Introduction

As well as preparing an interesting text and having good visual aids, an NGO/CBO needs strong presentation skills to communicate its work effectively.

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

(Note: Further support in this area can be found in “Information card 8: Presentation” and “Section 4.11: Making good visual aids”.)

Instructions

Timing: 1 hour

1. Explain the aim of the activity.
2. Facilitate a discussion about what presentations are and why they are useful for documentation and communication work. Ask participants to share their experiences of both making presentations and listening to them.
3. Present participants with a drawing of someone making a presentation (for example using the blank one – which can be photocopied or made into an overhead transparency – in the Handout at the back of Section 4).
4. Ask participants to discuss the drawing and to identify the “dos and don’ts” of making presentations. Encourage them to ask each other questions and to make comments.
5. Write the key points on a flipchart. Add any additional points that participants have not covered (for example by using the graphic with boxes – which can be photocopied for participants – in the Handout at the back of Section 4). (See Example.)
6. Facilitate a group discussion about what has been learned from the activity, based on questions such as:
   - What are the two to three essential “dos and don’ts” of making presentations?
   - What practical steps can help someone to be less nervous about making a presentation?
   - How can you tell if your presentation is going well? What can you do if it is not?
**Facilitators' notes**

Encourage participants to base their “dos and don’ts” on their experiences of being members of audiences for presentations. Encourage them to think about what made them interested or bored, and what encouraged them or put them off.

Encourage participants to try out their “dos and don’ts” in practice. For example, ask them to carry out role-plays of making mini presentations to each other about their HIV/AIDS work or their organisations.

---

**Example: Local NGOs/CBOs, the Philippines**

At a skills-building workshop for local NGOs/CBOs involved in HIV/AIDS, participants shared their experiences of making and listening to presentations. The facilitator presented them with a drawing of someone making a presentation, and asked them to identify the key “dos and don’ts” of making effective presentations.

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

Then the facilitator added some additional “dos and don’ts” including “Do repeat a question if you think others in the audience may not have heard it” and “Don’t block the view of your audience”.

Afterwards, the facilitator led a group discussion about what had been learned from the activity, for example about how preparing and practicing presentations in advance can help people to be less nervous about delivering them.

Handout: (Section 4.1A)
Identifying strengths, weaknesses and gaps

Useful ideas

Ensure that strengths, weaknesses and gaps are:

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

Ensure that lessons learned are:

- Based on the strengths, weaknesses and gaps that an NGO/CBO has identified from their past experiences.
- As specific and practical as possible, for example identifying what did and did not work and making suggestions for future action.
- Agreed by the relevant people involved, including community members, staff and volunteers.
- Written as complete sentences, rather than individual words or bullet points.
- Worded simply and clearly – so that others can understand them too.
- Worded sensitively and diplomatically – so that they do not make people feel insecure or defensive.
Case study: AMMIE, Burkina Faso

Association pour l’Appui Moral, Matériel et Intellectuel à L’Enfant (AMMIE) was founded five years ago when health workers at the regional hospital in Ouahigouya, northwest Burkina Faso, grew frustrated by the growing number of preventable illnesses in the local community. AMMIE decided to work with 10 of the 14 sectors surrounding Ouahigouya to provide primary health care including basic health promotion. Each sector – which contains approximately 5,000 people – was invited to elect a male and female Community Agent (CA) to be trained, supported, and paid a small monthly amount to act as health visitors in villages.

In 1994, Initiative Privée et Communautaire (IPC) supported AMMIE to train their CAs to begin providing HIV/AIDS education as part of their visits. After that, they received further support to move into care and support work. It was decided that the CAs should be trained to provide basic home care, arrange referrals, facilitate transport to the doctor and/or local hospital when necessary, and provide immediate basic care. They now carry medical kits with basic supplies including soap, alcohol, cotton and gloves, as well as some essential drugs, including treatments for diarrhoea. The main problems they experience are the high cost of basic drugs, transport for the CAs, and poor HIV testing practices in the region.

“The volunteers at AMMIE were very eager to get involved with HIV care, because they encountered many people living with HIV/AIDS and felt inadequate when all they could do was provide information about how the virus is and isn’t spread,” explained a spokesperson from IPC. “Adding HIV/AIDS care both helped to respond to an immediate need and increased the status and legitimacy of the health visitors.”

While AMMIE has successfully shifted into a care role, it has not yet maximised all of its opportunities for prevention work. For example, while CAs include some syndromic STD diagnosis and treatment among their services, they are not carrying and promoting condoms. These are priorities for future improvement.

Useful ideas

1. Prepare a list of questions in advance, based on the information that you want to gather.

2. At the start, inform the person being interviewed of:
   - How long the interview will be.
   - What form the interview will take.

3. Ensure that the person knows how the information from the interview will be used and is comfortable about the level of confidentiality.

4. Ask one thing per question, and phrase all questions clearly and simply. Remember that an interview is an opportunity to gain information from someone else, not to show off your own knowledge!

5. Use a combination of:
   - Open questions – to allow people to share their experiences, thoughts and feelings.
   - Closed questions – to gather specific facts and details.

6. Start with a few general questions to put the person at their ease. Then move on to more detailed or difficult questions.

7. Prioritise your questions – so that you will definitely have enough time to ask the most important ones.

8. Mark questions that you can miss out if you start to run out of time.

9. Don’t interrupt the interviewee if they are answering your question.

10. Keep your body language relaxed and friendly, but also look awake and interested!
Useful ideas

Before taking notes:

• Don’t volunteer to take notes if you want to be part of the discussions.

• Think about the type of notes you need and how you will use them.

• Prepare yourself – by finding out how long you will need to take notes for and what kind of information should be recorded.

• Plan your strategy. For example, think of the pros and cons of taking notes by hand, typing them on to a computer or using a tape recorder.

While taking notes:

• Ensure that the notes accurately reflect what is being said and done.

• Use a clear format that will be easy for the reader to follow. For example, break the text up into the key points that need to be highlighted, and make sure that they come through clearly.

• Write down quotes and indicate whether they have been “written as spoken” using speech marks: “QUOTE”.

• Identify what information is not necessary for future reference and can be missed out.

• Write legibly and in a simple and consistent style.

• Avoid getting too emotionally involved in the proceedings. Also, try not to exaggerate, be biased or include your own opinions.

• Make sure the notes record when the information was gathered and who was there.

After taking notes:

• Write up notes as soon as possible, while the information is still fresh.

• Keep your notes in a place where others can access them.
Choosing how to present information

Useful ideas

Information needs to be presented in a way that is:

- Interesting, attractive and eye-catching.
- Appropriate for the amount of space available in the product for the information.
- Balanced in terms of amount of text, and number and different types of visuals.
- Appropriate for the way in which the product will be reproduced. For example photographs do not photocopy well but clear drawings do.
- Appropriate for the audience of the product.
- Easy to understand.
- Appropriate for the image of the NGO/CBO.
- Easy to produce with the NGO’s/CBO’s resources – in terms of skills and time, as well as money.
Handout: (Section 4.5)
Linking text and visual materials
“In getting the project off the ground we faced two major challenges. At such an early stage in the epidemic, care was not yet on the agenda, and it was difficult to find both the motivation and the funding for anything other than prevention. A second obstacle was the conceptual wall between government and NGOs/CBOs. The popular perception of NGOs/CBOs by government is of four-wheel drives and expensive programmes that do not conform to government policy. The reciprocal view of government is one of corrupt and poorly motivated staff. Nevertheless when the teams got out there and realised how well they collectively met the community’s needs for appropriate care, the wall began to come down and the partnership has gone from strength to strength.”
Introduction to report

This report shares the highlights and lessons learned from the second year of “Community Lessons, Global Learning” – a collaboration between the International HIV/AIDS Alliance and Positive Action, Glaxo Wellcome.

The Alliance is an international non-governmental organisation (NGO) that supports community action on HIV/AIDS in developing countries. To date, the Alliance has supported more than 1,100 community-based prevention and care initiatives in more than 13 countries in Africa, Asia and Latin America. Positive Action is Glaxo Wellcome’s long-term international programme of HIV education, care and community support.

“Community Lessons, Global Learning” was launched in October 1997. The aims of the three-year project are:

- To help community groups to improve the quality of their HIV/AIDS work – by learning from the successes and failures of other organisations working in a similar context both within their own country and in other continents.

- To improve the quality of support to community groups by regional and international policy-makers and donors – by communicating community level experiences and needs.

The theme of the first year of “Community Lessons, Global Learning” was moving beyond awareness raising in HIV prevention. The lessons and recommendations from the project were published in “Beyond Awareness Raising: Community lessons about improving responses to HIV/AIDS” – a report disseminated world-wide to more than 2,000 NGOs/CBOs, policy makers, people living with HIV/AIDS (PLHA) and donors.

Based on the lessons learned in the first year of the project, the theme of the second year was community care and support.

As in the previous year, the project was carried out through a series of intensive workshops – which focused specifically on sharing lessons and experiences to strengthen the capacity of community groups. In total there were three national workshops (Ecuador, Senegal and Zambia) and one regional workshop (Asia – with organisations from Bangladesh, Cambodia, India, Nepal, Philippines, Sri Lanka and Thailand).
The workshops enabled NGOs/CBOs, CBOs and PLHA to exchange their practical experiences, successes and problems around work in community care and support. To increase opportunities for learning, they also included participants from organisations outside of the Alliance, such as government, and national and international NGOs/CBOs. For example, the workshop in Ecuador involved representatives from the government (such as the Ministry of Education), donors (such as USAID), national NGOs/CBOs (such as the family planning association), United Nations (such as UNAIDS) and the corporate sector (such as Merck, Sharp and Dohme). The workshops also incorporated technical exchanges between different countries. For example, four representatives of the Alliance partner programme and local NGOs/CBOs from Burkina Faso participated in the workshop in Senegal, while staff from the programmes in Ecuador and Cambodia participated in the workshop in Zambia. In total, the second year of the project involved more than 182 participants from 15 countries in four workshops.

This document is based on the reports of the “Community Lessons, Global Learning” country and regional workshops held during the second year of the project. It also incorporates other documentation about the Alliance’s work in community care and support. As well as bringing together the relevant information, it aims to identify lessons learned and “good practice”, and to promote policy recommendations for future action. Therefore, while designed to be of interest to a variety of stakeholders in the global response to HIV/AIDS, it is particularly aimed at policy makers, donors and NGO/CBO support programmes.

(Reference: Adapted from a report on “Care, Involvement and Action: Mobilising and Supporting Community Responses to HIV/AIDS Care and Support in Developing Countries”, the International HIV/AIDS Alliance, July 2000.)
Handout: (Section 4.6) Keeping information short

Useful ideas

• Remember that summarising takes longer than you think. So, give yourself plenty of time.

• Avoid trying to summarise information as a group. Instead, have one person take the lead, with the others supporting them.

• Make your writing “to the point” rather than descriptive, and make each point stand out clearly.

• Depending on the desired final length, consider these options to help to save space:
  - Use bullet points rather than paragraphs.
  - Use graphs and tables rather than text.

Steps for summarising information

The process of summarising information includes key steps, such as:

1. Read the information carefully and make sure that you understand it well.

2. Identify the main points being made and list them.

3. Group the main points into two or three key points.

4. Write a summary based on your two to three key points, making sure that it has a beginning, middle and end.

5. Re-read your draft summary to make sure that it contains all the essential points and communicates the same key information as the original, longer version.
Dear Mr R. Smith

Following your request, please find enclosed herewith for your perusal copies of the progress reports relating to the spectrum of multi-sectoral projects which are attached to our organisation. I need to advise you that the projects in which you have expressed an interest are at different stages of implementation in that they have from six to twelve months to run prior to the next stage of evaluation methodologies being applied. You will note that they include the development of a sustainable community-based model for women’s reproductive health which has now evolved from a culture of dependence to a community-driven project which our organisation has facilitated through the implementation of community needs assessments. In addition, our organisation conducts a range of other work, including the examination of methods whereby implementation capacity can be strengthened, and the piloting of new models of integrated health and social care services. If you require further information exchange, I am happy to facilitate this.

Yours sincerely
Mrs P. Jones

<table>
<thead>
<tr>
<th>Complex word</th>
<th>Simpler translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples from the letter</strong></td>
<td></td>
</tr>
<tr>
<td>Multi-sectoral</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>Methodologies</td>
<td></td>
</tr>
<tr>
<td>Sustainable</td>
<td></td>
</tr>
<tr>
<td><strong>Other examples from participants</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Appropriate language

<table>
<thead>
<tr>
<th>Examples of words</th>
<th>First audience</th>
<th>Second audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prostitute</td>
<td>People living with HIV/AIDS</td>
<td>Community elders</td>
</tr>
<tr>
<td>Multi-sectoral</td>
<td>Government</td>
<td>Community members</td>
</tr>
<tr>
<td>Penis</td>
<td>Community elders</td>
<td>District health nurses</td>
</tr>
<tr>
<td>Protease inhibitor</td>
<td>Traditional healers</td>
<td>Medical professionals</td>
</tr>
<tr>
<td>Capacity building</td>
<td>NGO/CBO staff</td>
<td>Business leaders</td>
</tr>
<tr>
<td>Oral sex</td>
<td>Media</td>
<td>Other HIV/AIDS NGOs/CBOs</td>
</tr>
<tr>
<td>Victims</td>
<td>People living with HIV/AIDS</td>
<td>Donors</td>
</tr>
</tbody>
</table>
### Accurate Language

<table>
<thead>
<tr>
<th>Phrases</th>
<th>Definitions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You should practise safe sex”</td>
<td><strong>Safe sex</strong> means sexual practices that are guaranteed to be 100 per cent safe.</td>
<td>“You should practise safer sex” is the accurate phrase.</td>
</tr>
<tr>
<td></td>
<td>On the other hand, <strong>safer sex</strong> means sexual practices that aim to be as safe as possible.</td>
<td></td>
</tr>
<tr>
<td>“The man tested AIDS positive”</td>
<td><strong>AIDS positive</strong> means that a person has had a blood test for Acquired Immunodeficiency Syndrome in their blood – which is not possible.</td>
<td>“The man tested HIV positive” is the accurate phrase.</td>
</tr>
<tr>
<td></td>
<td>On the other hand, <strong>HIV positive</strong> means that a person has had a test which shows HIV antibodies in their blood – showing the presence of the virus.</td>
<td></td>
</tr>
<tr>
<td>“She caught HIV through sex”</td>
<td><strong>Caught</strong> HIV implies that is an airborne virus like the common cold. In fact, HIV is transmitted via bodily fluids and from mother to child, and is not airborne.</td>
<td>“She contracted HIV through sex” is the accurate phrase.</td>
</tr>
<tr>
<td></td>
<td>On the other hand, to <strong>contract</strong> HIV means that someone becomes infected with the virus.</td>
<td></td>
</tr>
</tbody>
</table>
**Useful ideas**

- Get to know your camera and what it can or cannot do. Read the instructions and practise using it. For example, make sure that you know how to load the film or use special features (such as a zoom lens).

- Buy the best quality film that you can afford. Don’t let it get wet or too hot. Once finished, develop it as soon as possible.

- Think about the photographs you need before you take them. Make sure that they are relevant to your documentation work.

- Be relaxed, don’t shake, and make sure that the image is in focus. Stand with your feet slightly apart.

- Take account of the conditions. For example, if the sun is behind people, their faces will be in shadow.

- Take active photographs. For example, of peer educators doing their work rather than receiving certificates for training.

- Use a flash for photography inside buildings. But remember that most flashes do not work at long distance.

- Do not take close-up photographs with a flash as people will appear blurred and with red eyes.

- Do not be too far from your subject. Make sure that they are close enough to be seen clearly.

- Be aware of the background of the image that you are photographing.

- If a photograph is very important, take two to three shots of the same image to make sure you get at least one good picture.

- If appropriate, ask people to stop or repeat what they are doing – so that you can get a good and clear photograph. Encourage them not to look false, however.

- Try not to get in people’s way or to intrude on their privacy. Make sure that you have people’s permission before taking photographs of them.

- Take a mixture of landscape (horizontal) and portrait (vertical) photographs – so that they can be used in different ways in materials.

- Note what you have taken photographs of, along with dates and names.
Using photographs of people living with HIV/AIDS

**Photograph 1**

Questions:

1. What are the strengths and weaknesses of the photograph?

2. How could the photograph show people living with HIV/AIDS in a more active role?

Members of a local NGO that involves people living with HIV/AIDS, at a community meeting in Burkina Faso.

**Photograph 2**

Questions:

1. What are the strengths and weaknesses of the photograph?

2. What are the disadvantages of using a photograph that shows one individual person living with HIV/AIDS?

A representative of a local NGO that involves people living with HIV/AIDS, making a presentation at a community meeting in Burkina Faso.
Handout: (Section 4.10) ... continued
Using photographs well

<table>
<thead>
<tr>
<th>Strengths of the photograph</th>
<th>Photograph 1</th>
<th>Photograph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text on the T-shirts communicates a specific message.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>The photo is close up and well laid out.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>The confidentiality of the PLHAs is respected.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>The image shows that both men and women are living with HIV/AIDS.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses of the photograph</th>
<th>Photograph 1</th>
<th>Photograph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The T-shirts can only be understood if people speak French.</td>
<td>✗️</td>
<td>✗️</td>
</tr>
<tr>
<td>Parts of the image are blurred.</td>
<td>✗️</td>
<td>✗️</td>
</tr>
<tr>
<td>The people have their backs to the camera.</td>
<td>✗️</td>
<td>✗️</td>
</tr>
<tr>
<td>The focus of the image is on words rather than action.</td>
<td>✗️</td>
<td>✗️</td>
</tr>
<tr>
<td>It is not clear where the people are and what they are doing.</td>
<td>✗️</td>
<td>✗️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reply to the question about the photograph</th>
<th>Photograph 1</th>
<th>Photograph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The photograph could show PLHA in a more active role by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Showing them as part of a group or a community, rather than on their own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Showing them doing something active – such as leading a workshop or providing counselling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Showing their faces – so that the audience can relate more easily to the people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The disadvantages of using a photograph that shows one individual PLHA include that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• It implies that HIV/AIDS only affects individuals, rather than families or communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PLHA do not appear to be part of a community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• It highlights the identity of the PLHA in question.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using photographs of HIV/AIDS projects

**Photograph 3**

Questions:

1. What are the strengths and weaknesses of the photograph?

2. How can a photograph communicate the feel and emotion of a project?

Members of a local NGO carrying out HIV/AIDS awareness raising with rural workers in Cambodia.

**Photograph 4**

Questions:

1. What are the strengths and weaknesses of the photograph?

2. What are the advantages and disadvantages of using a "staged" photograph of a project – rather than a natural one of people in action?

Members of a local NGO with their kits for HIV/AIDS community care and support in Burkina Faso.
### Handout: (Section 4.10) Using photographs well

#### Photograph 3

<table>
<thead>
<tr>
<th>Strengths of the photograph</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The image is very positive – with happy, smiling faces.</td>
<td></td>
</tr>
<tr>
<td>✓ The NGO/CBO is shown in action in its rural community.</td>
<td></td>
</tr>
<tr>
<td>✓ The image shows communication between different types of people.</td>
<td></td>
</tr>
<tr>
<td>✓ The image shows the NGO’s/CBO’s approach to its work, for example its use of visual aids.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses of the photograph</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X The hats block out some of the faces.</td>
<td></td>
</tr>
<tr>
<td>X Half of a person’s body appears at the top of the image.</td>
<td></td>
</tr>
<tr>
<td>X The image seems to show a “teaching” rather than participatory approach.</td>
<td></td>
</tr>
</tbody>
</table>

#### Photograph 4

<table>
<thead>
<tr>
<th>Strengths of the photograph</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The image shows that the NGO/CBO is equipped to do its work.</td>
<td></td>
</tr>
<tr>
<td>✓ The image is gender balanced.</td>
<td></td>
</tr>
<tr>
<td>✓ The image shows a little of the contents of the care kits, rather than just the boxes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses of the photograph</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X The image looks very “staged” and formal.</td>
<td></td>
</tr>
<tr>
<td>X The image does not show the NGO/CBO putting care and support into action.</td>
<td></td>
</tr>
<tr>
<td>X The image does not show the context of where the work is taking place.</td>
<td></td>
</tr>
</tbody>
</table>

#### Reply to the question about the photograph

- A photograph can communicate the feel and emotion of a project by:
  - Showing reactions on the faces of those participating – such as their laughter or tears.
  - Showing what the work involves in practice – such as what form it takes and where it occurs.

- The advantages and disadvantages of using a “staged” photograph of a project – rather than a natural one of people in action – include that:
  - It is possible to control the image and get it exactly how you want it.
  - It makes the image look false and unnatural.
Using photographs of training workshops

Photograph 5

Questions:

1. What are the strengths and weaknesses of the photograph?

2. What are the advantages and disadvantages of photographs that show the results of a workshop rather than its activities?

Participants discussing the results of an advocacy skills-building workshop for local NGOs/CBOs in Zimbabwe.

Photograph 6

Questions:

1. What are the strengths and weaknesses of the photograph?

2. How can a photograph communicate the feel and atmosphere of a workshop?

Participants at a training workshop on external relations for local NGOs/CBOs in Brazil.
Handout: (Section 4.10) Using photographs well

<table>
<thead>
<tr>
<th>Photograph 5</th>
<th>Photograph 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths of the photograph</strong></td>
<td><strong>Strengths of the photograph</strong></td>
</tr>
<tr>
<td>✓ The image shows that the workshop involved sharing a lot of ideas and experiences.</td>
<td>✓ The image shows that the participants are actively involved and interested.</td>
</tr>
<tr>
<td>✓ The image shows that both men and women are involved.</td>
<td>✓ The image shows participants exchanging ideas and working as a team.</td>
</tr>
<tr>
<td>✓ The title of the displays communicate some of the main themes of the workshop.</td>
<td></td>
</tr>
<tr>
<td><strong>Weaknesses of the photograph</strong></td>
<td><strong>Weaknesses of the photograph</strong></td>
</tr>
<tr>
<td>✗ The image shows people after action has taken place rather than during it.</td>
<td>✗ The image does not show the outcome of the activity.</td>
</tr>
<tr>
<td>✗ The image shows the backs of people’s heads rather than their faces.</td>
<td>✗ The flipchart in the background distracts from the subject matter.</td>
</tr>
<tr>
<td><strong>Reply to the question about the photograph</strong></td>
<td><strong>Reply to the question about the photograph</strong></td>
</tr>
</tbody>
</table>
| The advantages and disadvantages of a photograph showing the results of a workshop rather than the activities are that:  
  - It shows what has been achieved.  
  - It gives too much attention to written outputs rather than increased skills. | A photograph can communicate the feel and atmosphere of a workshop by:  
  - Showing who participated.  
  - Showing what type of activities the participants did.  
  - Showing how the participants reacted to the activities. |
Useful ideas

General points for making good visual aids

- Make them attractive – for example by using strong colours, bullet points and diagrams. Limit each line of text to six words or less – avoid blocks of text by only including the key points.
- Makes sure the headings are clear – both visually and as a summary of what is being presented.
- Use them to communicate the “human angle” of your work, for example by using photographs or drawings.
- Keep them simple and don’t overload them with information.
- Write clearly.
- Number them.
- Make them add value to the text rather than disrupt its flow.
- Use words or phrases rather than whole sentences.
- Ensure they reinforce your key messages.
- Ensure that they add to your presentation, rather than repeat word-for-word what you are saying.
- Use simple diagrams – unless there is a need and time to explain more complex ones.
- Limit the number to one visual aid per five minutes of presentation.
- Make sure that the presentation does not include too many visual aids – so that people listen to what is said.

Specific points for making good flipcharts

- Limit each line of text to six words or less, with spaces in between the lines.
- Make letters at least 8cm high – so that they can be read from a distance.
- Avoid “over-writing” letters – so that they become distracting and difficult to read.
- Tear or cut the sheets of flipchart neatly.
- Store the flipcharts by rolling them up rather than folding them.
- Consider writing the flipchart so that it can be unfolded gradually to reveal each point in turn during the presentation.
- Store the flipcharts by rolling them up rather than folding them.

Specific points for making good overhead transparencies

- Use the right type of transparencies (for example ones that can be photocopied).
- Use the right pens for transparencies and make alterations with a clean, damp cloth.
- Use a font size that is at least 18 point – so that it can be read from a distance – and is in bold.
- Leave a margin at the edge of the transparency for clear projection.
- Store the transparencies carefully, and keep them away from heat and damp.
- Number the transparencies in case you drop them!
Handout: (Section 4.12) Delivering effective presentations
Do check the physical environment. Lighting, ventilation and noise can all affect your presentation.

If you are using overhead transparencies:
- Do check that they are correctly positioned and focused on the screen.
- Do ensure that they are in time with what you are saying.
- Do ask someone to change them for you. Agree beforehand how you will let them know when to do it.

Do keep to your allocated time, but don’t keep looking at the clock.

Do look at your projected transparencies from time to time – so that your audience does too.

Do look at different people in the audience throughout your presentation.

Do be enthusiastic! If you look bored, your audience will be bored too.

Don’t be too animated or fiddle with your papers or the contents of your pocket. This might distract your audience from what you are saying.

Do keep your body language positive. Looking down at your shoes or covering your mouth with your hand will harm your presentation.

Don’t block the view of your audience.

When taking questions from the audience:
- Do switch off the overhead projector so that people can hear you.
- Do repeat questions if people in the audience have not heard them.
- Don’t ignore difficult questions.
- Don’t dominate the discussions. Instead give brief answers and give others a chance to speak.

Do dress appropriately for the event and the audience.

Don’t read your notes like a script. Instead, get to know your presentation well and just use your notes as reminders.