in planned activities at the base level.

1.3.3. Behavioural change influencer:

This target groups are oriented and educated to initiate dialogue for large scale augmentation of the project plan at institution level and thereby influencing the basic behavioural change aspects of communities and the future partners. The representatives of government institutions are the primary focus of this group as they mobilise resources and collaborate with OFSDP-II for successful implementation of other flagship programme of the state. This group is expected to enable face-to-face dialogue with individuals or groups to inform, motivate, problem-solve or plan, with the objective to promote behaviour change.

1.4. Messages:

To put the communication strategy into action, the framework of Communication Plan is expected to include information about how to reach the important groups and the messages that will appeal to them. To communicate with the stakeholders a formal review process and research analysis on their media practice are to be carried out.

Messages and types of documentation are discussed in detail in the following chapter here.

1.5. Tools or Channels of communication

What does the target group of OFSP-II would be engaged with the communication channels and respective mediums, are subject to careful assessment of available resources and dynamic implementation plan based on the medium's impact.

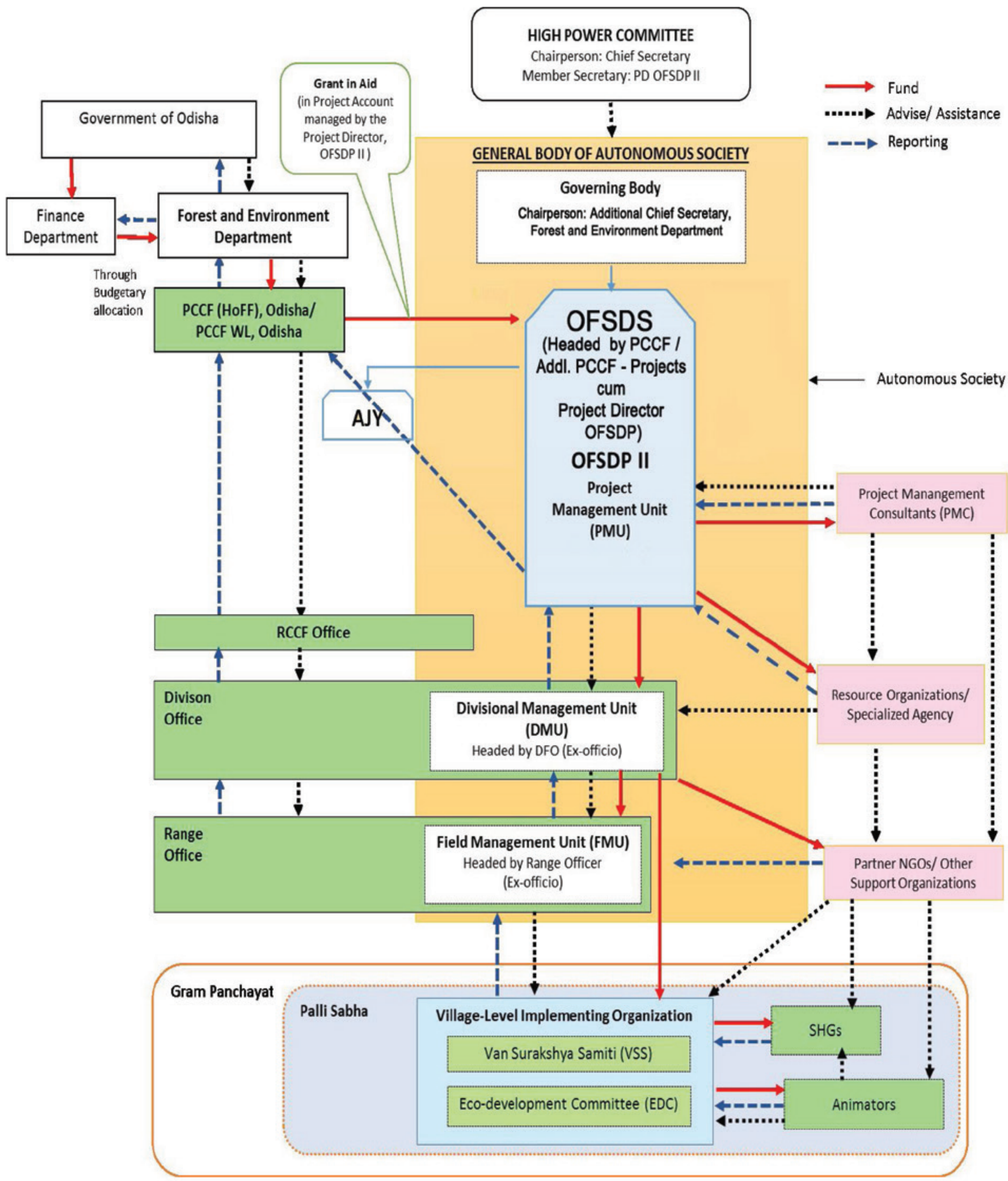
Followings are some basic channel of communication which are already in practice and proposed to be adopted by OFSDP-II in successive years of implementation.

- Posters
- Fliers and brochures
- Newsletters
- Promotional materials - items such as caps, T-shirts, bags, and mugs can serve as effective channels for your message.
- Writing material
- Reading material - Reading matter that is developed exclusively for the target audience can be used to deliver a message through a narrative/story
- Press releases and press conferences
- Presentations or presence at local events and local and national conferences, fairs, and other gatherings
- Community outreach
- Street Play/Mass Media interventions
- Exhibits and public art - The AIDS quilt, a huge quilt with squares made by thousands of people, commemorating victims of the HIV epidemic, is a prime example.
- Visual Documentations through short

movies of intervention

- TV - TV can both carry straightforward messages – ads and Public Service Announcements (PSAs)
- Radio – On air discussion, promotion of project objectives, engagement through dialogue with community
- Theatre and Folk media outreach

STRUCTURE OF OFSDP-II UNDER OFSDS



2. Concept of Process

The term "Process" refers to the course of action or a route followed by an individual or a group while undertaking a common activity or a task. The process indicates as to how the task was undertaken and completed by individuals or groups. It also refers to the way in which people think, feel, interact, decide and act in carrying out a task.

Process plans are not intended as permanent procedures or ones to be transferred haphazardly to different groups. They are plans to suit the situation which exists, and will be modified, abandoned, or replaced as the situation changes. Learning in the group can be greatly enhanced when proposed process plans are rapidly supported, tested and reviewed, thus enlarging members' understanding of practices that may be drawn upon.

3. The Concept of Documentation

The word 'Document' comes from Latin 'documentum' and 'doceo' which literally refers to teach, both for giving instructions and for warning purposes. A "document" is a collection of data, regardless of the medium on which it is recorded and can include both paper and electronic. Documentation is the process of systematically collecting, organizing, storing, retrieving, and disseminating information; a process used for the purpose of learning or sharing or for recording intellectual property. Output of documentation process can be written, visual and audio information about, for example, an object, a practice, a product or an event.

There are different types of documentation and include Annual Reports; Books; Case Studies; Digests; Guides; Handbooks; Journals, Magazines; Newsletters or Bulletins; Occasional Papers; Pamphlets; Policy Briefings; Position papers; Reports; (Project Reports, Research Reports, and Technical reports); Working Papers; Success Stories etc.

Documentation is any communicable material that is used to describe, explain or instruct regarding some attributes of an object, system or procedure. Good documentation can serve several very important functions and can make it easier to use and thereby save users' time and money. It can enhance the perceived quality of the product. The value of documenting for self-reflection and sharing of learning is often not recognized or does not figure prominently on the agenda of development organizations.

3.1 What is Process Documentation?

The word 'Process' refers to the steps and work activities, a transaction follows through an organization's systems, applications, and people. The word Documentation – refers to a narrative, or some description of the way the process works.

Process Documentation is a systematic way of capturing what happens in a process of change and how it happens, to reflect and analyse why it happens and to organize and disseminate the findings. It helps to reflect, analyse and discover patterns that help or hinder change. The purpose of process documentation is to improve the quality and impact of a project. Process documentation allows internal project learning and joint learning with direct stakeholders. It looks beyond the project – into the context and may help projects to break through their sharp boundaries in time and space – enabling projects to raise issues of general interest and stimulate reflection and debate in wider society.

During the process of implementation of OFSDP-II, a process of operationalizing various components would emerge which would be required to be documented for a variety of reasons some of which have been highlighted in the section on objectives. Process documentation involves a scientific way of capturing information from different sources in several ways. It not only involves scientific collection of reliable data but also logical interpretation of the data collected into meaningful information which can be used for project planners and implementers to achieve desired results and targets set in the project itself.

Application of process documentation requires a clear understanding of the theory of change. This provides direction and focus in deciding what is important or less important to observe. All the projects oriented to social change have a theory, most of them implicit but not explicit. It could be that concerted action of all stakeholders results in sustainable development or empowerment and help improve access of poor people to the benefits. By understanding the importance of thetheory of change and making it explicit, allows stakeholders to participate in the discussions on the basic assumption of the project and to react positively or negatively.

While capturing the process of change or development, the process documentation also organizes, analyses and disseminates findings in ways that make them useful. It involves

(a) a structured focused way of capturing the change process that a project aims to bring about by way of activities and interactions between stakeholders, issues and contextual factors,

(b) organizing information in such a way that stakeholders have an opportunity to reflect and learn about the process,

(c) analysing information by looking at common themes, trends, patterns and placing the findings in the context of the project and its theory of change,

(d) disseminating information quickly enough to be useful.

3.2 Objectives of Process Documentation in OFSDP II

The objectives of adopting the process documentation strategy are narrated as follows:

a. To improve the quality and impact of the project
   i. by allowing the Project implementers to reflect on trends, patterns, opportunities and warning signs.
   ii. To contribute to the collection of qualitative information on results that are not easy to capture quantitatively and fills the gaps between facts and figures.
   iii. To encourage learning from the positive impacts of the project.

b. To incorporate the concept of change in all plans and programs and make space absorbing unforeseen changes.

c. To set the project in the local context from larger special horizon of a state or a division.

d. To bring into focus the requirements of local people especially those that are the target group into the developmental process, while empowering them to take decisions on resource use and sustainable management of thee resources.

e. To record the roles and responsibilities of project implementers and the stakeholders in various processes of project implementation.

3.3 How to document the process?

Process documentation involves three stages such as capturing the process, organizing and analysing the material and sharing or disseminating the findings.

Apart from this, the documenter can also use some of the aids such as video recording, audio recording and still photography for capturing the processes in the development projects.

A. Capturing the process:

Some of the common aspects on process documentation to be used in Project relate to observing the field actions, interacting with stakeholders and getting their responses, reviewing the diaries of project team and collecting information by way of anecdotes, stories relating to the project and its implementation. Some of the common methods which are proposed to be used in the documentation process are:

- Observation
- Interview
- Focused group discussion
- Case studies
- Success stories
- Review of reports, diaries etc.

B. Organizing material:

The next step in process documentation will be to organise all the material that is available in different formats. This would help the project team to step back from daily business and reflect on issues, trends and patterns at certain points of time. Organizing information has two major components; the first is to file the captured information such as interview notes, video cassettes, audio cassettes, still photographs in a simple filing procedure based on the sequencing of the events, so as to access it at any point of time. All these materials must be described and put into a file with dates, names, subject etc.

Secondly, information and material should be organized into articles, photo books, video films, case studies, success stories etc. These documents should be simple to produce and easy to distribute for a wider audience.

C. Analysing findings:

It is necessary to build in a process of analysis of the findings by the project staff after documenting the material. The project staff, when starts reflecting on the results of analysis, will be able to understand the linkage between their own interventions and its effect, and response from the stakeholders, apart from factors leading to success or failure of the projects. The process of reflection with the documented information helps them to recheck their own assumptions and provide a feed- back for their actions, so as to assist in proposing further interventions in the project. This step necessarily has to be undertaken by the process documenter along with the project team.

D. Disseminating information:

Documentation of the processes in developmental management is aimed at helping the project team that has implemented the project, the planners who will have planned the projects, the policy makers who were involved in supporting the projects apart from the funding agencies and the public at large. Hence, it would be helpful and necessary to disseminate the lessons from the projects to various categories of personnel, depending on their role. Various methods of dissemination may include short briefs, case studies, success stories, video films, audio cassettes, articles in newsletters etc.

4. Framework for Process Documentation Under OFSDP II

The Framework for Process Documentation under OFSDP II was developed as a response to the need for documenting the process of Project implementation in addition to the simple project inputs which are necessary inputs for structuring the positive and negative outcomes.

4.1 Methodology

Process documentation used qualitative research methods to capture information from different sources in a variety of ways:

- Participant observation and analysis: eg: understand the way farmer groups are performing, quality of participation;
- Regular field notes and diaries;
- Focused Group discussions;
- Reviewing written communication and records;
- Minutes of the meetings on issues related to the implementation of OFSDP II.

Data collection methods included interviews with individuals, review of meeting minutes and other documents, observation of meetings and photography or video.

4.2 Outputs in Process documentation

Various possible outputs in the process documentation are listed below:

- Case studies on specific issues;
- Monitoring and Evaluation reports:
- Qualitative descriptions on how outputs are achieved and used
- Newsletters
- Reports
- Discussion Notes
- Minutes of Meetings

The various types of Documents generated during the process of implementation of OFSDP II are enlisted below:

S. No.	Type of Activity	Type of documents
1.	Preparatory Phase	Preparation of Concept Notes, Guidelines, Policy Documents etc.
2.	Training /Workshop/Study Tour/ Exposure visit	CBT Concept note and Training modules, Training materials, Session Plan, Photograph, Presentations, Reports, Recommendation, Evaluation sheet, Tour diary, Used Charts, List of participants, Handouts, Manuals, etc.
3.	Field Work /Field implementation	Guidelines, policy documentation, Back to Office reports, Field reports, Observation and Recommendation, Maps, data sheet, etc.
4.	Office Work	Concept Notes, Guidelines, Policy Documents, Govt. Orders and Resolutions, Office Orders, Orders, etc.
5.	Monitoring	Monthly Reports, Quarterly Reports, Annual reports, Completion reports, Activity wise progress data in MIS, etc.
6.	Procurement Process of Services/ Materials/ Buildings	Quotation Call Notices/ Expression of Interest/ Tender Notices Scrutiny of documents by the Scrutiny Committee along with the technical Specifications/ Plan and estimates Recommendations of Selection/ Procurement Committee Final Approval in the appointment letter/ work order Agreements and terms of reference; Security Deposit and Guarantee; Completion Certificate, etc.

The formats of some documents are described in details for various activities in Annexure III. They are listed below:

1. Writing a success story
2. Writing a case study
3. Effective report writing and
4. Style of writing

4.3 Process Documentation at Various Levels in the OFSDP II

The process of implementation of the project has two distinct levels where documents are generated and information flow takes place. These levels are at the level of Project Management level and at Division Management Unit level. Both the levels are the cutting edges of the Project.

At Project Management Unit level all concept notes, records, guidelines, policy frameworks are generated and disseminated to the fields. Most of these documents are dynamic in nature and require updating from time to time. They also require to be interpreted in line with the project documents, rules and regulations in vogue at the time of implementation of the project.

At the level of Division Management Unit, these documents are required to be properly disseminated to the field units with suitable instructions to avoid all confusion at the time of implementation. Various users of these concept notes, records, guidelines, policy frameworks are the local Officers and staff of the Forest Department, team members of partner NGO, VSS and SHG Members and Animators, etc.

The figures at Annexure I and II show the cyclic movement of documents related to Implementation of OFSDP II within PMU and DMU respectively.

The Component wise matrix of Process Documentation at Annexure III shows various processes involved at each step and the documents that are required to be kept, the responsibility centre and mode of Archiving with the frequency of archiving the documents.

4.4 Responsibility Centre for Process Documentation

The Concept Notes, Guidelines, Policy Documents, Govt. Orders and Resolutions, Office Orders, Orders, etc. emerging from different sections of the PMU will be sent to the Subject Matter Specialist (Knowledge Management, Publicity and Publication) for collation of information, printing, hoisting in the OFSDP web portal, and dissemination to the field units. The responsibilities of Subject Matter Specialist (Knowledge Management, Publicity and Publication) will include:

To Assist APD/ JPD in

- project publicity and information dissemination,
- develop and implement communication strategy and plan;
- organize events/ workshops;
- develop knowledge material,
- publish newsletters, reports;
- design publicity and awareness campaigns, maintain digital library, reporting, coordinate with DMUs/ FMUs;
- coordinate with SPMs/ DPD and other stakeholders

Further, matters related to managing the information portal of OFSDS, hoisting of information on website, development of MIS portals and GIS domain, the services of the State Program Manager (GIS, MIS and Website) will be taken. He will also be responsible for keeping a soft copy backup of all training modules, power point presentations, guidelines, concept papers, printed formats and materials.

Similarly, at the Divisional Management Unit (DMU) level, the duty of knowledge management and dissemination will be performed by Subject Matter Specialist (M&E, GIS/MIS, REDD+).

4.5 Dissemination of Information

The process of implementation of the OFSDP II involves a regular flow of information within and between PMU, DMU and FMU. In order to reduce consumption of paper and yet maintain the efficiency of communication of information, the following steps are to be meticulously followed:

1. The signed documents will be sent through email after scanning and saving the copy in PDF format.
2. The documents with data and figureswill be communicated in the excel format as sent by the PMU office.
3. The photographs taken in the field on various field activities will be super-scribed with the following:
    a. Name of DMU
    b. Name of FMU
    c. Name of VSS/ SHG
    d. Details about the activity shown in the photograph
    e. Date of Activity

    The photographs sent to PMU by the DMU will be in JPEG format with a resolution of300 and above pixels in colour format and will be sent through email as attachments and not uploaded in Whats app.
4. The GPS readings of any boundary pillars and structures constructed, etc. in the field will be uploaded in the degree decimal format in the GIS domain provided for the purpose. The datum to be used for recording the GPS readings will be WGS 84.

4.6 Storage of Information and Backup

The hard copies of all final correspondence will be maintained in the respective files on the relevant subjects in the respective sections both at the PMU and DMU. However, soft copies of typed material will be retained in the folders as shown below:

- OFSDP II Allotments
- OFSDP II Cost Norms
- OFSDP II Expenditure
- OFSDP II Targets
- OFSDP II p- NGO Proceedings

And so on.

The soft copy in the above format will be saved and the periodic (weekly) backup will be taken in pen- drive or external hard- disc by the SPM (GIS/ MIS) at PMU and SMS (M&E/MIS/GIS) at DMU.

File sharing is the practice of distributing or providing access to digital media, such as computer programs, multimedia (audio, images and video), documents or electronic books. File sharing may be achieved in a number of ways. Common methods of storage, transmission and dispersion include manual sharing utilizing removable media, centralized servers on computer networks, World Wide Web-based hyperlinked documents, and the use of distributed peer-to-peer networking.

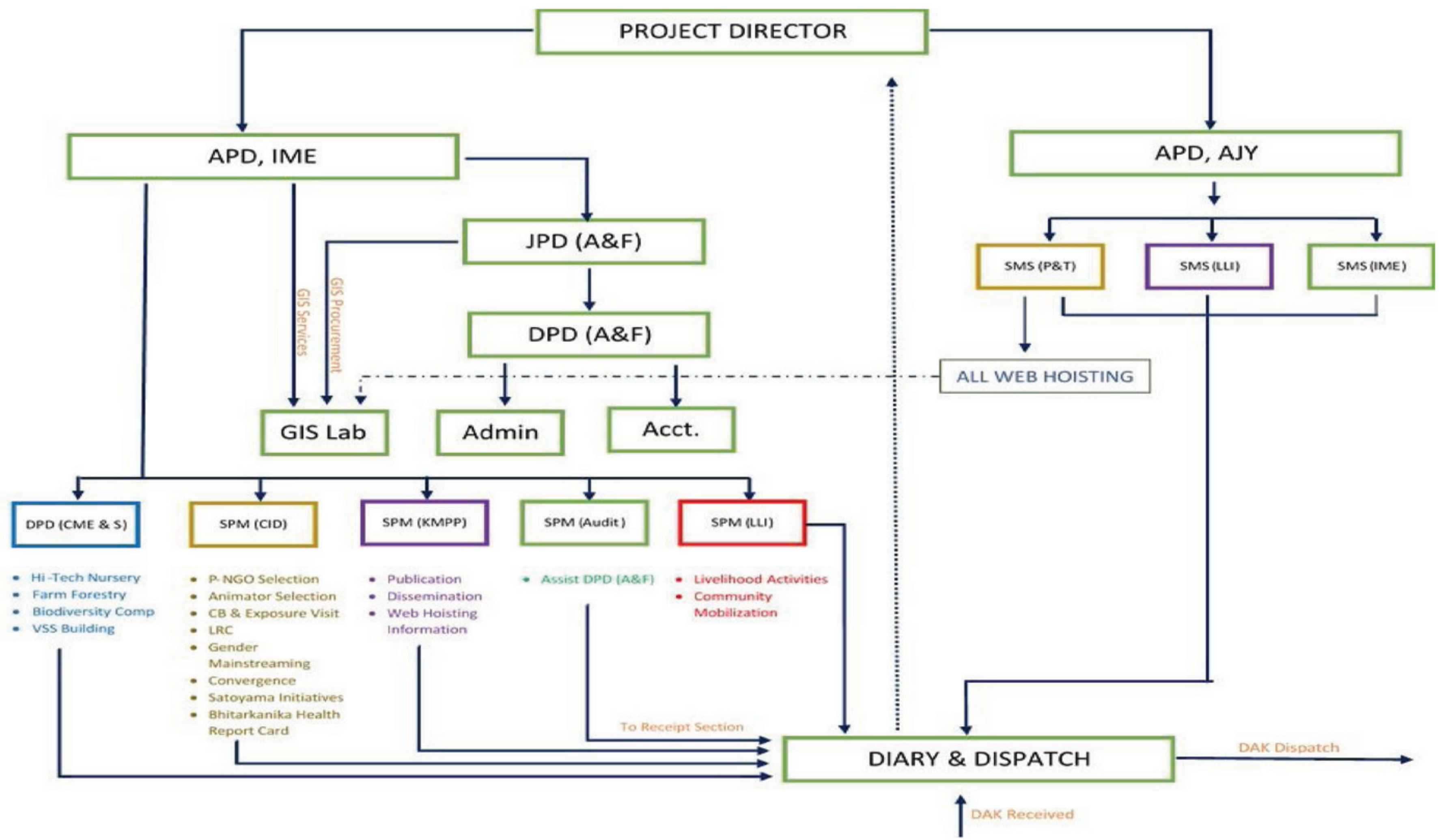
In the present scenario and the functional structure of project management units of OFSDS, it is imperative to focus on the following modes while adopting file sharing and storage seamlessly among all users of project functionaries.

- File sharing
- Approval workflow
- Comment features
- Task sharing
- Work is documented as it's done
- Documents can be shared and incorporates Google Docs or email communications.
- Calendars
- Contact information
- Online discussions between colleagues
- Notifications of the office
- You can even share videos
- Photo albums can be created to inspire employees
- Agendas sharing and editing
- An online document editor
- Team directory
- Information such as organisational guidelines, policies and procedures

In this context OFSDP-II may adopt the latest methods of cloud based web storage and file sharing tools like SharePoint or Drop Box or Google Drive or Box or Igloo or Huddle or CRM or any other suitable applications as per the convenient and easy to use of the applications.

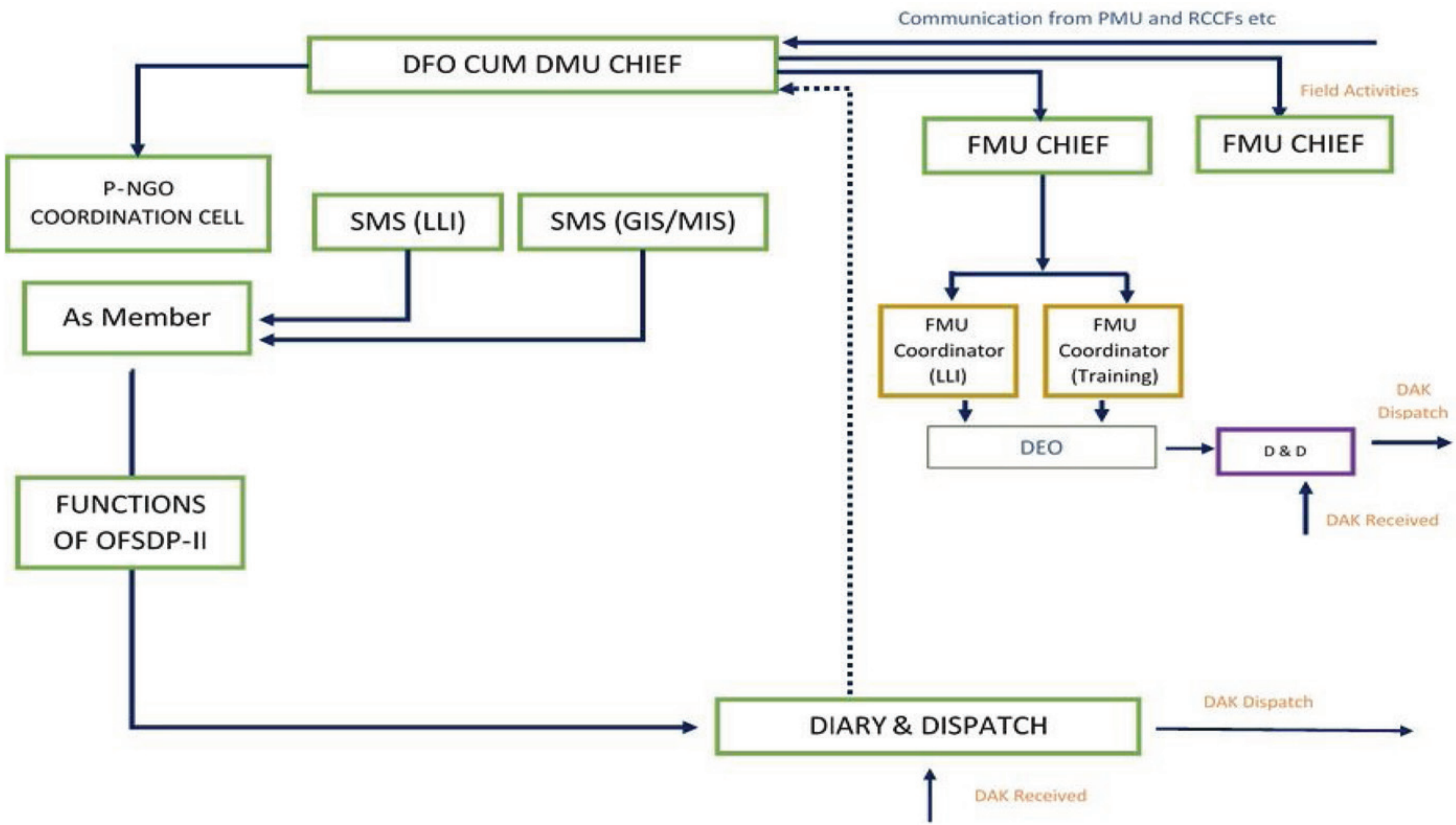
Annexure I

Process Documentation at Project Management Unit (PMU) Level, OFSDP II



Annexure II

Process Documentation at Division Management Unit (DMU) Level, OFSDP II



Annexure: III

1. Writing a Success Story

A 'success story' is known as a snapshot of reality, a slice of life and facets of development, which ushers in an understanding of the situation with analysis, and offers a set of recommendations that can be used as a template for replication.

A success story shows an initiative making a difference in people's lives. It describes a positive change and shows how that changes benefits people. A good success story uses evidence from evaluation to show the value of Extension. A success story can be written about an entire program or part of a program that is particularly noteworthy and significant. It may be about an innovation, emergency response or outstanding effort. The program may be complete or in an early stage of development but with important accomplishments to describe. One could even write a success story several years after a program's completion after collecting evidence of long-term impact. For a multi-year initiative, a series of success stories could be written that describe significant but different changes that occur over the years.

'Success Story' is not just a 'story' but the art and science of description of real events. It must be based on factual information, with provision of corroborative evidence to support the facts. It is a "microcosm" of reality that has already happened. The principal qualification of a qualitative success story is the systematic documentation of experiences that sets it apart from the rest. The distinguishable feature of a success story is the set of practices and processes that have helped to bring in optimal 'change' and it must clarify three basic dimensions viz.

- What is different?
- How is it different?
- Why is it different?

The ultimate mission of documenting a success story is to "cascade the effect of success from one to many".

The objectives are:

- To recognize and communicate a message of 'uniqueness' (success).
- To analyze the reasons for 'uniqueness' (success)
- To provide a set of guidelines (practices and processes) to replicate the 'uniqueness' (success).

The satisfaction that is obtained from observing direct success among our clients or community as a result of our Extension program efforts is most gratifying. These successes may take many forms and may be focused on a single individual, group, or larger population. However, the underlying theme in any success story is the positive result on an individual or society that occurred as a result of our program efforts.

Importance of the success story:

- By understanding the complexity of the process, it is possible to assess and better diagnose the nature of the problem and the efficacy of the development interventions.
- A simple story seeks to show a direct causal relationship between a single activity and a single outcome.

- A more complex story shows that there are many influences on outcomes and that the outcomes themselves are usually only a point on a process.

Writing a Success Story

What goes into a success story?

- Situation: What prompted the program?
- Response: How did Extension respond? (Inputs and outputs)
- Results: Who benefited? What resulted? (Outcomes)
- Evidence: What is the evidence? (Evaluation)

Situation: should make the case for why the program was initiated. Why Extension started the program. What problem, issue or concern needed addressing? Who are the key stakeholders?

Response: Extension's response including inputs (staff, funding, research, expertise) and outputs. Outputs include activities (teaching, facilitation, product development) and people reached (number of people and demographics), Partnerships and external funding sources.

Results: Quantitative and qualitative data to describe important outcomes. Who benefited and how? Outcomes include changes in knowledge, skills, motivation, behaviour, decision making, practices, policies, social action, social, economic and environmental conditions.

Evidence: How the program was evaluated to attain the reported evidence? The data collection method (pre or post-test surveys, interviews, testimonials), sample (number and how selected), response rate and the date of data collection. Credible information is needed for a good success story.

What makes a good success story?

A good success story:

- Describes results that are valued by clients
- Contains compelling, significant facts
- Catches attention
- Tells who benefits
- Is easy to read and understand
- Identifies key partners and funders

2. Writing a Case Study

Case study is termed as a method, a technique, an approach to social reality and a mode of organizing data in terms of some chosen units. The case study method is a popular form of qualitative analysis and involves complete observation of a social unit, whether it is a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelation. It deals with the processes that take place and their interrelationship. Thus, case study is essentially an intensive investigation of the particular unit under consideration. The objective of the case study method is to locate the factors that account for the behaviour -patterns of the given unit as an integrated totality.

According few definitions, case study is "a comprehensive study of a social unit, be that unit a person, a group, a social institution, a district or a community." Thus, case study method is a form of qualitative analysis wherein careful and complete observation of an individual or a situation or an institution is done; efforts are made to study each and every aspect of the unit in detail and then generalization and inferences are drawn. Thus each situation, whether it is an entire life cycle or a particular process of the cycle, forms part of the case study.

"Case study is a method of organizing social data so as to preserve the unitary character of the social object being studied. It is an approach which views any social unit as a whole" – Goode and Hatt.

Case study method may be defined as a small inclusive and intensive study of an individual in which the investigator brings to bear all the skills and methods or as a systematic gathering of enough information about a person to permit one to understand how he/she functions as a unit of society.

The case study is a form of qualitative analysis involving the very careful and complete observation of a person, a situation or an institution.

A case is a factual description of events that actually happened at some point in the past.

Why case study

- to improve practice
- to forge close links between the academic and the practical
- to offer practitioners suggestions about appropriate ways to act
- to inform practitioners about a single case as a way of understanding others (that is, generalization)

The attraction of case study

- it resembles detective work
- or investigative journalism
- the methods used to investigate the case will relate closely to the nature of the case

Objectives of Case Method

- Helps one to acquire the skills of putting textbook knowledge about management into practice. Managers succeed not so much because of what they know but because of what they do.
- Gets one out of the habit of being a receiver of facts, concepts and techniques and get into the habit of diagnosing problems, analyzing and evaluating alternatives, and formulating workable plans of action.
- Trains to work our answers and solutions for ourselves, as opposed to relying upon the teacher/counselor or a textbook.
- Provides exposure to a range of organizations and managerial situations (which might take a lifetime to experience personally), thus offering a basis for comparison.

Characteristics of a Case Study

1. It should create interest while reading and thus attract attention of the participants.
2. Case study is a deep, detailed and intensive study of a social unit.
3. It is a method of qualitative analysis.
4. It is a comprehensive study
5. Real life sample
6. All the variables and traits are linked with one another
7. It aims at studying everything about something, rather than something about everything.
8. Unit of study may be an individual, a family, an institution, a cultural group or an entire community.
9. Case study covers sufficiently wide cycle of time.
10. As the study is more detailed and extends over a wider expanse of time, the number of

units has to be small. The number may vary from a single unit to a few dozen or even a few hundred.

There are different kinds of case studies.

Four types of case studies are:

I. Illustrative (description of events);
II. exploratory (investigative);
III. cumulative (collective information comparisons)
IV. critical (examine a particular subject with cause and effect outcomes).

Merits of a Case:

- Close to field realities
- Digs out specific facts
- Helps take decisions on specific situations
- Provides data in depth
- Develops skills in appraising situations

Case studies provide an excellent opportunity for triangulation; that is, using a number of research methods to complement and confirm findings. For instance, using observation, interviews and questionnaire.

Organizing/writing the case

Structuring in a narrative style: Narrative style lays out a sequence of eventsthat develop the story. It covers:

- What happened
- Who were involved
- When it happened
- Why it happened
- How it happened (processes involved)

A narrative writing should be organized chronologically, in the order in which the events occur.

- Problem statement/key issues: Start with a statement of the problem / key management issues you have identified through your analysis. We have to concentrate on the critical issues facing the case
- Supporting argument: Sufficient explanation should be given why this is the key issue (s). This conclusion should be carried out with the help of the data / information gathered and comparing it
- Alternative strategies: Lay out the alternative strategies available to the organization. Three or four alternative strategies are enough. With the help of theoretical models or information show why these strategies are viable by explaining the cost and benefit of each strategy proposed.
- Recommendations: Explain the recommendation suggested. This recommendation should emanate from our earlier discussion of the case.
- Implementation plan: Present an implementation plan for the recommended strategy.

A Case Study should have Objectivity, Clarity in purpose, Use real names, events and written in sequence of time.

3. Effective Report Writing

A report can be defined as a testimonial or account of some happening. It is purely based on observation and analysis. In today's corporate world, reports play a crucial role. They are a strong base for planning and control in an organization. Reports give information which can be utilized by the management team in an organization for making plans and for solving complex issues in the organization. A report discusses a particular problem in detail. It brings significant and reliable information to the limelight of top management in an organization, on the basis of which, the management can make strong decisions.

An effective report can be written going through the following steps-

1. Determine the objective i.e., identify the problem.
2. Collect the required material (facts) for the report.
3. Study and examine the facts gathered.
4. Plan the facts for the report.
5. Prepare an outline for the report, i.e., draft the report.
6. Edit the drafted report.
7. Distribute the draft report to the advisory team and ask for feedback and recommendations.

The essentials of good/effective writing are as follows-

1. Know your objective, i.e. be focused.
2. Analyze the niche audience, i.e. make an analysis of the target audience, the purpose for which audience requires the report, kind of data the audience is looking for in the report, the implications of report reading etc.
3. Decide the length of the report.
4. Disclose correct and true information in a report.
5. Discuss all sides of the problem reasonably and impartially. Include all relevant facts in a report.
6. Concentrate on the report structure and matter. Pre-decide the report writing style.
7. The report should be neatly presented and should be carefully documented.
8. Highlight and recap the main message in a report.
9. Encourage feedback on the report from the critics. The feedback, if negative, might be useful if properly supported with reasons by the critics. The report can be modified based on such feedback.
10. Use graphs, pie-charts, etc., to show the numerical data records over years.
11. Decide on the margins on a report. Ideally, the top and the side margins should be the same (minimum 1 inch broad), but the lower/bottom margins can be one and a half times as broad as others.
12. Attempt to generate reader's interest by making appropriate paragraphs, giving bold headings for each paragraph, using bullets wherever required, etc.

Writing Tips

- Use active voice.
- Use short, complete sentences.
- Be concise.
- Choose simple words.
- Avoid jargon.
- Avoid acronyms.
- Use your name, program name

Writing Effectively

Audience and Format:

The first step to writing clearly is choosing the appropriate format. Do we need to send an informal email? Do we need to write a detailed report? Or write a formal letter? The format, as well as the audience for whom it is meant, will define how formal or relaxed the tone should be. One needs to start by identifying who will read the message. Is it targeted at senior managers, the entire human resources team, extension officers or a small group of farmers? The readers or recipients, should define the tone as well as aspects of the content.

Composition and Style

Tips for composing and styling your document:

- Start with your audience – Remember, your readers may know nothing about what you're telling them. What do they need to know first?
- Create an outline – This is especially helpful if you're writing a longer document such as a report, presentation, or speech. Outlines help you identify which steps to take in which order, and they help you break up the task into manageable pieces of information.
- Try some empathy –What's the benefit for your audience? Remember your audience's needs at all times.
- Use the Rhetorical Triangle – If you're trying to persuade someone to do something, make sure that you communicate why people should listen to you, pitch your message in a way that engages your audience, and present information rationally and coherently.
- Identify your main theme –What do you want to say? This is likely to be your main theme.
- Use simple language – Unless you're writing a scholarly article, it's usually best to use simple, direct language. Don't use long words.

Structure

The document should be as "reader friendly" as possible. Use headings, subheadings, bullet points, and numbering whenever possible to break up the text. It is easier to read a page that's broken up into short paragraphs, with section headings and bullet points rather than a page full of lengthy paragraphs.

Headers should grab the reader's attention. Using questions is often a good idea, especially in advertising copy or reports, because questions help keep the reader engaged and curious. In emails and proposals, short, factual headings and subheadings can be used.

Adding tables, graphs and charts is also a good way to break up your text. These visual aids can communicate important information much more quickly than text. It is easier to understand a graph or a table rather than all the data within a lengthy paragraph.

Grammatical Errors: Errors in a document can make us look unprofessional. It's essential to avoid common mistakes that spell check may not find.

Example of commonly misused words:

Affect/effect

- "Affect" is a verb meaning to influence. (Example: The economic forecast will affect our projected income.)
- "Effect" is a noun meaning the result or outcome. (Example: What is the effect of the proposal?)

Key Points:

It is important to know how to communicate your point quickly and professionally. Many people spend a lot of time writing and reading, so the better you are at this form of communication, the more successful you're likely to be.

Identify your audience before you start creating your document. If you feel that there is too much information to include, create an outline to help organize your thoughts. Learning grammatical and stylistic techniques will also help you to write more clearly; and be sure to proof the final document.

Know why you are writing

Before one starts the actual formal writing, it helps to think about and identify why we are writing something, and what we are writing.

Answer some basic questions first

Before we start writing a draft, we need to think and answer these questions:

- Why am I writing this?
- What do I want to achieve?
- Who am I writing for?
- What do I want people to think, feel, know or do after they have read it?
- What would be the best form for it to be written in?

Answering these questions will help us to be clearer, more confident and quicker in our writing process.

Reasons for writing

What is the objective of your writing? What do you want to achieve? What do you hope your audience or reader will think, feel, know or do afterwards?

We write for many reasons. It is good to identify a main objective. Sometimes we have additional objectives too. However, if there are too many objectives, it may weaken the piece of writing by trying to achieve too many things at once. It confuses the audience if the objective is not clear, or there are too many.

What is the objective of writing? People write, amongst other reasons, to-

- advocate
- agitate
- educate
- entertain
- evoke certain emotions
- debate
- inform
- mobilise
- persuade
- plan
- promote particular action
- strategise
- raise awareness
- train
- win an argument

What are we writing?

One can think of many different types of writing. They could include:

Short pieces of writing, like:

1. banners
2. e-mail messages
3. fax messages
4. letters
5. minutes of meetings
6. notices
7. opinion pieces
8. pamphlets
9. posters
10. press statements
11. summaries
12. web site information

Longer pieces of writing, like:

a. appraisals
b. arguments
c. articles
d. booklets
e. case studies
f. evaluations
g. funding proposals
h. newsletters
i. plan documents
j. policy
k. reports of different kinds
l. reviews
m. speeches
n. success stories
o. strategy documents
p. training materials

What is your objective? And who is your audience? Your objective and who you are writing for go together.

How to get started?

Too often, we sit down to write and stare at a blank page . Or we try to start writing a first draft straightaway. Starting off with some thinking tools encourages and unlocks your creative and original ideas, helps with planning your piece of writing.

Here are some ideas:

- Think, talk and read about your topic before you even attempt a first draft. It helps to focus your thoughts and to speed up the writing process, if you allocate time before you start writing to think about it, read on your topic and talk to other people about what you have to write. It is an important part of the writing process because it creates fertile ground for when you come to write your first draft.
- Keep a journal for jotting down thoughts. A journal is a good thing to have on hand because it gives you an on-going place to write. It does not matter what you write about so long as you keep practising writing. It is your place for reflecting.
- Use free writing, to get started. Free writing is a thinking tool to use at the beginning of your writing process, and at points where you have blocks, or need to think out something. Free writing is private writing. When you free write you throw away the grammar book and dictionary. You concentrate on writing without boundaries. Free writing has many uses. Because you write only for yourself, it helps you to build confidence, unlock creativity, capture your first thoughts, get a flow going, and remove writing blocks. You need to follow some rules!
- Use mind maps. A mind map is a thinking tool. It helps to generate ideas, prioritise and lay the foundation for the rest of your writing process. Mind maps are an important way to get started on a writing project. Mind maps help you generate connections around your topic, so that your writing is fresh, and has depth and originality. Mind maps help you to prioritise, organise and structure your writing.

A mind map is a thinking tool. It helps you to come up with wide and rich connections to your topic. The technique allows your mind to be creative and make both obvious and powerful new connections to your topic, and enhances participation and teamwork. You can do a mind map on your own or in a group.

Asking questions

As a connection to the topic in the middle of your mind map comes up, ask questions to both expand and deepen the connection. Once your mind map is completed, you can then decide what to priorities what to put on hold. Use the basic journalist questions to grow your mind map:

1. Why?
2. What?
3. When?
4. Where?
5. Which?
6. Who?
7. How?

Other questions extend from these, like:

a. What are the implications of this?
b. Where can I get more information?
c. What resources do I need to achieve this?
d. Who can help?

A mind map can help to priorities, organise and structure our ideas and our writing.

Researching your topic

When you are writing about a topic you know well you will probably be able to write fairly quickly and easily. However, it is always important to ask whether we need to do some research to strengthen the quality of our work.

Gathering information

First, develop a plan before you start gathering information. This makes your task quicker and more effective. When you plan, you decide what you are doing, why you are doing it, what you need to know, how you will do it, and when you have todo it by; then you are ready to start gathering information because you have a clear plan with deadlines to guide you. Even if you do know your subject well, it is always good to ask yourself whether there is something you should read as a part of your writing preparation.

Do you need to do some research?

There is usually something new on most subjects – especially with the advent of Internet. Up-to-date information strengthens a piece of writing, offering your reader something new, interesting and challenging to think about.

Read and use other ways to deepen your understanding of the context around your topic. First develop a broad understanding, and then later go into depth.

Where can you find information? The range of resources one can use to strengthen and enrich the final piece of writing include books, magazines, newspapers, programmes on radio, television, resource centres, libraries, videos, organisations, networks, the Internet and from other people etc.

Acknowledgement and Referencing

As you do your research, make detailed, accurate notes of where you get your information. You need to acknowledge the source of an idea or information, by referencing it. Depending on your source, and what kind of publication you are writing for, this could include to note: author, title of book, article, policy, etc., name of publication, e.g. book, magazine, journal, name of publisher, date of publication, country of publication, page number, title of a chapter in an edited book, web site address, and the date you visited it. If you quote someone, you should acknowledge the source of the quote. When you reference, you are acknowledging the ideas and work of others. And you are letting the reader know where they can find out more, if they want to follow up a reference.

Fact checking

If you give inaccurate information, you will lose credibility. So, do not always take at face value facts that people, or other sources offer. Try and find a way of cross-checking important facts. Do this by finding another source of information, using institutions that store statistical or other information, newspaper, libraries, and experts, amongst others. If you find different sources give different facts, then work out a way of reflecting this.

Copyright

When you use information or images directly from another source, like from a book, it is important to see whether that book (or whatever it is) is copyrighted. Most are. If there is a copyright, you can find out from the source that holds the copyright, and get permission to use what it is you want to copy. If there is no copyright, you can use it directly without having to ask. Just acknowledge the source.

People as a resource

People can be an invaluable source of information. Draw on people in your community and organisation and experts in the field you are writing about. Find people who have resources or ideas about your topic. Find people who have been through an experience related to your topic.

-Before you contact anybody, be clear about what you want to find out. This should be written into a brief that includes your objective, your focus, what you are writing, for whom you are writing, where it will be written, and when it will be published. -Prepare your questions beforehand.

- Know why you are contacting a particular person.
- Remember whoever you talk to will have a particular perspective and viewpoint on your topic. Depending on what you are writing about and for, you may need to talk to people from different perspectives.
- It is important to cross-check information, and to separate opinion from fact. Even the same facts, like statistics, can be interpreted in different ways, depending on what people want to do with them!
- Ask people if they know of any other contacts for your topic, and about other resources, like people, books, journals, articles, non-governmental and other institutions or organisations, resource centres, web sites, and any source for more information. Be like a detective!
- Take detailed and accurate notes when people offer you information. And it is a vital way of building up your information on your topic. So, for example, keep accurate notes about who said what on your topic.
- If you want to quote a person in an interview for a story, then tell the person that is what you want to do. This means you have to take accurate notes of exactly what the person said, and use his or her exact words in quotes, or summarise accurately what they said in paraphrasing.

4. STYLE OF WRITING

To write effectively, you need to consider and carefully choose structure, content and style. Structure and content are largely determined by the objective of the specific writing task. Style consists of words you choose, the sentences you combine them in, and the person you write in (1st, 2nd, or 3rd person). The style you adopt depends on the type of text you are asked to write and your purpose in writing (to persuade, to inform, to entertain). The text may be formal or informal, objective or subjective, rational or emotive etc.

In general, one may use:

- an academic, formal style for essays and technical writing (avoiding slang, generalisations and unsubstantiated opinions); or
- a more descriptive, expressive, evocative language for reflexive/reflective texts. Some writing forms (such as blogs) require a subjective and reflective approach to the subject matter and here the use of the first person (e.g., I, my) is often appropriate. The kind of language, writing style, and tone you use when you write will be guided by your objective, your audience, what you are writing, and where your piece of writing will go.

You would adopt a different style, for example in a:

- report
- mass media news story
- opinion piece
- pamphlet

An appropriate style will help you to achieve your objective. One of the bestways to reflect on different writing styles is to specifically gather and read different kinds of writings and the range of styles that people have chosen to write in. Reflect on what you think works well and what doesn't. Being sensitive to your audience is of vital importance. Make sure that your language, writing style and tone suit your audience.

Different styles of writing

- Two writers may write about the same event in completely different styles.
- One might describe poverty using lots of statistics and government and economists' comments.

Use an interesting and appropriate style

Your job as a writer is to keep your reader interested. Think about what style will do this, whilst at the same time meeting your objective.

Writing Clearly

Be clear:

- Know what you want to say.
- Only use words you that you are certain of their meaning. Consult your dictionary.
- Use parallel constructions for lists in sentences, or in dot points (e.g., faith, hope, not faith, hopeful).
- Ensure pronouns (he, she, they) clearly refer to their noun.
- Use transitional words to show the relationship between ideas (e.g., firstly, by contrast, furthermore, likewise).
- Place descriptive words or phrases next to the words they describe

Be precise:

- Choose verbs (doing/being words) well.
- Use specialist vocabulary carefully and precisely.
- Beware of words that sound similar but have different meanings (e.g., economic/economical; uninterested/disinterested).
- Avoid tautologies (e.g., red in colour; the month of May; a free gift).

Be concise:

- Choose short sentences (and short words) rather than lengthy ones.
- Choose the active rather than the passive voice (e.g., The women sold the rice; not The rice was sold by women).
- Eliminate superfluous words (e.g., today rather than at this point in time).