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# VOICE IN UGANDA

## DOCUMENTATION TOOLKIT

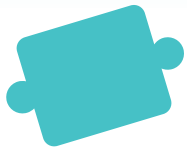


A guide to support Voice grantees to document experiences and change resulting from Voice supported activities

2020



Photo credit: FICH



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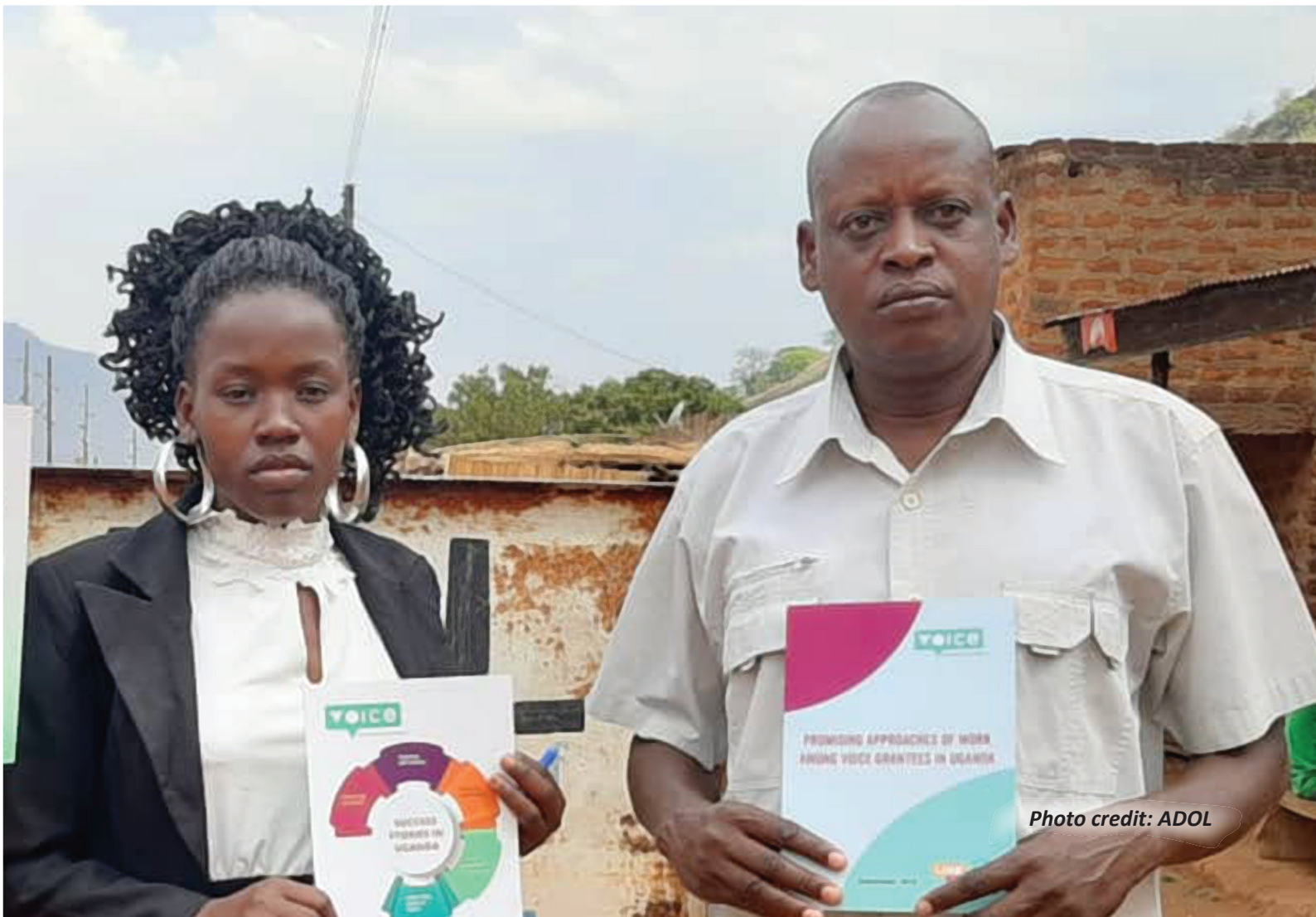


Photo credit: ADOL



## Introduction

### What is the rationale for Documentation of Voice activities?

The Voice program was created to amplify and connect far unheard voices in efforts to leave no one behind. Amplifying voices requires a deliberate effort to document life experiences and stories of rightsholders and their groups. However, in order to sharpen the skills and competences of Voice grantees in documentation, there is need for ongoing support and mentorship in various aspects of documentation.

The documentation toolkit is designed to act as reference point for grantees to develop their various project documents including stories, articles and newsletter; presentations, policy and research briefs.

Whereas the toolkit is meant to guide grantees documentation efforts, users should be free to innovate and propose new approaches in line with emerging context and technology.



# DEVELOPING CHANGE STORIES

Stories of change are a powerful tool to package experiences of rightsholders to not only enable them to reflect on their change stories but to also share these stories with others in their networks, and other external stakeholders. There are different types of change stories including; impact stories and success stories. Developing these stories often requires a deliberate and organized process to ensure a quality product.

## 1.1 Impact Story

Impact stories are a useful way to systematically documenting evidence of perceived change or results arising from implementing a set of activities. This approach is useful in contexts where monitoring and evaluation or research capacity is limited. This is also useful in contexts where there is limited documented results or lessons.

**Impact stories differ from success stories because;**

- They focus more on the process of implementation and the change brought about.
- They help evaluate the success of an intervention by looking closely at the good and bad practices.
- Provide a more a detailed account of the evidence provided by the storyteller.

### Step by step guide in developing impact stories

01

**Select your impact story tellers;** Before collecting your impact stories, you will need to identify a list of stakeholders and or rights holders you will collect the stories from.

02

**Un-packing the change;** Whoever you pick must be able to explain what changed, who was affected by the change, and why this change can be seen to be beneficial. The participant is also asked to relate how the intervention contributed towards the change. State details clearly for example locations, number of participants, dates.

03

**Attributing the change;** Discuss whether the stakeholder or rights holder thinks that the initiative has influenced the change discussed, and to what extent. Request specific examples of the contribution of the initiative to the change.

04

**Verify the change;** Analyze data or information to provide answers to the more descriptive 'how' and 'why' questions. A scoring guide can also be used to analyse the story quantitatively (in terms of numbers), which will be useful in answering questions of whether the change has happened and to what extent it has happened (impact).

## Sample impact story

### Sharp increase of women voters in Pakistan's 2013 elections

Songs, TV commercials and dramas, coupled with voter education and community awareness-raising, encouraged an historic 15 million Pakistani women to vote in Pakistan's recent general elections. "It was a life-time experience to cast my vote for the first time. It renewed my hopes for the nation," said Saadia, a first-time female voter from the Khyber Pakhtunkhwa province in north-west Pakistan. Saadia is one of the 15 million women who ventured to the polls during Pakistan's general elections on 11 May 2013. With an overall national voter turnout of 55 per cent, the results were a marked improvement over the country's historically low turnout, which barely crosses 44 per cent. The voter turnout for women was an unprecedented 40 per cent of all votes. The female turnout is considered remarkable, although there are no comparative figures for previous elections. This election also saw other firsts.

The number of women voters at every level was counted for the first time, due to efforts by the Election Commission of Pakistan with the support of UN Women. As part of a broader series of efforts in Pakistan to increase female voter registration and encourage women to cast their ballot, the Commission worked to collect gender disaggregated data for votes cast. As of August 2012, approximately 92 million Computerized National Identity Cards (CNICs) were issued in Pakistan, of which 40 million went to women and 52 million to men. Sharp increase of women voters in Pakistan's 2013 elections

IMPACT STORIES According to the National Database and Registration Authority, which has been receiving technical assistance from UN Women since 2011, over 86 per cent of the country's female population has registered for the ID Cards, compared to less than 50 per cent just four years ago. Once they have their ID card, Pakistanis are required to register as voters.

To fill the gaps of the more than 11 million women who are currently not registered, the Election Commission of Pakistan and UN Women led a public awareness campaign coupled with direct outreach to women through local civil society networks. Seminars and community fairs were held in all district election commission offices as well as in colleges and universities to target youth and mobilize young women to register as voters. But once registered, barriers remain. "Cast my vote? I wish I could. My husband will never allow me," said Naziran Bibi, a participant of community awareness-raising sessions held in the months leading up to the elections in Mianwali, a remote district in southern Punjab which has historically witnessed low female voter turnout.

Photo © UN Women. "When we played this in the community we could see tears coming into women's eyes and this in itself gave us goose-bumps." Traditionally, the men there sign an agreement not to let the women vote. Such concerns were voiced in the more

"  
One line,  
One  
destiny  
"

than 20 districts across the country where UN Women partners organized sessions from March to May 2013. UN Women also supported civil society organizations in every province, to conduct voter education with a specific focus on women, marginalized groups, minorities and people with disabilities. More than 1 million women were reached directly through this campaign, including minorities and first-time voters. Another 25 million women were reached indirectly through a mass media campaign supported both financially and technically by UN Women. It included the development of songs, dramas and advertisements urging women voters to take part in the general elections. "The country needs this vote, which is your right. You're entrusted by the country that has nurtured you," go the lyrics of one of two songs that aired on Pakistani radio and TV channels a month before the elections.

The two motivational songs aired on 15 radio channels at least three or four times a day, with more than 520 spots over the five-week campaign. They highlighted the critical importance of women's role in electing public representatives for the lower house of Parliament. They were complemented by radio dramas and programmes to educate the public about electoral processes and women's role. In addition, a video version of the song was aired as a television commercial, with 275 spots on more than 15 channels. The one-minute video evoked the message of "one line, one destiny," resonating with the ink line marked on the finger after casting a vote. In the words of one civil society partner, "when we played this in the community we could see tears coming into women's eyes and this in itself gave us goose-bumps." All told, the combination of song, TV commercial, radio and TV dramas are estimated to have reached more than 25 million people. "While the impact of civic voter education is hard to quantify, it can partially account for the historic turnout, despite astounding threats of electoral violence," says Sangeeta Thapa, Deputy Representative of UN Women Pakistan. "We hope to continue working with these brave women and support them to have greater participation in electoral processes."

**Source: UN Women**

## I.2 Success story

A success story is the favorable or desired result or outcome of an intervention or program. A success story paints a picture of how an intervention made a difference in the lives of those it is meant to serve. Success stories are important because they share program experiences and learn what works and what doesn't work.

*When writing success stories, the 5Ws and an H can offer guidance.*

- **Who** is the individual or group (age, gender; provide some details about who you are writing about).
- **What** change occurred because of your intervention? Paint a before and after picture of the situation.
- **When** did the change occur (time period)?
- **Where?** Location of where the intervention took place.
- **How** did the intervention cause the change?
- **Why** does the rights holder feel that their life is better or has been changed as a result of the intervention?

### Do's and Don'ts of Writing Success Stories

#### Dos



- Use short and direct sentences.
- Choose simple, familiar words.
- Know the facts of the benefits gained and clearly state them.
- Create an emotional hook by painting a picture of the people behind the story.

#### Don'ts



- Avoid wordiness and long sentences by eliminating unnecessary words.
- Avoid use of jargon and acronyms.
- Avoid broad sweeping statements, they affect the credibility of your story.

### Step by step guide when developing success stories

01

#### State the challenge;

Talk about the situation of the rights holder before your intervention, offer a bit of background information for your readers to understand the context of your story.

02

#### Your response;

When you learned of the challenge, how did you respond and what measures did you use to address the challenge.

03

**Results;** What resulted from the interventions? Who benefited and how?

04

**Evidence;** Your story should include changes and benefits of your intervention backed up by either qualitative or quantitative evidence.

## Sample success story

### Odongo Stephen regains hope and employment

Odongo Stephen Owori, a 34-year-old father of twins is one of the Cheshire Services Uganda rightsholders in Tororo District under the Voice Project. He has physical disability and both his lower limbs cannot move without support hence he uses a tricycle.

Since 2014 Stephen Owori failed to access any employment opportunities despite his qualification in business studies particularly in the field of accounting. Employers always had negative attitude towards him due to his disability. Stephen finished school like any other person in 2009 from Makerere University Business School with a diploma in business studies majoring in accounting. After 5 years of searching for a job in vain, he was fortunate to get a job at Sule Integrated Development Organization as Finance and Administration Assistant where he worked for 6 months until the contract ended in December 2014. Since then he tried looking for jobs but failed due to the negative attitude employers had about his disability.

*"I looked for jobs and some employers said am a curse, I can't do anything because am a disabled person, yet I had a working experience as a finance and administration assistant at Sule Intergrated Development Organization, this demoralized me psychologically. I felt the world had ceased yet I have a family that needed support from me" – he Narrates*

Towards the end of 2018 he heard about a new organization called Cheshire Services Uganda that had come to work in Tororo implementing a project "Advocating for the access to gainful employment for youth with disabilities within Tororo District".

He reached out to the organization's office to inquire about the new project and was later selected to participate in the project. Later, he was called to attend a capacity building workshop for youth with disability on advocacy and policy which was held at Linkway Business College in the month of June 2019. During this workshop he met very many youths with disability that shared the same experience. After the workshop, he came to the Cheshire Services Uganda Offices located in Tororo District where he was helped and guided on how to write a CV and through that guidance, he got confidence to start dropping applications. He applied at justice center as a community-based advocate volunteer in the community where he was successful.

Stephen is happy that through the voice supported initiative, he has gained his hope back. *"I am very happy now that I have a job and with this job I will be able to advocate for the rights of the marginalized in the community including persons with disability. I have a salary that will help me put food on table and pay fees for my children, am happy all thanks to the Voice support through Cheshire Services Uganda, you came at the right time".*

**Credit: Chesire services Uganda.**







## NEWS ITEMS

As we implement various programs and activities, it is important to report on key events and share this information to key stakeholders. There are different ways we can document and package this information for dissemination including: Articles and Newsletters as well as Events stories.

### 2.1 Articles and Newsletters

Articles are pieces of information that tell a story about an event or issue and can be included in a Newsletter, magazine. They are usually topical and tell the story in a compelling way often arguing for and against an issue to allow for discussion.

Newsletter contains a collection of news articles and stories of key events happening in each period.

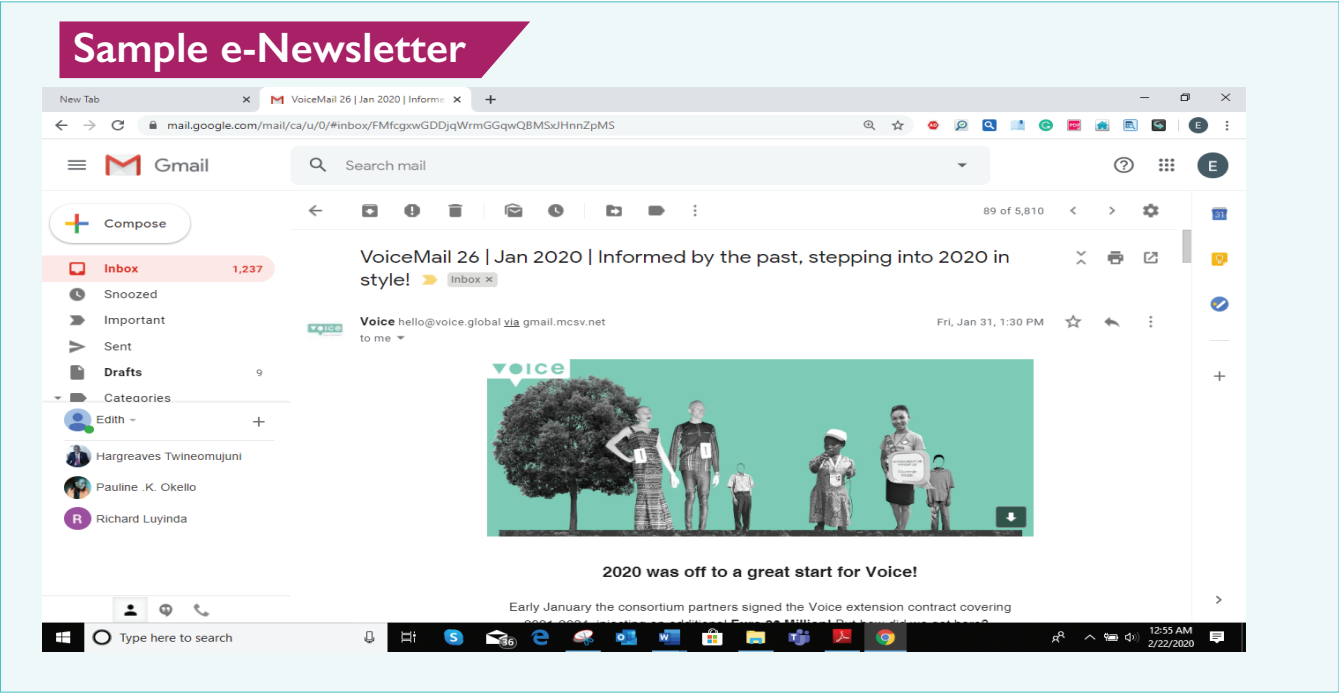
Newsletters vary in type and period. They can be in print form, soft copy format or email/ e-Newsletter format. They also vary from monthly, quarterly to annual depending on the ability of the author/s and interest of the audiences.

### Step by step process of developing e-Newsletters

Email newsletter is a cost-effective way to reach your audiences periodically (Quarterly, bi-annually) with vital information and key updates. In order to write an attractive Newsletter that people will read requires paying attention to your audience's needs and interest. It is important to compile the personal data(emails) of the various stakeholder who you would like to reach through the e Newsletter.

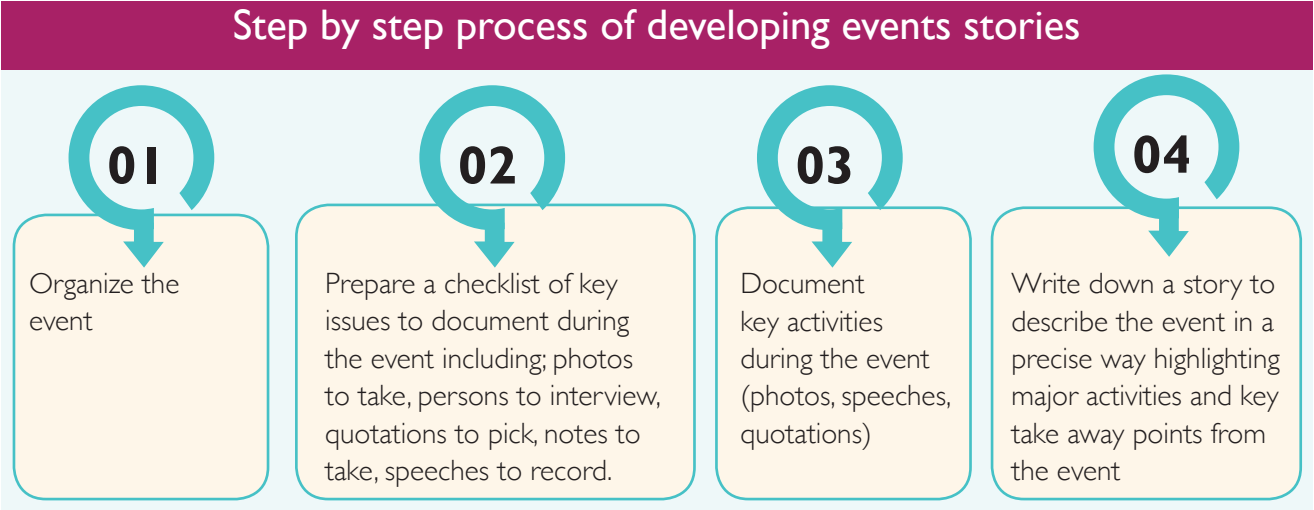
- 01 Define the goal of your newsletters;** What do you want to achieve with your newsletters? (educational purposes, knowledge and information sharing).
- 02 Use editorial newsletter calendar;** This tool available online helps to organize your emails by content, date, data, topic and so on. Plan and avail enough lead time for writing and editing work.
- 03 Dedicate each email to one topic;** It can be confusing if there are more different things going on in one email. Gather the same topics in one email and refer to them in the subject lines.
- 04 Craft catchy subject lines;** Great newsletter starts with a great subject line. We receive so many emails each day, they overwhelm us. For this reason, we ignore the ones that aren't important. Brand the top for identification; use heading to separate the different parts as you would do in your articles, use dividers they help the reader break down and digest the content; use images to give a fresh look at your email but make sure they fit your brand. Define your brand color; typeface, the font type and weight, the tone of voice should align with your brand; check grammar and readability.
- 05 Create a beautiful newsletter template;** It's a clever step to create a nice email template that you can use over and over. It will save time for you and ensure that the layout will be consistent. In order to create a great template, we advise you to use a professional email template designer because of its flexible drag-n-drop editor.
- 06 Start writing your newsletter:** First of all, you need to decide whether you want to send Plain text or HTML emails. If you choose the former, you can have a more personal conversation. On the other hand, HTML emails allow you to be creative. Start with greeting your readers by their first name, if it's possible.
- 07 Share valuable content;** You need to make sure that the news you are going to share is valuable for your readers.

- 08 **Fit three to six items in one newsletter;** If you use images in your emails, you shouldn't schedule more than three posts. Make your newsletters short and sweet. Include photos, blogs, infographics, reviews etc to make it attractive and interesting. Don't forget to include links to your website and products.
- 09 **Check your grammar;** Even if the copy of your email is short you need to doublecheck your grammar.
- 10 **Send the newsletter but don't stop here;** Return in three days and analyze the data. If you find that some recipients didn't open your emails, resend them again with different subject lines.
- 11 **Track the metrics that help you reach your goals;** That's when your marketing objectives come in. When you know what your KPI is, it's very easy to see if you managed to achieve what you wanted. (some of the metrics to check are; total emails sent, those delivered, total opened, conversion, website visitors). Test the time to send your emails (timing in the year, day of the week etc. Choose to focus on the quality of newsletter rather than the number of publications



## 2.2 Event stories

Events story is a record of the activities around a key event in a person's life or a group of people. Event's stories help audiences view the happenings at an event as clear as if they were present. It should be written in simple language and in an interesting way to allow readers have the motivation to read.



## Sample of events story

### Age is just a number, challenging ageism in Uganda

In Uganda, many older persons experience age discrimination, a systematic and institutionalized denial of the rights of older people based on their age by individuals, groups, organizations and institutions. Whereas this is so, there is limited documentation on the experiences of ageism in the country to inform policy and programming.

Uganda Reach the Aged Association in partnership with Help Age international received funding from VOICE through the Ministry of Foreign Affairs of the Netherlands Government to implement a two year Action Research Project entitled "Understand and Challenge Ageism Campaign" in six purposively selected districts of Soroti (older persons in a farming community), Kitgum (older persons in a post war community), Nakapiripiriti (older persons in pastoralist community), Adjumani (older refugees), Kabale (older Batwa minority group) and Kawempe division in Kampala (urban older persons). The project aims at establishing different causes of ageism, its manifestation, effects and strategies to challenge it.

A research on the Experience of Ageism among older persons in Uganda was conducted to understand ageism, its causes and consequences among older persons (aged 60 years and older) and to identify strategies that policy makers and others can employ to mitigate it in Uganda.

During a National Validation workshop held on 12th June 2019 at Piato Restaurant, Kampala, these findings were presented to a community of stakeholders from; Persons facing age discrimination, Ministry of Gender Labor and Social Development, Makerere University, Mulago hospital, National Youth council, and civil society organizations supporting older persons. The event was graced with speeches, presentations and drama by the older persons.

The women from Kazo Angola Elderly group performed a play which highlighted the discrimination that older persons face. In the play, an older woman narrated her story about how she had to pay a bribe to be let into the hospital, after which she found a doctor who did not treat her but rather, blamed her illness on old age.

The research revealed the following; 35% of people have correct knowledge on ageism; 65% have wrong information about ageism e.g. related ageing with low intellectual ability, becoming more religious, reduced ability to work, Overall, nearly 97% of older persons experienced at least one form of ageism in their lifetime e.g. being ignored, jokes that made fun of older persons, denial of accommodation, denial of adequate health care. older persons reported at least one or more forms of

ageism. Consequences of ageism were; stress, poor physical health, Insomnia, memory problems and being embarrassed by younger people.

The research proposed several strategies to address ageism including; Sensitizing health care providers and strengthening health care system to address the health needs of older persons, Promoting IGAs and addressing old age poverty through the non- contributory pensions such as Social Assistance Grants for Empowerment (SAGE). Sensitize media practitioners who might perpetuate ageism by use of ageist language. Improve sensitizations of young people and family about ageism and strengthen and social support mechanism towards older persons in Uganda.

In his remarks, the Commissioner Ministry of Gender, Labor and Social Development pointed out that the research findings are going to be crucial in the planning for older persons; they are educative, create awareness on ageism and tackle segregation.



Figure 2: The Commissioner, Ministry of Gender labor and Social Development delivers his remarks

He reminded the participants not to coerce young people to take care of their older parents, instead, nurture them to appreciate hard work which will address their desire to sell their parents property leaving them homeless.

During the discussion of findings, stakeholders pointed out the need for affirmative action towards older persons; *"they have been working their entire lives, and they are weak, any income got is instead spent on their dependants (grandchildren and orphans). There is need for awareness about the needs of older people and how much they can do how these responsibilities can be shared and what government can do to alleviate their challenges including paying for expensive medication and increasing access to essential supplies such as pampers"*- CSO representative serving older persons.

**Source: Voice Newsletter 2019**



Figure 1; Women group from Kazo, present a skit depicting the discrimination faced by age discriminated older persons

# 3

## THEMATIC PRESENTATIONS

### 3.1 Policy briefs

A Policy brief is short and concise, thematically researched document aimed at informing debates ongoing at a time on matters of human rights, good governance, leadership, service delivery and democratisation generally. They aim at providing short, and handy practical recommendations to policy makers and political heads from various Government agencies. They also serve to kindle evidence based and informed debates within citizens or rightsholders on the thematic issues being addressed. Every Policy Brief is the ultimate of field or desktop research or informed by some thematic event or happening or a quick fact-finding mission, with critical analysis.

#### What the policy brief is and not

1. There are only two basic types of policy briefs, an Advocacy Policy Brief and an Objective Policy Brief
2. The policy brief is usually created for a more general reader or policy maker who has a stake in the issue of discussion and shall not exceed 8 pages but usually 2-4 pages are enough.
3. Usually written to address a problem. And avoid using jargons but rather direct language that any person would be more likely to understand.
4. Usually targeted to Policy Markers.
5. Policy Briefs are distinctive in their focus on communicating practical implications of research to specific audience. (Emphasizes practical actions more strongly and develop them more fully).
6. Uses lots of headings and relatively short sections.
7. It's recommended where possible to use graphic representation of data/findings to show trends, patterns with clear statistics. But can also use charts or other visual aids that make it easier to digest the most important information within sections.
8. The Policy brief is not a research brief/paper, Policy briefs presents a concise summary of relevant information that help readers/policy makers understand and make decisions about government policies. In other wards they are objective summaries of relevant research, suggest possible policy options and argue courses of action. While a research brief present finding of previous studies and synthesize them in order to present an argument.

#### Structure with guidelines on development of the policy brief

1. **Title:** The policy brief should have a good title that quickly communicates the contents of the brief in a memorable way. For example: *"Negotiating Human Rights Education in Uganda's Education Curriculum: Emerging Conversations"*
2. **Executive Summary:** This section is often one to two paragraphs long. It includes an overview of the problem and the proposed policy action.
3. **Context or Scope of the Problem:** This section should be explained as graphically as possible and it communicates the importance of the problem and aims to convince the reader of the necessity of policy action. (In other wards should have evidence of issues being discussed- show trends and patterns with statistics where possible).
4. **Government Efforts /Policy Alternatives:** This Section discusses the current policy approach and explains proposed options.
5. **Critic submission:** This Section tries to highlight the gaps in the government efforts/ alternative available/proposed. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.

6. **Policy Recommendations/ Call for action:** This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue. This also goes to offices especially policy makers.
7. **Appendices:** If some readers might need further support in order to accept your argument but doing so in the brief itself might derail the conversation for other readers, you might include the extra information in an appendix. **Note:** Depending on your specific topic, you might combine sections or break them down into several more specific ones.

## Sample of policy brief

# Education, Marriage, Fertility, and Work Choices of Young Women in Uganda

## Introduction

Early marriage, early childbirth, and early school dropout rates among female youth predisposes them to early entry into the labour market. This may have long lasting effects on their opportunities and well-being. For example, early labour market entry limits young people from accumulating the human capital necessary to get good jobs; and often confines them to less productive and vulnerable jobs. This may have a strong negative impact on their future labour market experience and earning potential, ultimately increasing their vulnerability to poverty in the long run. This brief presents key descriptive findings on schooling, fertility, marriage and how this affects subsequent labour market experiences of young women in Uganda.

## I. Key Findings

- **Graduation from primary to secondary school remains a challenge for females;**

Findings from the School Work Transitional Studies (SWTS) 2013 & 2015 shows that the number of young people (both males and females) that have never attended school or did not complete primary increased between 2013 and 2015. Once in school, the percentage of girls that complete primary school is higher than that of boys and has improved overtime. However, this improvement is not sustained beyond primary school; compared with boys, less and less girls are completing secondary school and the gender gap is widest at this level. Compared with 2013, fewer girls (less by 4 percentage points) had at least secondary education in 2015; the percentage of boys with at least secondary education remained fairly constant over the two-year period. Early exit from school implies that

more girls continue to enter the labour market before acquiring the requisite skills needed to be competitive.

- **Early births and marriage/family formation are still prevalent:**

While economic related reasons continue to be the major cause of school dropout, pregnancy is the second biggest contributor to the dropout rates among females (SWTS, 2013 & 2015) - partly explaining the high share of females leaving school prior to graduation. Despite the existence of a law on the minimum age for marriage, analysis based on the 2011 Uganda Demographic and Health Survey (UDHS) indicates that the average age at first birth and average age at first marriage stands at 17 years for young females - just below the minimum age of 18 years that is stipulated in the law.

- **Premature exit from formal schooling, early fertility experiences incline young people to early entry into the labour market**

Findings from the SWTS 2015 show that the average age of leaving school among youth aged 15-24 years is about 15.6 among females and 15.8 for males with marginal changes between 2013 and 2015. Under normal circumstances, at this age, these youth would be attending senior three. Moreover, early exit is correlated with entry into the labour market; the average age of leaving school is more or less the same as the age at first employment experience/ started looking for a job. The likelihood of males entering the labour market earlier than females is noted (although the differences are marginal). Regardless of gender, youth residing in urban areas, and living in non-poor households seem to enter the labour market later.

- **Unpaid family labour is increasingly the first activity for most young people;**

The SWTS reveals that nearly half of the young people, their first labour market activity was working as unpaid family member (work for family gain). Furthermore, young women are engaged in home activities in much higher proportion than men. While 24.2 percent of the youth were working for wage/salary. However, females were significantly less likely to be in wage employment (20.3 percent) as their first economic activity compared with males (28.4 percent) yet wage or salaried employment is associated with higher wages, job security, and social protection among other entitlements. This can partially be explained by the fact that childbearing and family formation set in at around this age (19-20 years) implying increased caring and household responsibilities. Thus, early family formation is associated with both early exit from school and fragmented work opportunities for women. It is also reflected in high levels of fertility; by 22-23 years, a Ugandan female youth already has 2 children when they should otherwise be completing their tertiary education.

- **Early marriage/early childbirth reduces a woman's future decent employment prospects.**

Compared with those who married or gave birth after 20 years, women who gave birth or married at a young age (before 20 years) are less likely to be in professional/technical and managerial positions. Moreover, a higher proportion is self-employed in the agricultural sector. Yet employment earnings from agriculture remain meager.

## 2. Call to Action

Despite the existence of policy frameworks to address gender inequalities, these inequalities still exist – and some have widened overtime. If the patterns and trends of gender inequalities remain, Uganda is less likely to achieve the sustainable development goal (SDGs) on gender equality.

**To change the status quo, there is need for concerted efforts to close the policy implementation gaps that currently exist:** The array of government policies and laws need to be promoted and implemented with clear cut roles for various stakeholders at all levels – community to national level.

**Mind-set change: There is an urgent need to invest in campaigns to uproot the deep-rooted social norms and practices that drive early marriages and pregnancies.** Furthermore, religious and cultural institutions need to be engaged and supported in the campaign to change current attitudes and practices that perpetuate child marriages and early pregnancies in communities.

**Provide second chance interventions for young people that are out of school:** For the cohort of youth that left school early and are ill equipped for the labour market, holistic skills development initiatives should be promoted to enhance their capacities and capability to be productive participants in the labour market.

**Source: The Economic Policy Research Centre (EPRC), Makerere University Campus, Kampala Uganda; Website: [www.eprc.or.ug](http://www.eprc.or.ug)**

## 3.2 Research briefs

Most organizations carry out thematic research on emerging human rights or societal issues that are given less attention by the state or other members of CSO fraternity. These usually act as knowledge generation conduits and as tools of accountability from the state and non-state actors. They too contribute to inform public debates, bringing to the fore issues that may have been relegated to the periphery from the national debate. Sometimes, research reports are ad-hoc arising out of need but whatever the case, it's important to undertake evidence-based campaigns in the different areas of human rights protection and promotion. However often these research reports are heavy and not user friendly especially to 'non-readers' and hence the need for a research brief which is not very in-depth but only give an overview of the research conducted in other words it's more of an executive summary/an Abstract.

Therefore, a research brief should be short, non-technical and summarize the paper intended for decision makers with a focus on the papers policy relevant findings.

## What to consider when writing a research brief

- 01 Audience: Research briefs should be targeted to decision makers and staff members in Government Ministries Departments & Agencies, NGO's/CSO fraternity among others but not to peer academic researchers.
- 02 Take away message: Why is this research important? What are the key findings that decision makers can use?
- 03 Language: Use specific, active language that focuses on research relevance. If the paper title is technical, use everyday language instead. Avoid technical jargon or explain it in plain language throughout the brief
- 04 Title and a subtitle: The title can present the main findings while the subtitle can talk about the country, resource that was under study. For example; Policing Post-Conflict Acholi Sub-Region: Progress, Challenges and Opportunities (title). Research conducted under the United Nations Peace Building Programs in Uganda, June, 2012 (subtitle)
- 05 Research Problem and Findings: The focus should be centered on the research problem and key findings majorly because most readers will only read the title/subtitle, bullet points on findings and may be the introduction and conclusion. However, make sure they get the take away message in those parts.
- 06 Introduction/Background: This should take 50 to 100 words, summarizing what the research is about, objectives as they provide foundation for effective research and key relevant findings. Use the introduction and conclusion to the research paper on which the brief is based as sources for the introduction of the brief.
- 07 Unlike the academic writings, it's advisable that you put the findings first (in the introduction) and background later (in the story or main body of the brief)
- 08 Tell the overall story of the research in about 600 words in the main body of the paper. Why was this an interesting problem to study? How does this problem affect people? What practical solutions can you suggest? What was surprising? What was interesting about the community? How will your research help organizations, Government or households? Use or include vivid examples from the discussion papers
- 09 Conclusion: This should be about 100 to 150 words. Restate the key findings and policy implications but use different wordings and focus on what the decision maker should do with the information. What policy actions are in progress or are recommended? What challenges or tradeoffs should be kept in mind?
- 10 Lastly about the brief, include the contact information below, citation to the paper, two or three other reference for further reading.
- 11 Your overall word count for the brief should not be more than 800 words. Total length of the brief should be three pages.

## Simple structure of the research brief

### 1. Title & Subtitle;

*Policing Post-Conflict Acholi Sub-Region: Progress, Challenges and Opportunities.*

*Research conducted under the United Nations Peace Building Programmes in Uganda, June, 2012.*

### 2. Introduction (Summarize what the research is all about, its objectives and conclusive remarks)

### 3. Research Methodology (Describe the research process highlighting the techniques and tools used to conduct the study for example, The research was informed both by a desk review of the relevant literature on the themes under discussion, fieldwork-interviews and FGD among others)

4. **Key Findings/Emerging Issues** (What does the study reveal about the research topic and the stakeholders involved-their roles among others)
5. **Recommendations** (These should be addressed to different stakeholders who are directly involved or responsible including individuals/stakeholders/decision makers/CSO's for their action)
6. **Conclusion** (Focus should be on what the decision maker should do with the information)
7. **Contact details**

## Sample of Research brief

### Experience of Ageism among older persons in Uganda

Research conducted by the Uganda Reach the Aged Association, HelpAge International with funding from Voice, April 2019.

#### Introduction

In Uganda and other sub-Saharan African countries, there is scarcity of data on ageism a fact which limits evidence-based policy formulation and allocation of resources to prioritized needs of older persons. Studies on older persons in Uganda have focused on areas like vulnerability of older adults, chronic poverty, nutritional status and functional ability. Other studies have focused on areas such as relationship between access to healthcare, physical disability and non-communicable diseases (NCDs) among older persons. Whereas these studies highlight important findings for policy formulation in the studied areas, there is a knowledge gap about ageism whose consequences are detrimental to the well-being of older persons. According to the Madrid International Plan of Action on Ageing (MIPAA), countries should initiate policies to encourage the participation, non-discrimination and social integration of older people. However, the policies and programmes to mitigate the plight of older persons in Uganda have had less impact because of the paucity of information on later life challenges such as ageism.

#### Aim and objectives of the study

The purpose of this study was to understand ageism, its causes, manifestations and consequences among older persons, policy makers and strategies to mitigate against it in Uganda.

The specific objectives of the study include:

1. To understand ageism and how it manifests among older persons and policy makers in Uganda
2. To establish the causes of ageism experienced by

older persons in Uganda

3. To explore the consequences of ageism on the wellbeing of older persons in Uganda
4. To identify the strategies to address ageism experienced by older persons in Uganda

The findings will act as a point of reference to support the campaign against ageism among older persons in Uganda and drive duty bearers to better support older persons and their rights.

#### Research Methodology

The study adopted a across-sectional action research methodology using a mixed methods approach was used for the study. In addition, causes, effects and strategies to challenge ageism among older persons in Uganda were explored. The purpose of these approaches was to enhance reliability, validity and information triangulation of the findings. The study was conducted among older persons in six selected districts of Uganda namely: Soroti, Kitgum, Nakapiripiriti, Adjumani, Kabale / Rubanda and Kampala. The Uganda Census sampling frame 5 guided the process of selection of enumeration areas and a sample size of 545 older persons was selected for six districts. Random mechanisms were used to recruit and select study participants. Study participants were older persons who formed the unit of analysis. Purposive sampling was used to select participants for the qualitative data. Qualitative data was collected from 13 key informants (at least from each district) and 6 FGDs comprising 6-8 members from each district. The study used: Documentary and literature review, Survey using a questionnaire, Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) for data collection.



## Findings

Knowledge about ageing and ageism was limited among older people themselves. The most common in correctly answered facts about ageing were;

“Older persons tend to become more religious as they age” (92%)

“Older workers cannot work as efficiently as younger workers” (91%)

“The majority of older persons feel miserable most of the time” (90%)

“As people grow older, their intelligence declines significantly” (89%)

Prevalence of ageism was almost universal-97% of older persons experience at least one form of ageism in their lifetime. The most common form of ageism reported by older persons include; being ignored or not taken seriously (64%), being told jokes that made fun about old age (63%) and being perceived as people who do not understand (60%). The lowest form of ageism was being denied rental housing in urban areas (2%). The causes of ageism included; unemployment and dependence, having odor or bad

smell, unemployment among youth, and poverty in older age. The consequences of ageism included; stress (87%), poor physical health (83%), Insomnia (81%), memory problems (77%), and feeling ashamed or embarrassed when with people (56%).

## Recommendations

Strategies to address ageism in Uganda should include; sensitizing health care providers and availing medicines in health facilities, promoting income generating activities (IGAs) and addressing old age poverty through non-contributory pensions such as the Social Assistance Grant for Empowerment (SAGE). In addition, there is need to sensitize media practitioners who might perpetuate ageism by use of ageist language and community outreach programs. In addition, young people should be sensitized by ageing issues in Uganda and civil society organizations should advocate for strengthening family and social support mechanism towards older persons in Uganda.

**Contact Details: Uganda Reach the Aged Association (URAA). Plot 1685, Kireka-Namugongo Road**

**P.O.Box 6775, Kampala Uganda; website: <http://ugreach.org/>**



Photo credit: URAA

# 4

## AUDIO-VIDEO MATERIALS

### 4.1 Vlogs

The word Vlog is a shorter way of saying video blog. A Vlog is a personal/organisation website or social media account where a person/organization regularly posts short videos. It's similar to a blog post, but they come in video format. The videos can be about your project, rightsholders etc.

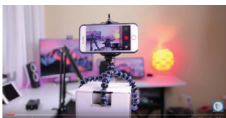
#### What are the benefits of developing vlogs?

- I. More people are watching
- II. Build personal connection with your audiences
- III. Build audience loyalty

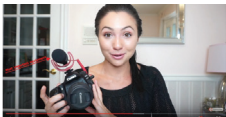
#### Things you require before opening a blog?



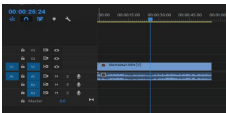
Your own **YouTube channel** (created for free); this can be done by opening a google account.



A **camera** that can record at least 720p video: You can use yours on mobile phone for the beginning to save costs



A **microphone (optional but important)**: A microphone is important especially if the vlog involves you to speaking. You can still use a phone speaker but purchasing a voice recorder is better.



An **editing software**; This will help you to cut or add content you like or don't want in the vlog post.

#### Steps on how to start a Vlog?

01

**Know your potential audience;** When starting a vlog, you must be clear who your target audience is, (youth, older people, decision makers etc.) By making videos that appeal to a very specific target market you'll attract people who are part of that niche and build an audience of people who see you as their go-to source on the topic.

02

**Choose a niche;** This helps you grow because your videos will be more likely to show up in search results for that topic, but when people are talking about your channel to their friends, they'll know exactly how to describe it.

03

**Watch other vlogs with related content;** Try to analyze relatable vlogs and ask yourself what is it that you can offer that they aren't. It is as simple as bringing something you didn't see in other YouTubers that vlog about your subject.

- i. Showing a new technique that they aren't using
- ii. Give deeper information on that subject,
- iii. Giving a fun tone to a boring subject.

**04** → **Learn YouTube Search Engine Optimization (SEO);** SEO is the process of optimizing your Vlog/ website to get organic, or un-paid, traffic from the search engine results page. Learning YouTube SEO and applying good practices will help you get more views, subscribers.

*To do this, following these steps will help you;*

- i. Write your keyword in the beginning of the title of your video: Writing good headlines is key, include a number in your title. E.g., "The 10 best bloggers of all time."
- ii. Include a symbol ("[,],(,),{,},;-;"). E.g "step by step tutorial on conducting a community of practice"
- iii. Write a real description for your video.

**05** → **Design attractive thumbnails;** Attractive thumbnails will attract more clicks. It is that simple. You want people to know what your video is about just by looking at the thumbnail.

**06** → **Make a content publication plan;** You should have a schedule for your YouTube channel activities. You should set how often to publish according to the time you got available to dedicate to your vlogs. Since you're starting, you might want to keep videos coming often. You can do it weekly or a couple of times a week.

**07** → **Promote your vlog;** No matter when you started vlogging you must keep promoting your vlog through Facebook, twitter, LinkedIn, Instagram. This will help so many other people (friends, family, workmates) click on it and subscribe.

## 4.2 Short videos

Digital Storytelling is a creative tool, supported by technology that allows people to learn through telling and sharing true stories about their lives or work. It is known that a more personable approach to advocacy is often more effective, especially when engaging members of the general public in digital spaces and hitting an emotional trigger of the different target audiences including development partners, policy makers, politicians, getting them sensitized to listen. Making stories digital brings them to life, allowing us to see situations from others' perspectives because it involves a combination of a narrator's voice, imagery and music to make short films that are usually two to three minutes in length.

Digital Stories also provide a human face to the complex challenges that face communities today. Importantly, they bring to light issues and perspectives that are often hidden from view. It involves finding, collecting and using stories for advocacy efforts and activities.

### Key ingredients of good story

1. Simple: A clear structure and a clear message
2. Personal: Invites the audience to get involved (answer to the so what question)
3. Memorable: Stays with the audience
4. Clear Call to action: Inspires the audience to get into action

### Step by step guide to developing videos

- I. **Identify the story you need;** look at the advocacy or communication objective you have and identified and think of how an actual 2-3 minutes personal digitalized story can help you with this goal. What type of story, target audience, A positive story (showing the importance and positive effect) or a negative story (showing the urgency of the matter) can be selected, what story and who to tell the story should also be carefully considered. What type of story will trigger them to feel sensitized to the urgency of the matter and message should be appropriate and response to the audience.

2. **Look for the story you need;** So now you know what type of story you are looking for it's time to identify a real person that experienced this personal firsthand story that fits your story profile. Find out when is a good time and place for them to share their story with you and make sure they agree to the time investment from their side (2 full day's most likely). Also get an informed consent from the storyteller about the use of their digital stories in various platforms including online and offline (national and international conferences, public events, etc.) Talk to them through the potential risks of exposing their story and discuss what incentive this person would need (compensation of their time or other) to work with you.
3. **Plan and prepare logistics;** Plan your visit with the storyteller for story collection but put in mind the technical, logistic and budget requirements. The time to allocate for this is 3 full days minimum: ½ day making your preparations, ½ day for after editing, day 1 story development with storyteller and day 1 is putting everything together with the storyteller. Make sure to have a good working laptop, good recording device, windows movie maker software on your computer, a stick to put on photos and access to internet.
4. **Story collection;** This can be done in various ways using different tools such as "River of Life" where a storyteller takes you through their journey of life highlighting the hills, valleys, rocks encountered along the way to the breakthrough point. It's at that moment that you will be in position to get the gist of the story to build on.

However, the process includes;

- a) **Build Trust Relation & Story Sharing;** After giving your storyteller a brief overview on the process and what product will look like, talk with them casually. This helps to build a trust relationship with each other. Once you feel the time is right to get to business ask them to talk specifically about the story you are looking for, and you know they have. It's important that you actively listen to the storyteller and give them enough time and space to them to share their story in their own words. Try to make a comfortable environment for them to express their emotion too. Good practice could be to record this first version, so you can easily refer to elements of the story that you found interesting. During this story sharing you can make notes on what you find powerful and useful or less useful to be included in a final version of the story. Make sure
 
- b) **Getting the story straight.** After the storyteller is finished you will reflect back on the story, keeping your target audience and the storyline you are looking for in mind but not putting words in the storyteller's mouth.
- c) **Drafting a script.** Give the storyteller the time to write down their story, keeping your reflections and technical information in mind. If the storyteller cannot write you can help them, when they quote you.
- d) **Polishing the script;** Go through the written script and give support in making it a stronger story to match your purpose but not taking away the ownership of the story from the storyteller. Keep in mind the golden standard of a story being no longer than 3 minutes.
- e) **Record the final story:** keep in mind that the story is practiced a couple of times so the narration is as natural as possible. Make sure you are in a quiet room and won't be disturbed.
- f) **Storyboarding;**(overview of the story script in images). Ask the storyteller to make a storyboard: Give them a big sheet with boxes in and ask them to fill these boxes going through the lines of their script. This can be done with images from their life, drawings or images from the internet. It's advisable that you use images from their own lives, instead of finding them online.
 

Photo 1	Photo 2
Photo 3	Photo 4
- g) **Collecting images.** Start looking for images that will fit the storyboard. Sometimes drawings and other artistic images will make a story very personable. Keep in mind things as images that contribute to stereotyping, consent on use of images (faces of people, children), ethical practice (nudity, poverty) in using images and contextually suitable images.



**h) Music or not;** Find out if the storyteller would like to add some music to the back of their narrative. Remember that music should be instrumental not to take away attention from the narration and that the volume of music is very low. The focus should stay on the story.

**i) Crafting the audio-visual story;** 1) put everything together in Windows Movie Maker. 2) add your images (remember to always add a new image in the folder on your computer before adding it in the program Windows Movie Maker) 3) add your narration (use the button add music) 4) put in transitions (tip is to not use too many different transitions but choose one simple one and apply to all, this usually looks more professional) 5) organize your images in the right order 6) add Title (try to be creative, not the most obvious title that comes up) 7) add credits 8) add subtitles (not necessary) 9) save as project 'Windows Movie Maker' 10) export as 'for high definition display'

**j) Note:** if you don't have the capacity to craft it, collect the stories together with the photos and engage a producer to put them together in form of a film.

**k) Share your final version** with the storyteller and ensure that the storyteller agrees with the final version of the story

**5. Seeking Consent;** Good practice is to talk about consent when initiating contact with your storyteller. Obviously, you put a lot of work in it, so if you feel the issue is potentially harmful think about mitigating harm by for example suggesting anonymization of the storyteller to protect their identity.



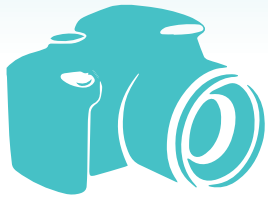
**6. Effective sharing and Using the story;** Think of a strategy as to how you will make your Digital Story sharing on social media most impactful? Connect it to a celebration? Create a momentum on an issue. A practical tip is to upload it on YouTube to be easily shared. Share the digital story on social media widely on the special days to create conversation around the issue.

**Regional or International advocacy:** use your digital story as a personal sharing opportunity in an advocacy space / side event.

**National activity:** Show Digital Story during a public event or an event with policy makers and politicians. Think of in which space it will open up discussion or make sense to appeal to people's emotional trigger points.

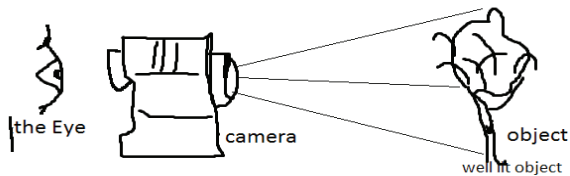


- Always record where you shared and how many people were there. This is really helpful for outcome harvesting. Knowing if the use of Digital Storytelling might have supported the advancing of your advocacy or generating public support on your topic.
- Tips for rights free music: [www.bensound.com](http://www.bensound.com)
- Tips for rights free photo's: <https://unsplash.com/> or <https://pixabay.com/nl/>



## 4.3 Photography

Photography is one of the tools that is used in communication to display a physical impression of something or an occurrence. It is the earliest form of communication that has existed to date. It is not an end but poses a scenic impression that can attract the eyes and form a visual interpretation by the viewer.



Photography is one of the best ways to communicate even to those who cannot read or write. It poses a challenge that one single photograph can stand for one thousand words. A picture in form can have relevant messages to the viewer as much as the interpreter can make out. To allow a modification of the real photos, new technologies such as Photoshop can be used.

The word "photo" means light and graph (bringing reality, lifelike, drawing or detail diagram). This implies that all the photography is to do with light, anything to do with darkness is a blockage to any picture. Good pictures will always come out with enough light exposure.

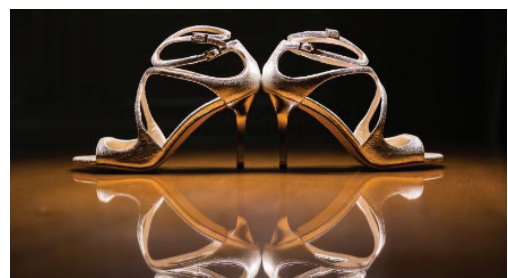
A camera is an instrument used to take pictures. And the camera and the eye must work hand in hand to bring out the meaning of a picture or photograph.



**Purposes of photography include;** To record a moment, enhance the memory of an experience, document an event, create a work of art

### Characteristics of great photos;

- a) **They must have compelling composition;** Most basic photography guides include common compositional concepts like the rule of thirds and rules of symmetry, but what other techniques can we use to create compelling compositions. It features several compositional components, including leading lines, the rule of thirds, and unique framing.
- b) **Display of emotion;** As human beings, we are drawn to emotion. Whether we're laughing or crying, emotion ties each one of us together. Images that capture genuine displays of emotion often prove timeless, and these meaningful moments will always capture the audience's attention.
- c) **Simple Storytelling;** Some of the greatest images simply tell a story. Rather than relying on great composition



or featuring other unique characteristics, they instead focus on storytelling. Some of the best storytelling images are found in the news and other sources of photojournalism.

- d) Elliptical Storytelling;** most images that tell a story are already worthwhile, but images that tell stories while leaving something to the viewer's imagination are even better. You've probably heard people say that the book is always better than the movie because it allows us to use our imagination to create the most amazing and personalized special effects in our minds. Images that leave something to the imagination tend to do the same thing. They offer just enough information to fuel our imagination as we fill in the missing pieces.



- e) Iconic Moments;** When capturing an iconic moment, you are capturing a moment created or modeled after meaningful moments in pop culture and/or history. Whether it is a reproduction of a scene from a classic movie or a moment based around something trendy, these shots allow the audience to feel emotionally connected to the moment within the imagery.

- f) Unique Moments;** What's an easy way to create an interesting image? Simple, shoot something that is unique to the respective audience e.g. during unusual events or at one-of-a-kind locations.

- g) Juxtaposed/Contrasting Concepts;** Some of the most interesting images juxtapose (compare) completely contrasting objects and concepts e.g. beautiful bride in a completely white and flowing wedding dress shot in front of a background littered with trash and graffiti, thus juxtaposing beauty and purity with ugly and uncleanliness.

- h) Unique Lighting and Color;** Lighting and color is really where a lot of great images start. Great lighting can turn a mundane scene into an amazingly colorful scene full of texture and life. In nature, these types of scenes happen all the time during sunrise and sunset. You can control and create unique lighting on our own with the proper knowledge using off camera lighting, flashes and more.



- i) Attention to Detail;** In our time and society where everything is about speed and efficiency, images that capture overlooked detail can be enough to make someone stop to smell the roses. While pictures of unique and unseen detail is amazing and breathtaking, you can often get the same reaction out of your audience by simply shooting the detail in everyday life.

- j) Unique Perspective;** Most of us live our lives viewing the world with relatively the same perspective. This is what makes unique perspectives so interesting to the audience. Instead of shooting a child from an adult's perspective, why not get down low and shoot them from the child's perspective. Very low bottom-up and higher top-down can often create a much more unique and interesting image.

## Tips to Improve Your Photography Skills

- a) Go through your camera's user manual;** it contains a lot of key information that can help you make the most out of your camera and learn how to take better photos. Know what each button in your camera is for and what you can do with its different settings.
- b) Apply what you've read;** Try out what you have read regularly to gain confidence on using the camera. Remember that learning is a process and practice is required to gain the required skills.
- c) Make the most out of what your camera can do;** There is proof that you do not have to have fancy equipment to take better shots. You just must make the most out of your camera and what it can do for you.
- d) Use a tripod;** This is so important more especially in videography, this reduces the shakes drastically. Many viewers watch shaking movies with pain as the pictures cause tension.

- e) **Use the edges of each element as a guide in framing your photo;** One helpful tip is to line up the edges of certain elements in the frame to create a pathway that leads to your subject. This will make your photos more balanced and visually appealing. Also look for other interesting shapes, textures, and patterns in the scene that you can use as a guide in framing your subject.
- f) **Expose yourself to as many good photos and photographers as possible;** Since photography is a visual art, you can pretty much learn what makes a good photo by studying it or looking at it intently. If you happen to find a photo that you like, ask yourself: "What is it about that particular photo that I like?" Study how you can make your shots look like that. Remember it or write **it down** for reference the next time you shoot.
- g) **Ask for feedback;** Putting your work out there can be quite intimidating at first. But the feedback from others can help you find out what you are doing wrong and what needs to be improved.
- h) **Always have your camera near;** You never know what will happen or what you will see. The most touching pictures always happen when you are out of reach of the camera. It is a very cracking moment to miss an occurrence because your camera is out of reach.
- i) **Check your settings / know your gear;** Be keen to adjust your camera settings based on the context (Light and darkness).
- j) **Change perspective / angle;** We see the world from eye level, and most people's eyes are, generally, at roughly the same height. You will be amazed at how shooting from your knees, or a high ground, will change your image
- k) **Know your meter;** Know your camera's metering modes and use them to your advantage. When you frame an image, see the light and then meter for how you want your scene to be exposed. Is the lighting flat? Is a ray of light illuminating your subject? Do you want the background to melt into darkness? Your camera will help you achieve your goal; you just must tell it how to do it. Practice metering and setting exposure.
- l) **Know your shooting/exposure modes;** Like the last tip, your camera is smart, but it needs help from you from time to time. Some will tell you to always shoot manual. I disagree. Know how to shoot manual, but also know when other shooting/exposure modes will be advantageous for your photographic goal(s).
- m) **Know your focus modes;** If you use autofocus, and you likely do, the camera's autofocus is either going to make the picture or ruin it. Know what the autofocus modes do and how to adjust focus if the camera suddenly decides it thinks it knows better than you what part of the frame you want in focus.



Photo credit: UNAPD



# 5

## EVENTS MANAGEMENT



### 5.1 Google Calendar

**Google Calendar** is a free computer web and mobile scheduling and time-management calendar that lets you keep track of your personal, professional schedules and share your calendars with others. It is both simple to use and very powerful. **Google Calendar** is a calendar service developed by **Google**.

**Google Calendar** allows users to create and edit events. Reminders can be enabled for events, with options available for type of event and time. You can also add Event locations, and other users can be invited to events by the creator sending them invites using their email addresses. Users can enable or disable the visibility of special calendars.

The google event functionalities include; Creating an event, respond to and manage events, create reminders in calendar and share and view calendars.

#### Step by step process in creating a google calendar

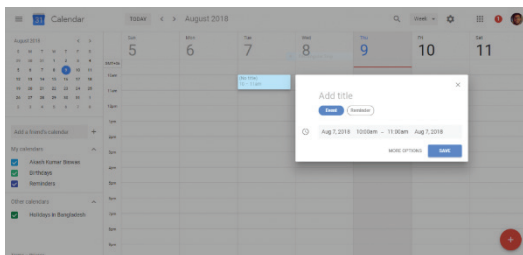
If it's your first time to interact with google calendar, you can access it through your computer, desktop, laptop mobile phone or tablet. Create a google account and get started. If you have a Gmail account, the calendar automatically comes with it.

#### Now that we have downloaded/gotten access to google calendar let us begin navigating the different functionalities

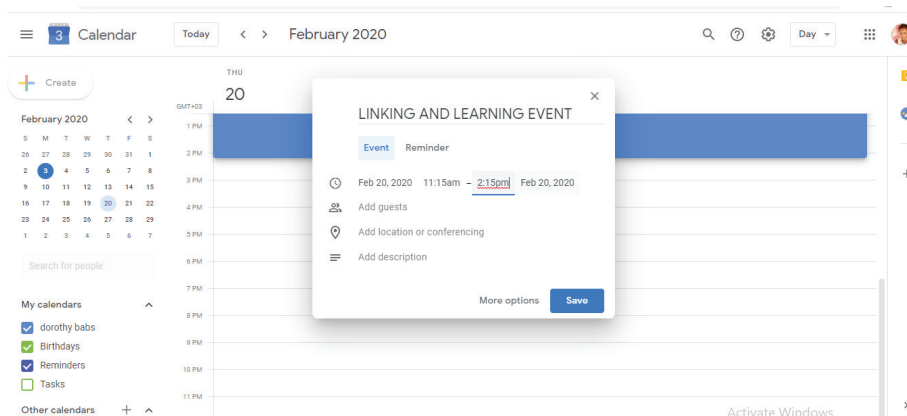
##### I: Create an event

###### a) Create/schedule an event;

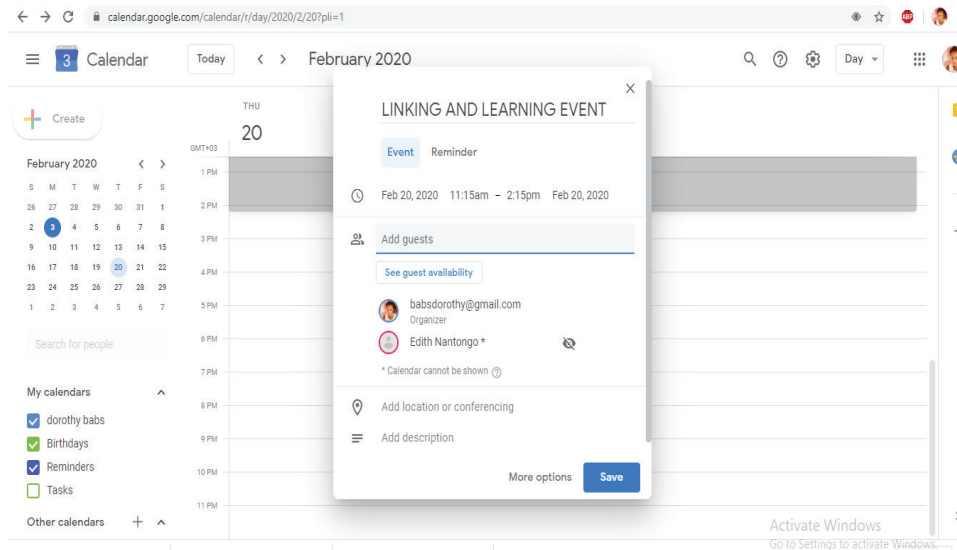
You can schedule one-time activities such as conferences, staff meetings, and recurring events by clicking on **the Create** button. By clicking, it will add Event **Pop-up**.



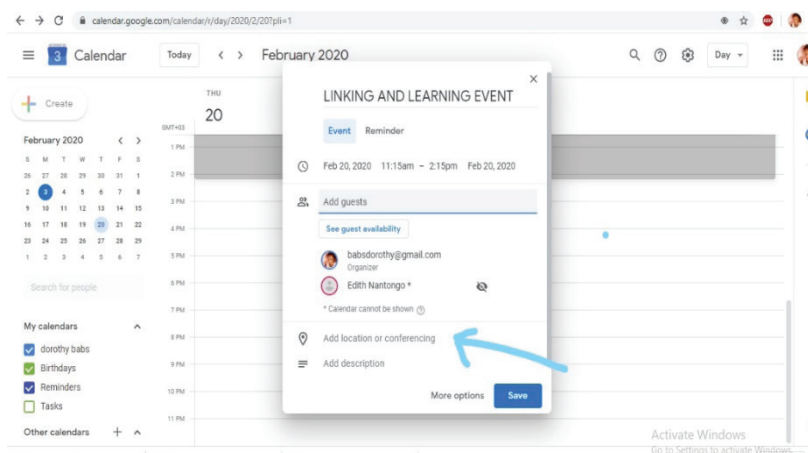
Go ahead and give your event a Title. Then move down and specify a date and time for the event.



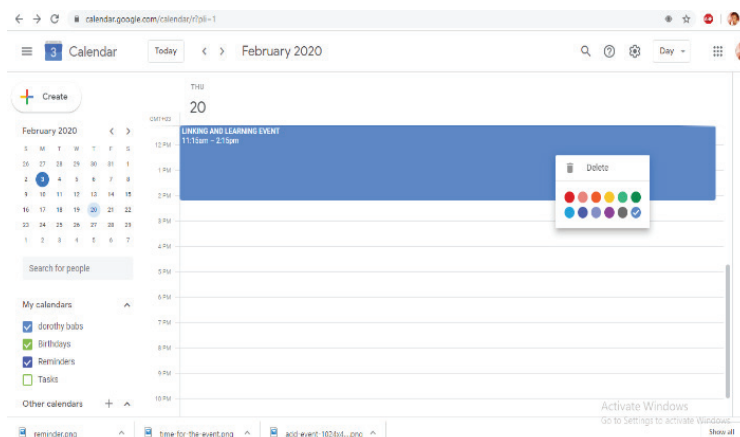
- b) **Add guests to the event;** if you want to invite people to the event then go ahead and type in the email addresses of the people you want to share your calendar with, define their permissions, and hit "Send". In case their email address doesn't automatically appear; then you should write it in full. You can also add a Google Groups mailing list address to invite a large group of people at once.



- c) **Add location, event description;** click add the location where you wish your event would be held and a short brief about it.



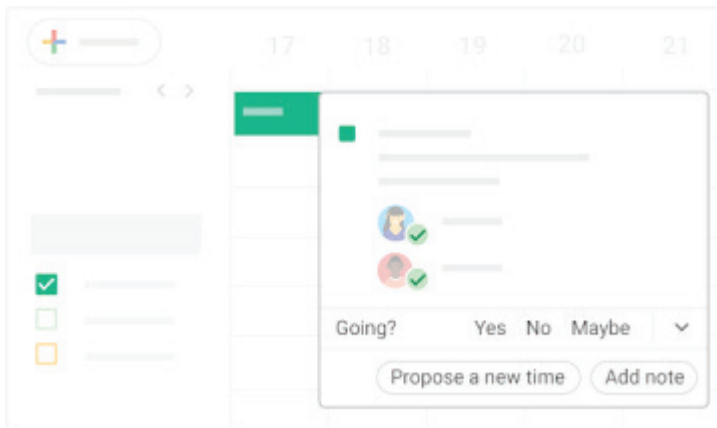
- d) **Choose an event color and default visibility;** When you're creating an event, you can choose the color that event will show as in your calendars. To choose a different color for your event, click the color palette next to your calendar name and select a different option.



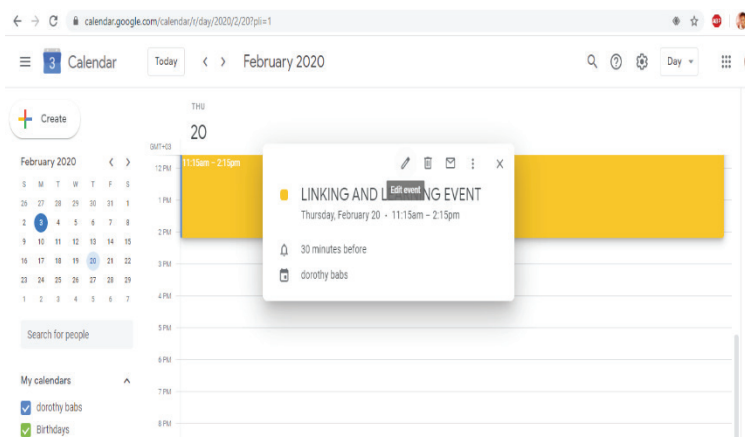
When you have finished choosing the color you want your event to be viewed in, you can now save the event and a notification shall be sent to all the guest.

## 2: Respond to and manage events

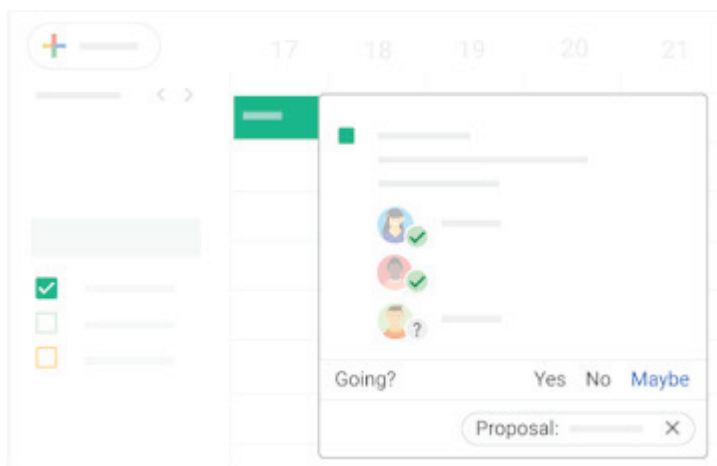
- a) **Reply to an event invitation:** When you get an invitation to an event, it will appear on your calendar. If you're using Gmail, you can respond to the invitation right from the email, At the bottom next to Going? click **Yes, No, or Maybe**.



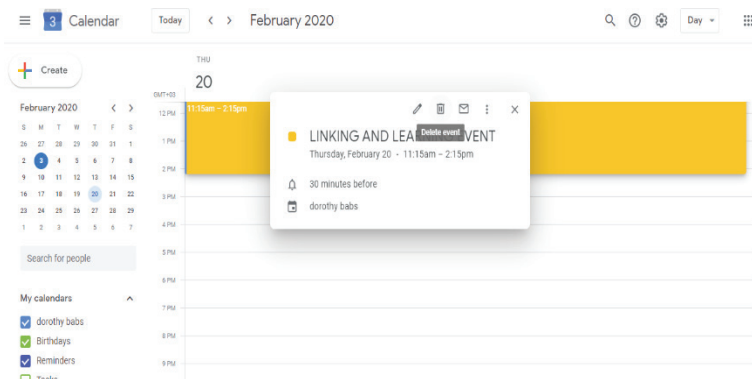
- b) **Update an existing event:** In case you want to edit the event you just create and change the time, location or add more guests, you can go to the event and click edit and make changes and save after.



- c) **Check your guest attendance:** Google calendar helps you know who accepted your invitation and who declined it. This can be viewed by clicking on the event and going to the guest field and seeing who has responded.

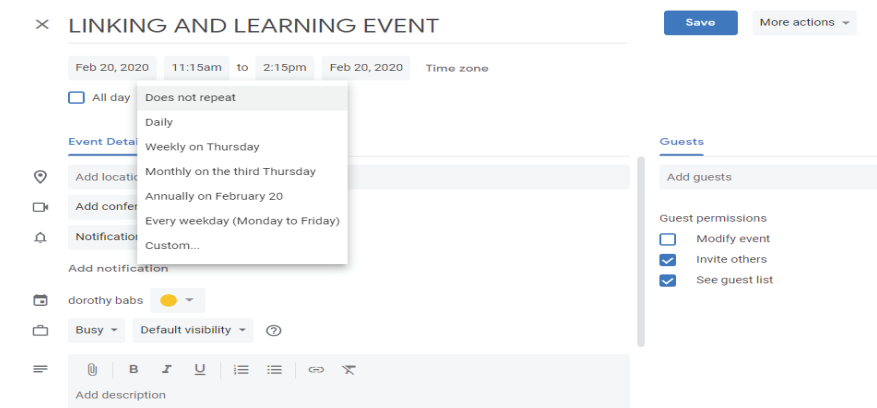


- d) **Delete an event:** In case an event is canceled or if it's no longer going to happen you can delete the event. If you delete an it, it remains in a calendar's trash for approximately 30 days. After 30 days, it's permanently deleted, but you can permanently delete it before that if you want.



## 5. Create reminders on your calendar

**Create a personal reminder:** Reminders are alarms triggered at a specified time before an event starts. In your Calendar grid, click a time slot and click **Reminder**. You can go ahead and select the frequency of your reminder. Could be do not repeat or daily or every Thursday.

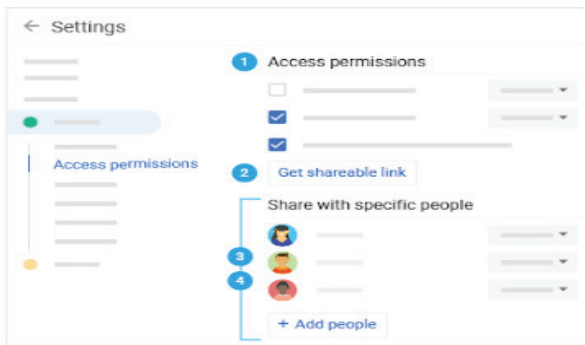


## 6. Share and view calendar:

You can share your calendar with co-workers, family, and friends so they can easily see when you're available. You can look at other people's calendars to do the same.

Choose whether to share your calendar publicly or only with your organization:

- Click Settings
- On the left, click your calendar:
- In the Access permissions section, choose an option:
  - To make your calendar available **publicly on the web**, check the **Make available to public** box. Next to each sharing permission, click the Down arrow ▼ and choose whether you want to show your free and busy times.
  - To make your calendar **available only to your organization**, check the **Make available for My Organization** box. Next to each sharing permission, click the Down arrow ▼ and choose whether you want to show your free and busy times.



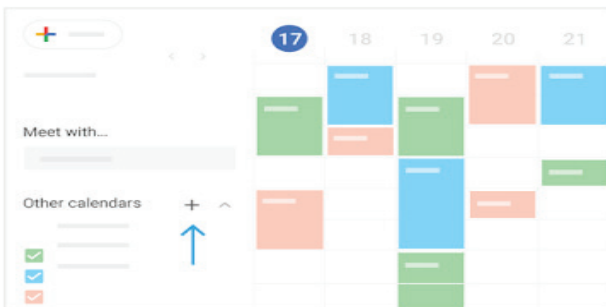
## 7. View other people's calendars

Do you want to know if someone is available to meet? Add a team member's calendar so you can instantly check their schedule.

### Add a team member's calendar:

1. On the left, next to Other calendars, click Add other calendars + > Subscribe to calendar.
2. Start entering the person's name or email address and select the person from the list. If the person set up their calendar for sharing, it appears in your list of calendars. That person's events also appear on your calendar.
3. If the person doesn't have Google Calendar, add a request and click Send invite.
4. Quickly schedule events by checking your co-workers' availability:
  - To view a co-worker's calendar next to yours, check the box next to their name.
  - To view several co-worker's calendars at once, check the boxes next to their names, or go to Meet with... and enter their names. At the top right in the view switcher box, click Day. The calendars appear next to each other so you can easily see when everyone is free at the same time.

(Optional) To view only your calendar, point to your calendar name and click More ⋮ > Display this only.





## DISSEMINATING THE VARIOUS COMMUNICATION PRODUCTS

Effective communication and knowledge management requires not only documenting the stories and experiences but also having a plan to disseminate these to the various audiences. A dissemination plan will allow your various organisation publications, both electronic and hard copy shared with fundamental stakeholders through varied, efficient, innovative and risk-free methods. The term dissemination can be best described as the “delivering and receiving of a message”, “the engagement of an individual in a process” and “the transfer of a process or product.”

### Rational of dissemination

- a) **Dissemination for consciousness/awareness:** This looks at raising awareness of the targeted audience to the existence of the specific issues arising as captured in the publication. This is also extended to making the public aware of the existence of the organization and indeed the project under which the publication is made. In this way, the Organizations identity and profile will further be enhanced as a secondary benefit.
- b) **Dissemination for Understanding/Knowledge:** This is targeted to a group or audience largely because such a group may have deeper understanding, interest in the knowledge products and use for the work of the organization.
- c) **Dissemination for Action:** Action envisaged here is when one in a place of influence and power is equipped with knowledge or information that eventually leads to ‘a change of practice resulting from the adoption of products, materials or approaches offered by your project/ organisation publications.’ These groups/audiences will be those people that are in a position to “influence” and “bring about change” within their organizations. These are the groups/audiences that will need to be equipped with the right skills, knowledge and understanding of your work in order to achieve real change.

### Key considerations when developing a communication plan

- Dissemination should always be driven by quality rather than quantity for example when it comes to Quality- Who Has Received the Particular Publication than Quantity Oriented Dissemination-How Many Publications Have We Sent Out?
- Dissemination should aim at achieving a objective and based on selectivity-to achieve the greatest impact.
- The dissemination plan should aim at priority target audiences/groups that are necessarily interested in the organization/project/programme publications being disseminated. OR targeted policy makers in the sphere of engagement.
- The organization/ project team should cost the dissemination plan.
- Dissemination is an evolving and continuously developing process. In other wards it should not be a closed process but should be open to modification as need arises and constantly be reviewed.
- Monitoring and documenting the general usage of the publications /knowledge products developed and disseminated should be part and parcel of your plan
- An account in form of a report, summarizing the received feedback, challenges, best practices and lessons learned in the dissemination of the publication shall be compiled and inform future undertakings
- It is critical to note that at the onset of the design of a publication, attention should be geared towards the diversity of potential key target groups for a project intervention. Ultimately, the publications disseminated to a group should speak to their abilities of reading, understanding and eventual use of the publication.

### Key steps to developing and implementing a dissemination plan

- a) **Budgeting:** The budgeting envisaged here is the inclusion of the most suitable dissemination mechanisms that are anticipated to be employed for the dissemination of the particular publication/s.
- b) **Stakeholder Analysis:** This may be equivalent to mapping out the various diverse audiences for the publication. Who is more powerful? Influential? Concerned and can cause change? Can talk about the publication-has a platform?
- c) **Barrier Identification:** There is need for early systematic identification of barriers to devise mitigating safeguards not to jeopardize the plan. It is vital to keep in mind the fact that these barriers may occur at different levels of the dissemination chain.

- d) **Action plan:** After the assessment of the above, a roll out/action plan for dissemination with dates and venue should be compiled taking into consideration the available resources of both human and financial base.
- e) **Seeking, Compiling and Evaluating Feedback:** *This is vital to assess the usefulness of the publications to the audience it was sent to.*

## Some of the potential dissemination platforms

It is important to plan which platforms your materials will be disseminated to. Below is a list of potential dissemination platforms you can consider. Organization/project teams are encouraged to think of more platforms.

### 1. Internal Platforms

- Membership List serves- Purposely for electronic versions of publications
- Coalition List serves-Purposely for electronic versions of publications
- In-house Meetings for coalition heads, steering committee meetings, donor consultative meetings all happening within the organization premises.
- In house trainings and workshops held within organization even if attended by 'outsiders.'
- Annual General Meeting (AGM)
- Organization Website;
- Organization Face Book Account's
- Organization Twitters' Account.
- Organization Resource Centre.

### 2. External Platforms

- Knowledge Networks
- External Trainings and Workshops convened or co-convened by your organization.
- Media Events/ Press Releases/Press Articles.
- Launch of the Publication Interviews [Convened purposely to disseminate the publications]
- Donor Consultative Meetings held at their premises,
- Outreach with beneficiaries in the communities,
- Foreign Conferences

## Sample dissemination plan template

Key Target Audience	Purpose	Available Publications Needed to Achieve the Purpose	Possible Dissemination Event and/or Responsible Party/Person	Date and Venue'
1. Global Partners (UN agencies and External Funders)	1. Information Sharing; 2. Knowledge Generation on novel issues hitherto taken to be peripheral; 3. Transparency and Accountability quest; 4. Mechanism of informing partners of your organization work; 5. Capacity Building Agenda (Sharing best practices)			
2. Regional Partners (African Union Agencies and Africa Based Partners but not in East Africa)				
3. Sub-Regional Partners (East African Partners)				
4. National/players-Partners				
5. Local/decentralization Partners				

For more Information please visit; [www.voice.global](http://www.voice.global)

