The PILLARS Workbook
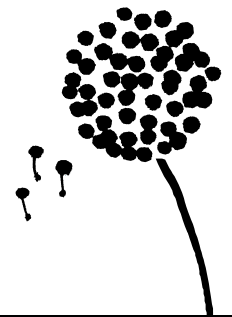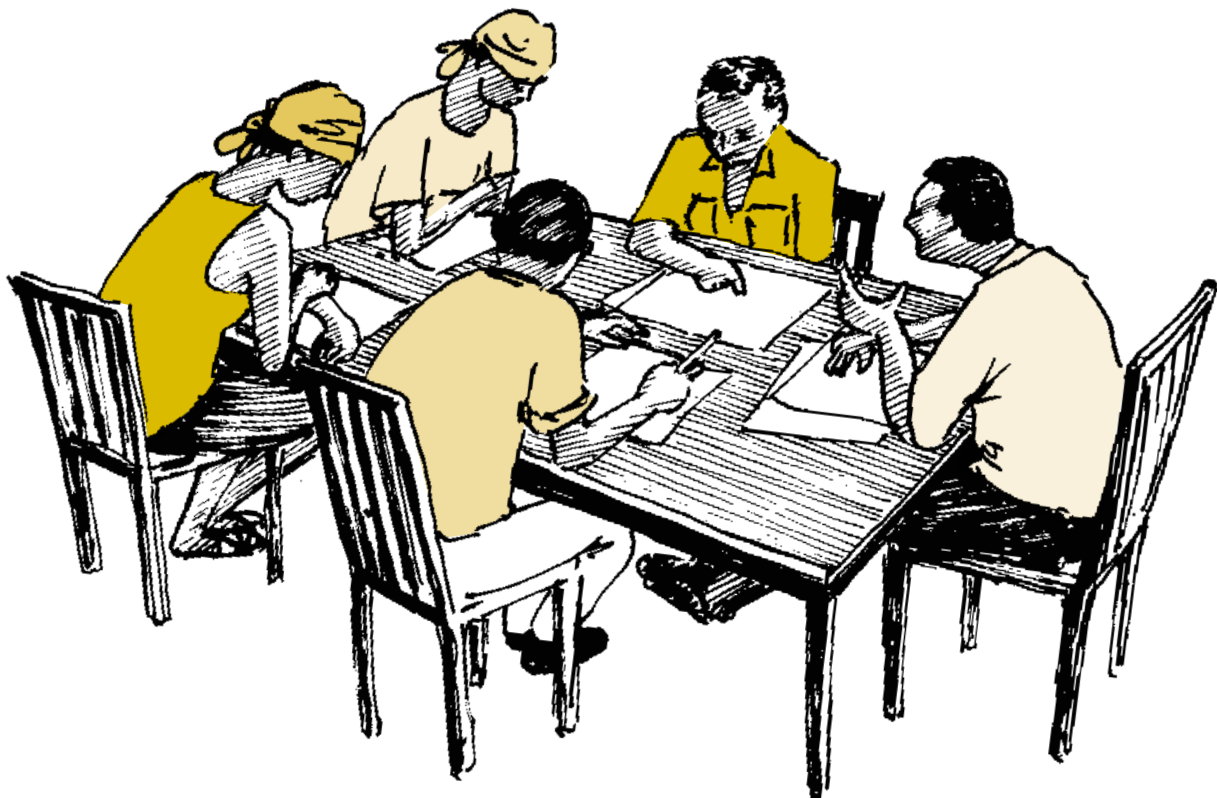
A sourcebook for organisations
wanting to use the PILLARS process

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TEARFUND

Partnership in Local Language Resources

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1 Introduction

1.1 What is PILLARS?

PILLARS stands for **P**artnership **i**n **L**ocal **La**nguage **R**esource**s**. It is a new approach for producing written information, in local languages, that is useful to local people. By doing this it aims to help community groups to manage the changes that they face and to improve their livelihood options.

PILLARS is *not* just about translating into local languages information produced by other people in international languages. It is about helping local people develop the confidence and skills to record and share their own ideas and experiences.

For some people, this is a time of instant communication – the information age. Television, computers and other technologies bring information into their homes and places of work from all around the world.

But for many other people there is still an information famine. They have no or little access even to newspapers or radio. This is especially the case for those who:

- are not literate
- live in remote areas
- do not speak a national or international language
- do not have the money to buy information sources such as books, radio and television.

People who feel left behind in the information age may also feel they have little to offer; no one wants to listen to their ideas. They have to rely on local

PILLARS encourages local people to record their own ideas and experience.

information sources, especially those within their community.

The PILLARS approach seeks to encourage this local generation of ideas, and at the same time to improve the access to and sharing of information from and to others outside the local community.

See **Appendix A** for some sample pages from PILLARS Guides.

1.2 Where has PILLARS come from?

The idea for PILLARS developed from experience and research during the 1990s. Since 1989 Tearfund has published *Footsteps*, a quarterly paper linking health and development workers worldwide, available in English, French, Spanish and Portuguese.

Readership surveys were done to find out how readers were using the paper and how it could be improved. The surveys showed that readers were using *Footsteps* in many interesting ways. Many readers were sharing the paper and the ideas in it

within their community groups. Some readers were using it for training purposes. Others were translating articles into local languages.

Detailed participatory research was started in 1994 in Ghana and Uganda to explore the sources and flow of ideas and information used and preferred by local people. It is sometimes said that there is no point producing printed materials for people with low levels of literacy. The research showed that this is not the case. Appropriate materials produced in local languages can be very powerful in development.

1.3 The PILLARS concept

Tearfund has moved forward with the conclusions of the research and the idea of PILLARS has taken shape. The purpose of PILLARS is to stimulate the production of written materials in languages that are useful to local people.

The PILLARS process uses highly visual information in the form of **Guides**. These are

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BOX 1: Some conclusions of the research

- Rural people relied most on information sources within their groups and community. Group support was very important in allowing members to share, experiment and try out new ideas.

- Groups with access to information were generally more developed and confident. They were more likely to share their own information (their own ideas and experience), for example on farming, with others outside the group.

- Rural people had very limited access to printed materials, even newspapers. They trusted such materials and wanted to have more. The few materials they did have, they often stored carefully and used effectively.

- Groups of mainly non-literate people still wanted and used printed materials. One or two individuals able to read within a group meant that the whole group could benefit from written information. Or they would get the help of their schoolchildren or a local teacher. In other words, group literacy was usually more important than individual literacy.

- Most successful groups had members who were 'animators'. These were usually members who had originally helped to form the group. They were often not the leaders of the group. They were people with enthusiasm, motivation, openness to new ideas and the ability to inspire others to take action. Animators usually had higher than average levels of literacy.

- The use of national or international language in printed materials is often a major barrier. Printed materials in the local language were particularly preferred and effective. They helped to stimulate new ideas. They also helped to develop and strengthen literacy skills among members.

- For printed materials to be useful they must be highly visual and well produced, targeted and designed. This is more likely to happen if local people themselves and local editors, designers and printers are involved throughout the process.

books intended for use as discussion starters for small, informal groups with the aim of raising awareness, increasing self-confidence and building the capacity of groups to manage themselves.

But how does it do this? In more detail, it seeks to:

■ encourage the generation and flow of locally relevant ideas and information

■ strengthen literacy skills, especially group literacy

■ provide a simple and accessible method for writing up information

■ assist in the formation and capacity building of local groups

■ empower and give confidence to local people

■ encourage the use of and pride in the local language

■ establish a system for the sustained production, printing and dissemination of written materials

■ learn lessons that can be applied more widely.

To complete the Pillars process will take about 9–18 months. By that time the objective is for there to be:

A Regional Language Team and Committee established that can sustain the production of printed materials in the local language.

To achieve this, there needs firstly to be a team of local people with the skills and commitment to be able to produce materials with little support from outside. They must be able to research, write, co-ordinate and pay for the design and printing. The team will need to elect a Committee to lead the process.

Secondly the team needs to set up a system for financing the production of new materials in the long-term. Initial money will be needed to produce the first few (probably three) Guides. When these are printed, then a system for marketing and selling them will be needed that gives enough reward to everyone involved. A revolving fund needs to be established into which enough of the income from sales is deposited to pay for on-going costs and to finance the production of future Guides.

Facilitators

1.4 Why this Workbook?

The purpose of this Workbook is to provide support to organisations wanting to implement the PILLARS process.

It is not a set of step-by-step instructions. Rather it is an aid to help you through the process. It will need to be adapted to suit each local situation. How you carry out the process will depend on where it is done, who is involved etc. In each case it will be different.

So please, keep an open mind; do it in the way that your team thinks best. Think of the Workbook as a collection of suggestions and ideas for planning and facilitating the way forward.

The PILLARS process has been piloted in two countries, Uganda and Sudan. The conditions in these two countries and situations were very different. Lessons have been learnt which have now been put together in this Workbook.

The structure of the Workbook will follow through the process. The process is very flexible but will generally involve the steps shown in **BOX 2** (page 8).

STEP	SECTION IN WORKBOOK
■ Identify an organisation within a language area able and willing to facilitate the process	1.6
■ Identify initial funding	1.7
■ Plan a series of three one-week Workshops	2.1–2.6
■ Facilitate and run the series of workshops	2, 3, 4 and 5
■ Adapt and translate pre-prepared illustrated written materials of local relevance	3–4
■ Facilitate the writing of new materials in the local language	5
■ Test and develop draft materials with target groups	4.1
■ Prepare for printing	6.2–6.3
■ Establish a Regional Language Committee in a language area to co-ordinate and maintain the on-going production of PILLARS type material	5.10
■ Carry out a baseline survey within a language area	
■ Identify key local resource people with ideas for other materials	4.8
■ Print materials, if possible with a local printer	6.4
■ Market materials with a reward system to ensure sustainability	5.11

1.5 Facilitating the PILLARS process

To run the PILLARS Process in a language area, an organisation is needed that will co-ordinate and facilitate the process. It does not have to be a big organisation. It could be a small organisation with perhaps 20 individual members. Or it could be a larger non-government organisation (NGO) working in community development in a District or State or Province.

Your interests and activities as an organisation, may lie in different areas; in community development, in literacy, in primary health care, in small enterprise development, in farming, forestry or fishing.

Whatever the sector you work in, you need to be certain that there is a lack of, and need for, written materials in local languages, well written and presented, with appropriate and useful information, and at an affordable price for community groups to buy.

If you work in an area with several languages, you will need to select just one to use initially. Consider carefully which one this should be. It should not necessarily be the most commonly used if other materials are already available in this language.

1.6 Resources needed for the PILLARS process

PEOPLE

The most important resource is people: people to steer the process; people with enthusiasm who can motivate others; people with a real commitment to serving and for working with others in community development.

You, the organisation, will need to be able to draw together and co-ordinate the Workshop participants who will form the Regional Language Team to write the Guides. You will need to provide time for one or two staff to give support with administration and facilitation. You will need to

help keep the process moving even when there are frustrations and difficulties. You will need to support the Regional Language Committee once it has been established. For example, you will need to help in the negotiations with designers and printers, in overseeing the Committee's finances when it starts to market the Guides.

It is important that you, the organisation, are not just one keen individual. It is best if you are a team, all interested in this kind of work and able to bring a variety of talents and skills to the task.

The organisation team will facilitate the three Workshops. So at least one of the team (preferably more) should speak the language as their mother tongue. Alternatively you will need to recruit a skilled facilitator from the language area; it probably will not be easy to find such a person. If none of the organisation team speaks the language and you cannot recruit another facilitator who can, you will have to work in English or a third language; the participants themselves will have to speak that language, which may exclude some key people from taking part. It will also mean that you, the organisation, will not be able to act as an extra check on the quality and accuracy of the Guides produced.

ADMINISTRATIVE SUPPORT AND EQUIPMENT

It will help greatly if the organisation has a headquarters office. It does not have to be situated in the language area, but it will be more useful if it is. The office mailing address can then be used for any correspondence until the Regional Language Committee is established with its own. It helps if the organisation has a working telephone.

It is important that the organisation has a computer and someone with the skills to do at least word processing and if possible desktop publishing. Even better would be access to a portable computer and printer that can be taken to the venue where the Workshops take place. For this, of course, you will also need power. If there is no electrification, a small generator or battery and charger (eg solar) will be needed. To be able to type and print the Workshop materials as they are produced by the participants makes it so much

easier and can also be a great source of motivation.

TIME

The organisation needs staff with time to do a good job. To start the process, run three Workshops and support a new Regional Language Committee in the production, printing and marketing of the Guides, may take up to two years. Your input will not be full-time but, during the first nine months especially, it will be demanding; after that, your role should reduce. Obviously you need to have enough time amongst the other activities that your organisation is doing. And time costs money, which brings us to the subject of finance.

FINANCE

The organisation will need to find enough funds to at least start the PILLARS process. Preferably, funds are needed for the whole process of getting a Regional Language Committee established.

You need to draw up a full budget that includes the cost of your own time and other inputs. **BOX 3** gives an example of a typical budget. This is intended only as a very rough indication of the items that you will need to consider. The figures are given in US dollars. Of course, the budget will vary from country to country and from situation to situation.
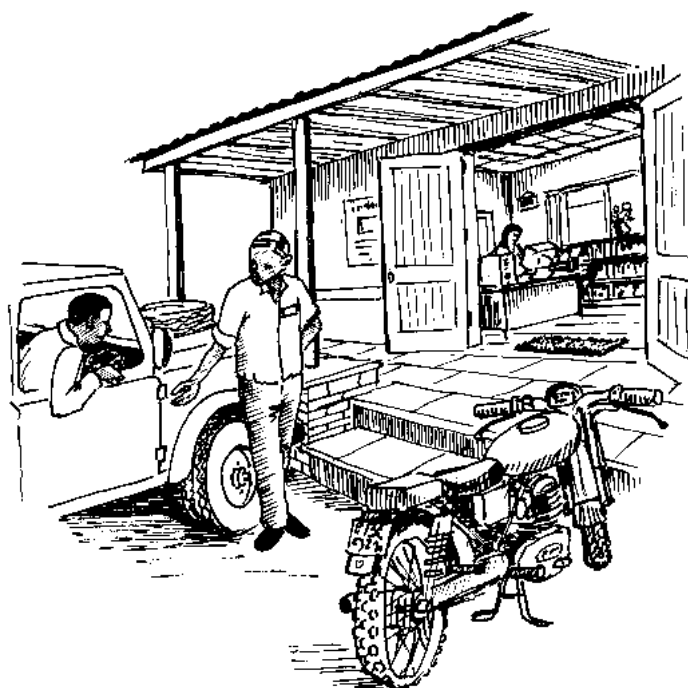
BOX 3: A typical budget

	US Dollars $
PREPARATION FOR WORKSHOPS	
• Staff time	300
• Administrative costs	350
RUNNING WORKSHOP 1	
• Participants' allowances	??
• Trainers (one from outside for first workshop?)	1,200
• Venue and food for 20 participants	1,400
• Transport costs	500
RUNNING WORKSHOP 2	2,400
RUNNING WORKSHOP 3	2,400
• Outside artist?	300
DESIGN COSTS FOR THREE GUIDES	1,400
PRINTING COSTS FOR THREE GUIDES	
• (5000 copies)	11,000
CARRYING OUT AN EVALUATION OR BASELINE SURVEY	
• Staff time	1,200
• Administrative costs	400
TOTAL	**$ 22,850**

In this example, out of the total budget of US $22,850 up to a third could be found by the facilitating organisation through providing trainers, food, venue and administrative costs. In some situations participants will expect allowances for attending. If possible try and avoid these, partly because you want participants to attend out of interest, and partly because in the long term participants stand to gain a lot through the subsequent sale of Guides.

It is not possible to suggest in this Workbook possible sources of funding to which you could apply. Some ideas that may be useful are given in **SECTION 5.8**. A base line survey or evaluation is not essential but is highly recommended in revealing the impact of the Guides within community groups and so helping to find further funding

2 Planning the PILLARS Workshops

2.1 Organising a series of three Workshops

We suggest that three one-week Workshops over a period of about 9–12 months will be needed to get the PILLARS process established. **BOX 4** gives an outline of typical objectives for the Workshop programme. It also indicates what needs to done in between the Workshops.

BOX 4: Typical workshop programme objectives

WORKSHOP 1

- To set up an effective Regional Language Team (RLT) of people who enjoy working together in the writing of written materials in their local language.
- To debate how people obtain, use and share information.
- To develop skills in translation and the adaptation of existing materials.
- To carry out field visits to test the materials being translated.
- To review the composition of the team and consider inviting other participants to the second and third Workshops.

BETWEEN WORKSHOPS 1 AND 2

- The facilitating organisation arranges the photocopying of the sample materials for proofing and testing.
- The participants test the printed materials, developed in the first Workshop, with their communities.

WORKSHOP 2

- To discuss the findings of testing the materials and to review progress.
- To test the printed materials developed in the first Workshop with community groups.
- To continue developing skills in translation and in writing.
- To develop skills in researching the current needs for written materials.
- To develop materials for printing.
- To plan how the storage, distribution and sale of the printed materials will be managed.

BETWEEN WORKSHOPS 2 AND 3

- The facilitating organisation arranges the printing of the materials developed in the first and second Workshops.
- The participants consider the topics and information for further materials.

WORKSHOP 3

- To review progress; the production, distribution, sale and use of materials printed so far.
- To develop more materials for printing.
- To set up a Regional Language Committee (RLC) to move the process forward.
- To plan how the RLC and Team will continue to operate in the future.
- To plan other future activities.

2.2 Selecting the participants

You can run a PILLARS programme of three Workshops with a team of between six and 30 participants (ideally between 12 and 20). All the participants should speak the local language as their mother tongue. The team should be strongly committed to community development and to the ideas behind PILLARS. They need to be interested in learning, information sharing and literacy work.

It is best if the same participants attend all three Workshops so they need to be able to give a few weeks of their time over about a *9–12 month* period.

The team of participants should be mixed with a wide range of skills and backgrounds, of different ages, some younger, some older and both men and women in more or less equal numbers. Older participants are particularly valued because they will probably be more familiar with the 'pure' local language.

It is good if the team includes participants from many walks of life; for example farmers, traders, carers, village health workers, teachers, and community workers in government or non-government organisations. From experience we have found that retired people, perhaps teachers or nurses or administrators, who have returned from working elsewhere to live in their community, often have the time and skills needed.

All of the team should not only speak the local language, they should be very familiar with life in

the communities that will use the written materials produced. It is important that most of the participants live full-time in these communities. Remember PILLARS is not about people from outside these communities telling them how to live; it is about them taking control of the production and use of information materials.

It is not essential for all the team participants to be literate. Up to quarter of the team may not have strong literacy skills. But it is important that some participants are good at writing and proof-reading. And at least half of the participants will need to be able to speak and write well in English. These participants who are good at writing in English must understand that their role is to support the

The PaZande team

others; it is not to dominate. So they need to be humble and good listeners!

It is important to invite participants from a wide range of other organisations, government offices and church groups. This will encourage networking, bring in many different skills and contacts, and make the promotion of the finished Guides much easier.

Be careful about inviting 'important', busy people. They may not be able to give enough time to the process and other participants may keep quiet and not share their ideas and suggestions. However, it may be very important to inform and /or invite key individuals, perhaps in government or in the office of an ethnic leader responsible for preserving a local language or cultural identity.

You may find that one or two participants are good at drawing and designing. However, normally you should budget for an outside artist and designer.

You may already be able to think of individuals to invite. Write a list of possible community groups or other organisations that you could ask to choose one or more participants.

2.3 Participants' expectations and incentives

A word about the key issue of incentives. No one is going to become financially rich from doing PILLARS work! This needs to be made very clear to potential participants before they start. The last thing you want is to raise expectations that cannot be met, resulting in loss of participants' interest.

You, the facilitating organisation, must use your own best judgment in this. You need to discuss this issue as a team to work out your policy. Hopefully there will be enough money in the budget to provide travel expenses for participants; you may also consider a small daily allowance is appropriate.

The most important thing is to be **transparent** and **honest** with participants in all matters to do with finance. Throughout the Workshops make the budget openly available, perhaps by putting a summary of it on a wall chart. Tell them that, to a large degree, *they* will decide how the budget is spent.

Be honest with participants.

The main financial return that participants are likely to receive is in the form of printed PILLARS Guides, which they can sell. They themselves will need to decide how many free copies each participant should receive in return for their work. Further copies may be available to participants at a discount rate. The participants will then have to market and sell the Guides.

In other words you as organisers cannot guarantee a certain income to participants. It will depend on many factors including the costs of production, the quality of the Guides, the market, and how hard they as individuals work at selling. We shall discuss this in more detail in SECTION 5.

2.4 The facilitation team

The organisation steering the whole process will need to provide a minimum of two facilitators for each Workshop. The Workshops are very intensive; they are hard work (but also good fun!) and their success will depend heavily on good organisation and a clear definition of responsibilities. The facilitators need to have the time in their work schedule to effectively plan and prepare.

Facilitation is about making a task easier. It is about enabling others to take control and responsibility for the way forward.

Good facilitation is not easy. It is like conducting a music band. You may have got a music score on paper to start with but it is your job to build the right atmosphere, to help each individual to be their most creative and to blend everyone together to form an exciting and productive team.

BOX 6: Effective facilitation

Facilitation is the art, not of putting ideas into people's heads, but of drawing ideas out.

ANON

A facilitator is 'best when people barely know that he or she exists…'

A good facilitator is 'one who talks little. When the work is done, the aim fulfilled, they will all say, "We did this ourselves."'

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CORE ATTITUDES

- Acceptance, Valuing
- Empathy, Sensitivity, Humility
- Genuineness, Honesty, Commitment

CORE SKILLS

- Effective communication
- Listening
- Paraphrasing / reviewing
- Encouraging / motivating
- Managing feelings
- Creative thinking
- Dynamic decision making

You, the facilitator, are one of the players. Great music emerges when everyone is communicating together. Good communication is more about listening than talking; so it is with music. If everyone plays all the time, there is nothing but an unpleasant noise. It is the conductor's job to help each player to listen to others, to keep quiet until it is the right time for him or her to play.

A good facilitator is interested not just in *whether* an objective is achieved but *how*; the process is just as important as the product. There are quick and easy ways in which printed materials could be produced in local languages; but production would probably stop as soon as the funding ends. If production is to continue, if it is to be sustained, the process of building local skills and systems and of securing a financial base is vital.

BOX 7: Tips for good facilitation

- **BE PREPARED** When you see good facilitators at work, it looks as though they do it effortlessly and without preparation. Don't believe it! The best facilitators have done the necessary research, designed the workshop programme, planned the workshop sessions and practised. But beware being too well prepared! Be flexible. Be prepared to change your plan if the need arises.

- **BE ENERGETIC** If you want the participants to be energetic, you have to be enthusiastic and excited yourself.

- **ENCOURAGE HUMOUR** The participants will come from many different walks of life. They will not be effective if the atmosphere is formal. You need to create a unified team in which participants enjoy each other's company and value each other's contribution. Humour can really help to create a relaxed and productive environment.

- **BE CLEAR** If you are confused, then the participants will also be confused and will quickly lose interest. Put yourself in their shoes; is what you are saying clear? How can you explain a task or the way ahead in the clearest way? Check that participants have understood.

- **THINK POSITIVE** Your expectations will influence the participants' view of themselves and the rate at which they learn and work together. Look to bring out the best in everyone, to fulfil their potential.

- **EMBRACE YOUR OWN MISTAKES AND LIMITATIONS** Thinking positive does not mean you are always right. You will make mistakes; admit them and see if they can be turned into learning opportunities.

- **BE SENSITIVE** Keep a constant lookout for people's moods and feelings. Watch how people behave with each other, their verbal and non-verbal communication. Be prepared to change your plans as a result. It may be necessary to talk with an individual participant in private, perhaps to find out how they are feeling, or perhaps to tactfully comment if you think he or she has not respected another participant.

Venues should have space for small groups to work together

2.5 Venue

Look for a venue within the language area:

- that is accessible

- that is basic and cheap

- with a large meeting area

- where cooking services can be provided

- where those participants coming from a distance can sleep.

The simpler the venue is the better. In Uganda a rural church conference centre was used; in Southern Sudan a church. In both cases much of the group work was done outside in the shade of a tree or building. There was simple accommodation nearby where participants could sleep.

It is better if the meeting room is not needed for other purposes during the Workshop. You do not want to have to clear out every evening. And you want to be able to leave charts permanently on the walls throughout the Workshop.

2.6 Equipment

You need to have plenty of flipchart paper, writing paper, card, pens and masking tape (for sticking chart paper to the walls). It helps to have lots of wall space for charts and posters. Provide a pen, pencil, rubber and notepad for each participant. Enough movable tables and chairs are needed.

The venue does not have to have electricity, but it helps. It is very useful, but not essential, to have a computer and printer on site; in which case, if there is no power, you will need a small generator or battery and charging system.

Some printed materials should be available, such as samples of PILLARS Guides in English, back copies of the *Footsteps* newsletter published by Tearfund and a 'library' of books, extension leaflets, manuals etc which could provide useful reference materials on a range of subjects like health, farming and income generation. Materials with illustrations can help give ideas for diagrams. Some sources provide copyright free diagrams; such as *Footsteps*, *The Copy Book* and *Where there is no Artist*, (the last two published by IT Publications UK. Details in **APPENDIX J**, page 86).

Where a computer with CD–ROM drive can be used on site, there are some excellent CD–ROMs with extensive libraries of materials; again see **APPENDIX J**.

The cooking area at Naminage Diocesan Training Centre

BOX 8: Planning ahead

THREE MONTHS BEFORE THE WORKSHOP

● Initial meeting of facilitators.

● Agree budget.

  For the first workshop consider:

• making a visit to the venue

• if you need to contact formal offices, eg in government or traditional leadership

• the participants to be invited and how they are best contacted.

TWO MONTHS BEFORE THE WORKSHOP

● Draw up the workshop programme.

● Agree roles and responsibilities in the facilitation team.

● Consider if a field visit will be included in the programme and how this will be arranged.

● Write and send joining instructions to participants.

● Draw up equipment, materials and stationery list.

● Consider whether an official will open or close the workshop.

● Consider if certificates of attendance are needed.

● Arrange transport as necessary.

● Confirm the venue and catering arrangements.

ONE MONTH BEFORE THE WORKSHOP Check:

• funding has been allocated for the workshop

• that the joining instructions have been circulated to participants

• equipment and materials are available.

ONE WEEK BEFORE THE WORKSHOP Check:

• equipment, materials and stationery are prepared

• transport and fuel

• handouts, eg timetable

• any visit arrangements

• officials if they are to open or close the workshop

• certificates of attendance.

2.7 Practical details

SECTIONS 3, **4** and **5** discuss the first, second and third Workshops in turn. A sample timetable for each Workshop is given. However, these should be regarded as ideas only; each Workshop may need its own timetable, depending on the circumstances. There is also great flexibility to move things around. For example, the field visits can be done in either the first or the second Workshop. You may want to introduce other sessions depending on your skills or the needs of the participants. A blank timetable is provided in **APPENDIX E** for this purpose. Sample plans are included for all the key sessions. However, there is not a plan for each session as many sessions (for example, on translating, writing or reviewing) will be repeated many times.

A number of charts are provided and it is suggested that these should be copied out as necessary and used as wallcharts.

3 The first Workshop

3.1 Suggested timetable

	BREAKFAST DEVOTION	SESSION ONE 08.30–10.15	BREAK	SESSION TWO 10.45–12.30	LUNCH	SESSION THREE 14.00–15.45	BREAK	SESSION FOUR 16.15–18.00
CHART 1 : Typical programme for PILLARS Workshop 1								
Sunday								• Participants arrive • Welcome • Social event
Monday		• Welcome and introductions • Workshop objectives and programme • Icebreakers • Hopes and concerns • Ground rules • Logistics and Workshop committees		• PILLARS: the concept What and why? • Information sources		• The PILLARS Debate: 'Producing printed materials in local languages is a waste of money and time'		• How the PILLARS process works
Tuesday		• Tips on translating • Translating exercise		• Translating in teams		• Quality of translation • Reviewing translation work		• Practical session
Wednesday		• Translating and reviewing in teams		• Translating and reviewing in teams		• Preparation for field visit; Listening and interviewing		• Reviewing translation work
Thursday		• Finalise reviewing and checking translation work		• Finalise preparation for field visit		• Field visit		• Field visit
Friday		• Prepare and feed back findings from field visit in groups		• Agreeing the way forward		• Closing • Participants depart		

The PILLARS Workshops offer great flexibility for the facilitators to change things to fit their situation. However, the success of the PILLARS process is based around the satisfaction of the participants in producing printed resources. It is therefore essential that participants translate and check one existing Guide during both Workshops 1 and 2 and that they complete the writing of a new Guide during Workshop 3. This should allow time between Workshops to complete the lengthy proofing, design and printing process for each Guide. If this does not happen participants are likely to lose interest.

However, be aware that participants will get bored if they spend all day translating, writing or reviewing. Vary the programme as much as possible. Work within people's capacities. Remember that people usually work hardest in the morning when they are fresh. Reserve the time after lunch (when people may be sleepy) for reviewing work or for other activities. The programme can also be varied by trying out a few of the concepts mentioned in the Guides – which may be unfamiliar. These could include building a solar drier, holding a mock election for officers, making a hot pot etc. It is easier for people to write about ideas that they are familiar with.

When participants begin translating, two things are likely to happen. Firstly they will get engrossed in the work and not want to stop. Secondly they will get tired or bored! Often within the small working groups, both will happen at the same time! There is a real need to mix hard work with energizers and other sessions. Even if people are concentrating well, remember that they will work better with plenty of breaks to keep them fresh. A long list of energizers is provided in **APPENDIX B** on page 74. You may think of others to add. Other participants will come with further ideas. Make sure the workshop is enjoyable as well as hard work.

3.2 SESSION PLAN

Opening session

AIM

■ To develop good relationships between participants so they can begin to work and learn together.

■ To provide an overview of PILLARS.

OVERVIEW

This introductory session sets the atmosphere for the Workshop. Participants need to have time to get to know each other and feel relaxed in each other's company. Without going into too much detail, the purpose of PILLARS and the programme of the Workshop will be discussed.

OBJECTIVE

The participants will:

■ introduce themselves and begin to get to know each other

■ discuss the purpose of PILLARS and receive the Workshop timetable

■ form Workshop teams.

Keep the Workshop programme varied

BOX 9: Ideas for introductions

There are many ways you can facilitate participants to introduce themselves and to get to know each other. Try using more than one method; some help participants to remember names, others are good for breaking the ice; others help to set a learning environment and establish team-working.

LAPEL BADGES   Stick on or safety-pin badges with names written on.

Especially useful with larger groups. Some people hate them, but they can really help in remembering names during the first few days of the Workshop.

SELF INTRODUCTION   Ask each participant to introduce the bare essentials about themselves; name, where they are from, work interests etc.

Useful if followed with other methods. It is important each person does not talk more than say 30 seconds. A good way to stop people with too much to say is to allow each person to talk only as long as they can hold a lit match! So have a box of matches ready, and pass it round.

PAIR INTRODUCTIONS   Divide participants into pairs. Partners move their chairs together, and chat for five to ten minutes. Each person then briefly introduces their partner to the plenary group.

There are many variations of this. The facilitator could 'control' the chat between pairs. For example, interrupting occasionally to ask participants to talk about specific topics; nicknames, family, interests/hobbies, hopes etc.

TIMELINES   Again, divide participants into pairs (or threes). Issue pens and a sheet of flipchart to each pair. Give them 15 minutes to prepare timelines on two halves of the same side of the chart. Each person then uses the timeline to briefly introduce their partner to the plenary group.

The feedback can be boring if the facilitator does not manage the time. Also tell participants not to take it seriously; the feedback should not be a boring list of achievements.

TIME
1¾ hours.

MATERIALS
Handout of Workshop timetable. Flipchart paper and pens. Masking tape. Pre-prepared charts. Pieces of card (about 10cm x 15cm) of two colours.

INTRODUCTION
Give a warm welcome to all participants. Introduce yourself and the other facilitators. Introduce the purpose of the Workshop and outline this session. Give any necessary administration notices.

DEVELOPMENT

3.2.1 Short (more formal) introductions
Each person in turn gives their name, where they are from and *briefly* describes the group or organisation that they work with. Don't allow anyone to talk for more than a minute. If you like, limit the time to how long a match can burn. Pass round a box of matches; each participant in turn lights one but can speak only until it goes out.

3.2.2 Icebreaker and group introductions (definitely not so formal!)
You need to relax the atmosphere. Try this icebreaker called Group Portrait. (There are some other ideas in **BOX 9**.)

- Divide participants randomly into groups of about four.

- Ask the members of each group to move their chairs together and reintroduce themselves, this time they don't talk about anything too serious; certainly not work. What do you enjoy doing in your spare time? What unusual abilities do you have (everyone has something!)? If you like, ask everyone to think of an animal whose character they most share; why?

As the workshop gets under way it is likely that a number of issues may arise. Sometimes facilitators can prepare for these. For example it is very likely that someone will need some medical help during the workshop. Facilitators can come prepared with a simple first aid kit and with some cash available to pay for clinic fees and treatment for malaria for example.

There may also be problems that arise between participants. It is very important to encourage a sense of team bonding among the participants. Deal promptly and sensitively with difficulties, with the help of the social committee if appropriate. Don't allow resentment to build.

Some small funds may also be needed to help if urgent travel is required for family emergencies etc among the participants.

*Some participants may need
special consideration!*

■ Now ask each group to produce a single sheet of flipchart paper with drawings that represent each member of the group. Reassure everyone that good artistic skills are not needed (indeed they can be a handicap!). Say that one person from each group will use the flipchart to introduce all the group members.

■ Now display the flipcharts on a wall where everyone can see; ask one person to introduce the group, one by one.

This exercise works very well to break the ice, to get people working together and to re-introduce participants and help people to remember names. It still works well even if some participants have known each other previously.

Allow about 20 minutes to discuss and develop the flipchart; then about ten minutes for the feedback.

3.2.3 Overview of the Workshop programme

■ Present, using **CHARTS 2** and **3**, the PILLARS name and main objective. It is a good idea to leave these charts on a wall throughout the Workshop.

■ Issue the timetable handout (**CHART 1**)and outline the daily session times and the topics planned.

■ Ask for questions of clarification (not detailed discussion – there will plenty of time for that later).

CHART **2**

PILLARS
WHAT'S IN THE NAME?

Partnership In Local
Language Resources

An approach for producing useful,
accessible written materials in local
languages

CHART **3**

PILLARS
MAIN OBJECTIVE

To establish a Regional Language Team and
Committee that can sustain the production
of printed materials in the local language

3.2.4 Hopes and Concerns

■ Ask participants to return to their groups of about four. Issue materials (a pen and about eight cards of two colours to each group). The group should choose one person to do the writing.

■ Ask participants to discuss in the group their hopes and concerns about the Workshop. They

write their joint hopes and concerns on card; one per card, using one colour for hopes, the other for concerns.

- Write the headings 'Hopes' and 'Concerns' on two sheets of flipchart on the front wall. Ask a group member, when ready, to stick the group's cards on the charts under the appropriate headings.

- When they have finished read the cards aloud, and respond as appropriate. If it helps, move related cards into clusters. Chair a plenary discussion.

- Move the 'Hopes and Concerns' chart to a side wall for the rest of the Workshop.

3.2.5 Workshop style and Ground Rules

Emphasise that this is a Workshop (we've come to work, not sit like sponges and soak in what others say) and that it is participatory.

Ask for participants' suggestions for Ground Rules. For each suggestion, seek agreement from the whole group and then write it on the flipchart. Typical rules include 'Keep to time', 'Only one person speaks at a time', 'Respect one another', 'Listen before you speak' etc. Stick the Ground Rules chart on the side wall for the rest of the workshop.

3.2.6 Workshop Teams

For the smooth running of the Workshop, all participants are asked to volunteer for roles each day. See **BOX 11** for some suggestions of the teams you may consider necessary.

Ask participants to write their names on **CHART 4** (page 22) on the sidewall. Each participant should volunteer for a different role each day of the Workshop.

BOX 11: Setting up Workshop teams

It is a good idea to ask all the participants to volunteer to join teams that will handle much of the management and organisation of the workshop. Why?

- To allow participants to participate in the decision-making and control of the workshop process.
- So that participants jointly take ownership of their learning.
- For them to learn from working in teams.

Decide how many teams you need for the various roles. Typically they could include:

Team	Roles
TIME KEEPERS	To inform everyone when breaks or sessions are nearly finished. Give them a Yellow Card (*five minutes to go*) and a Red Card (*time's up*).
ENERGIZERS	To energize everyone with games or exercises at any time, at the beginning, during or at the end of sessions, if participants start to fall asleep! See **APPENDIX B** for lots of ideas.
REVIEWERS	To organize the monitoring at the end of each day and prepare brief feedback for presentation the next morning.
	To start each day with a review of what was done the previous day and feedback on the monitoring.
THE NEWS TEAM	To give a summary each morning of the news out in the big, wide world. If possible they need to have access to a radio or newspaper.
THE SOCIAL TEAM	To co-ordinate sport or games activities, an evening social or assist if a participant falls ill.
THE DEVOTION TEAM	To prepare a brief devotion or prayer time at the start and end of each day. Where participants are of various faiths or no faith in particular, this devotion time could be in the form of a reflection or thought-for-the-day.

	Monday	Tuesday	Wednesday	Thursday	Friday
WORKSHOP TEAMS					CHART **4**
Time keepers					
Energizers					
Reviewers					
News team					
Social team					

CONCLUSION

Repeat your welcome to the Workshop. Recap what has been done and link forward to the next session in which we look at the PILLARS concept in more detail.

3.3 SESSION PLAN

The PILLARS concept; what and why?

AIM

To explain in detail the idea of PILLARS, where it has come from and what it is all about so that the participants are hopefully enthusiastic, but certainly curious to move ahead.

OVERVIEW

This is a very important session. No matter how good the invitation letters and briefing have been, participants will still be unclear as to why they are there. They will have come with other things on their minds. They need to be persuaded that spending valuable time at this Workshop is worthwhile.

Many workshops begin with hours of long boring speeches. This must be avoided. At the same time, you need to explain the background to PILLARS (**SECTION 1** of this Workbook) in a lively and participative way. This session and the debate that follows should start to create a working and learning environment in which everyone is seen to have something to contribute.

Avoid, at all costs, giving a long boring lecture! But in this introductory session, it is difficult to avoid a lot of presentation. So there will need to be several well placed energizers!

OBJECTIVES

The participants will:

- reflect on the background research and experience on which PILLARS is based
- be motivated to move ahead with the start of the PILLARS process.

TIME

$1^3/_4$ hours.

MATERIALS

Flipchart paper and pens. Pre-prepared flipcharts. Pieces of card (about 10cm x 15cm). Masking tape.

INTRODUCTION

Welcome the participants again. Link back to the previous session; we've started to get to know each other, we've discussed the programme and our expectations and concerns. We now need to look in more detail at the idea behind PILLARS.

Show **CHART 5**. Go through the outline of the session and mention the objectives.

CHART
5

OUTLINE

- What is PILLARS?
- Information feast or famine
- Where has PILLARS come from?
- Information sources
- The research behind PILLARS
- The PILLARS concept
- The PILLARS process
- Possible ways forward

DEVELOPMENT

3.3.1 What is PILLARS?

Show **CHART 1** again, which was used in the previous session. Remind participants where the word PILLARS comes from and that it is an approach for producing useful, accessible written materials in local languages.

3.3.2 Information feast or famine?

Show **CHART 6**. Say that for many people in the world this is a time of instant communication. Outline the list. For some their problem is dealing with **too much** information. Information, advice and advertising comes from all directions and they have to sort it, ignore much it and decide what is useful and important to them. But for many other people there is an information famine. They have little or no access to information from outside.

CHART
6

INFORMATION FEAST OR FAMINE?

A FEAST FOR SOME:

- Books and newspapers
- Telephones and faxes
- Radio and television
- Satellite communication
- Computers
- Electronic mail
- The world wide web

Show **CHART 7**. Ask participants to form groups of about three with their immediate neighbours. Issue cards and a pen to each group. Give them five minutes to discuss the question and to list causes that limit people's access; one cause on each piece of card. When they have finished, ask one person from each group to come and stick them on the chart. Have small pieces of tape ready for this.

CHART
7

A FAMINE FOR OTHERS:

What limits people's access to information from outside?

Discuss the causes as a whole group. Sort the cards. Where there is repetition, move the cards together. The list will probably include:

- lack of literacy
- living in remote rural areas
- not able to speak a national or international language
- poverty; no money to buy sources
- ineffective government extension or information services.

Discuss any that you think may be missing from the participants' list and add any cards if necessary.

3.3.3 Where has PILLARS come from?

Mention that the idea for PILLARS developed from experience and research done in the 1990s. It started from the newsletter called *Footsteps* published every three months since 1989 by Tearfund UK. Show some copies of *Footsteps*. It is quite likely that some participants have seen it before or even receive it themselves. Over 40,000 copies of each issue are sent to health and development workers worldwide in English, Spanish, Portuguese or French. (It is free, and if participants want to be on the mailing list, ask them to put their name and address on a list during lunch break).

Readership surveys were carried out to find out how *Footsteps* was being used. Detailed participatory research was carried out in rural areas of Ghana and Uganda. Before looking at the

results of this research, ask the participants what the situation is in rural areas known to them.

3.3.4 Information sources

Form groups of between three to five participants. It is probably best to do this on a regional basis. Group together participants from a particular geographical area, district or community. If they all come from the same area or community, you could group them by gender or age.

Show **CHART 8a**. Issue cards to each group (two colours, ten pieces of each colour). Explain the three tasks. Ask all groups to focus on the same type of information; choose beforehand whether you want participants to look at farming, health or other topics. Issue a blank sheet of chart paper and tape to each group and ask them to prepare a chart of their rankings as shown in **CHART 8b**.

FARMING OR HEALTH INFORMATION SOURCES

CHART **8a**

FOR YOUR COMMUNITY:

◆ List ten important sources of farming or health information.

◆ Rank the sources listed for frequency – how often do people use these sources?
(1 = most often, 10 = least often)

◆ Now rank them again for trust – how reliable these sources are thought to be.
(1 = most often, 10 = least often)

Ask participants to decide together on the ten most important sources of infomation for this subject and copy them onto both sets of cards. Then ask them to rank the sources, using one colour card for the *frequency* of obtaining information and the other colour card for the *trust* placed in the source of information.

When groups have finished, tape their charts on a wall visible to everyone. Ask one person from each group to feedback a brief summary of their discussions and conclusions. Discuss the feedback with the whole group.

FARMING INFORMATION SOURCES

CHART **8b**

Name of community

....

Frequency	Source		Trust	Source
1			1	
2			2	
3			3	
4			4	
5			5	
6			6	
7			7	
8			8	
9			9	

3.3.5 The Research behind PILLARS

Present the main findings of the research using **CHARTS 9a, 9b** and **9c**. Explain each finding briefly. Ask if there are any questions but avoid entering into detailed discussion with the whole group at this stage. If you do, you will probably find the questions are dominated by just a few participants.

When you have finished presenting all the findings, ask participants to return to their small groups (the same groups that discussed the ranking of information sources.)

THE RESEARCH BEHIND PILLARS

CHART **9a**

◆ Rural people relied most on information sources WITHIN their groups and community. Group support was very important for sharing ideas.

◆ Groups with access to information were generally more developed and confident.

◆ Rural people had very limited access to printed materials. They trusted printed materials and wanted to have more. The few materials they did have, they stored and used well.

- ◆ Lack of literacy is not necessarily a barrier to accessing written materials. Individuals who were not literate could access information through the support of others. Group literacy was usually more important than individual literacy.

- ◆ Most successful groups have, enthusiastic members, 'animators', open to new ideas and able to inspire others. Animators usually have higher than average literacy.

- ◆ The use of national or international languages in printed materials can be a major barrier. Printed materials in the local language were particularly preferred and effective.

- ◆ For printed materials to be useful, they must be highly visual, relevant and well produced. This is more likely to happen if local people themselves are involved in producing them.

Ask groups to discuss the findings for ten minutes. Do they agree with them?

If you wish, ask each group to feedback their discussion on a flipchart. However, this may take too much time. Alternatively have an open discussion to allow each group to share.

3.3.6 What is the PILLARS concept?

Show **CHART 10**. Present the main objective of PILLARS which is '*to stimulate the sustained production of written materials in languages that are useful to local people*', and the other objectives. Together these objectives make up the PILLARS concept.

CONCLUSION

Say that the PILLARS process has been developed and tested with the Basoga people in Uganda and amongst the Zande people of Southern Sudan.

CHART
10

THE OBJECTIVES OF PILLARS

To stimulate the sustained production of written materials in languages that are useful to local people. To:

- ◆ encourage the generation and flow of locally relevant ideas

- ◆ strengthen literacy skills, especially group literacy

- ◆ assist in the formation and capacity building of local groups

- ◆ empower and give confidence to local people

- ◆ encourage the use of and pride in local language

- ◆ establish a system for the sustained production of written materials.

But before moving on to discuss how the PILLARS process works, introduce the debate that will follow about whether there is any point in producing written materials in local languages. Tell participants of the agricultural extension manager in Ghana who said '*Producing written materials for farmers in the local language is a waste*'.

Is he right? That is what we will examine next.

PILLARS aims to encourage the capacity building of local groups

SESSION PLAN

The PILLARS debate

AIM

To debate the issues behind PILLARS in a way that is enjoyable, breaks the ice and creates a good Workshop environment and a real sense of ownership and cooperation.

OVERVIEW

The previous session on the PILLARS concept will probably have raised many questions in the minds of participants. We have found the best way to bring these questions out into the open is to hold a debate. It's enjoyable and it gets everyone reflecting on the issues. The debate is in effect a role play in which participants take sides to argue the motion '*Producing printed materials in (insert the name of the local language here) is a waste of time and money.*'

OBJECTIVES

The participants will:

- prepare and present a case either for or against the motion

- be motivated to move ahead with the start of the PILLARS process.

TIME:

$1^3/_4$ hours.

MATERIALS

None. Participants may ask for chart paper and pens.

INTRODUCTION

Remind participants of the previous session. They were introduced to the PILLARS idea and the research behind it. You have already discussed some of the issues about rural peoples' access to information. But more time needs to be given to this. Say that, in other PILLARS workshops, holding a debate has been the best way to do this.

Suggest that they shouldn't take the debate too seriously; it should be fun and give everyone a chance to listen to other viewpoints. Participants will be asked to take a viewpoint that is not necessarily their own.

Show **CHART 11** with the debate motion. Form the participants into two groups. This could be done either randomly or perhaps systematically to ensure a balance including gender.

Tell one group they will be **for** the motion, the other group **against**. Do not give them a choice!
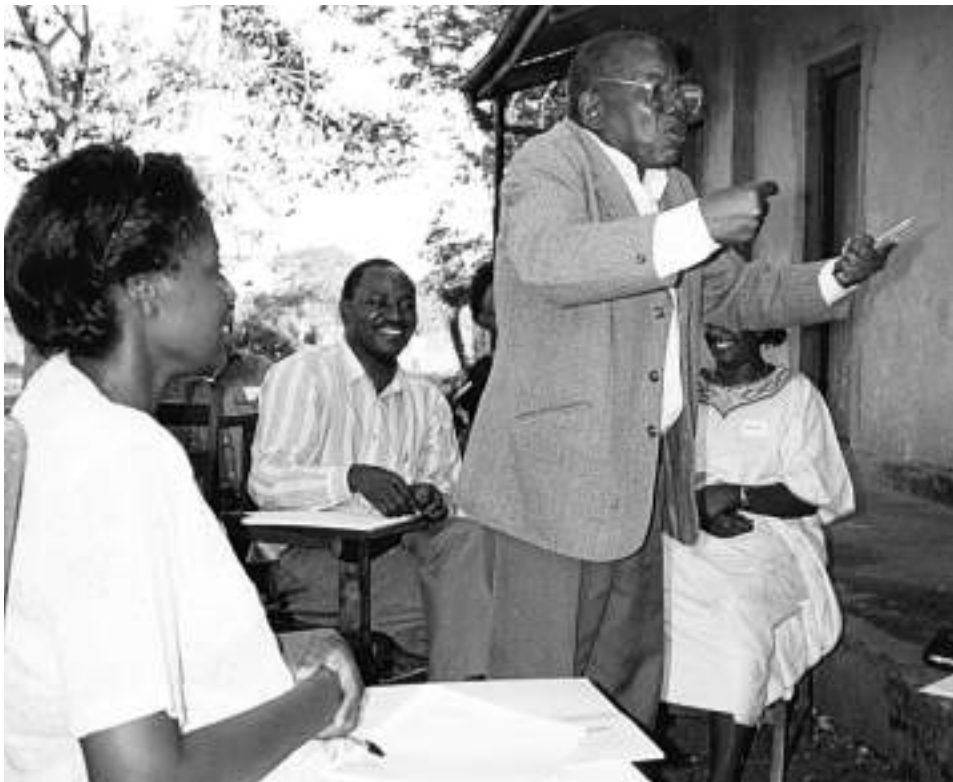
Debating need not be taken too seriously!

> **THE PILLARS DEBATE**
>
>
> 'Producing printed materials
> in
>
> ....
> (insert name of local language)
>
> is a waste of time and money.'

> **THE PILLARS DEBATE**
>
>
> **Time**
>
> | | |
> |---|---|
> | First Speaker FOR | 3 mins |
> | First Speaker AGAINST | 3 mins |
> | Second Speaker FOR | 3 mins |
> | Second Speaker AGAINST | 3 mins |
> | Contributions from other participants | 20 mins |
> | Summing up FOR | 2 mins |
> | Summing up AGAINST | 2 mins |
> | Vote | |

Emphasise that this is the best way to have a balanced debate with all arguments raised.

Say how the debate will take place; elect a firm Chairperson and ask each group to prepare their case. Explain clearly the time schedule. It will help if this is set out on a chart (**CHART 12**). Warn that the Chairperson will keep strictly to time!

Give the groups about 40 minutes to prepare. Each group should choose a first and second speaker; ideally one female, the other male. They each will have a maximum of three minutes to present their case. When all four speakers have presented, the Chairperson will invite contributions from other participants (maximum one minute for any one participant). A third speaker from each group will then have two minutes to sum up their case.

You will then ask participants to stop playing their role and ask them to vote. In other words, whether they have been arguing for or against the motion, having heard all the arguments for and against, they should now vote whichever way they really feel. However, before taking the vote, it may be helpful to have an energizer (eg Fruit Salad, on page 75 in **APPENDIX B**) which helps participants to stop playing their role, particularly if the debate has been very heated.

CONCLUSION

Using the debate format does of course have a major risk! Some participants may vote for the motion. It has not happened yet! If everyone votes against the motion, you will have a very energized team, keen to move ahead. If the debate has finished early, then either take an early break, or introduce the next topic, the PILLARS process.

If there are some participants who voted for the motion, you need to use your judgment as to how best to proceed. You may need to spend more time as a whole group exploring why some members feel it is a waste to produce written materials in the local language. Maintain a friendly and open atmosphere. There may be very valid factors that you as organizer were not aware of. Or it may be better to talk with those individuals separately during the next break.

3.5   SESSION PLAN

How the PILLARS process works

AIM

To review possible ways in which the PILLARS process could be taken forward, so that participants are aware of the steps and possible obstacles that will need to be overcome.

OVERVIEW

Hopefully everyone has enjoyed the debate, and is enthusiastic and committed about moving forward with the process. You now need to give an overview of the whole process and raise a number of issues and questions that participants will make decisions about later. Participants need to have a clear view of their target readers. They also need to practise translation work so that some common mistakes are avoided.

OBJECTIVES

The participants will:

■ learn about the typical PILLARS process

■ examine the format and topics of some of the PILLARS material previously produced

■ decide on a topic for materials to be translated and adapted during this Workshop

■ consider if one or two other participants should be invited.

TIME

1¾ hours.

MATERIALS

Flipchart paper and pens. Pre-prepared Charts. Masking tape. A set of PILLARS guides in English on different topics for each group (with examples from other languages if you have them).

INTRODUCTION

We have looked at the background of the PILLARS concept and we have debated the issues behind it. We now move on to look at how the materials are produced and who they are aimed at. Give an overview of the session.

DEVELOPMENT

3.5.1 **Where do we want to be in *one year's* time?**

Start by asking the question 'Where do we want to be in *one year's* time?' Adapt the time period to whatever you plan for the three workshops. If you intend to run them over a six month period, then change it. Show **CHART 13**. Using a piece of masking tape, fold up the bottom of the chart so that you reveal only the question.

Refer back to the main objective of PILLARS: '*To stimulate the sustained production of written materials in languages that are useful to local people.*' (It helps if **CHART 10** from the previous session is still up on a sidewall.)

Suggest that to succeed in this, one possible output from the three Workshops could be: '*A Regional Language Team and Committee that can sustain the production of printed materials in* (*insert the name of the local language*)'. Reveal the bottom half of **CHART 13**. Emphasise that we are not just talking

---

> **CHART 13**
>
> **WHERE DO WE WANT TO BE IN ONE YEAR'S TIME?**
>
> A Regional Language Team and Committee that can sustain the production of printed materials in
>
> ....
> (insert name of local language)

about officers but a team of members with the necessary motivation and skills.

You could ask for questions at this point but it may be better to move on to describe the process in more detail, and than invite discussion.

3.5.2 **How will we get there?**
The PILLARS Process

You will need to produce beforehand a chart similar to **CHART 14**. Adapt it to your local circumstances by adding steps as necessary. For example, you may not have been able to raise sufficient funds for all three workshops; you will need to add a step to do with this.

> **CHART 14**
>
> **HOW DO WE ESTABLISH THE PILLARS PROCESS?**
>
> ◆ Find a group of committed participants
> ◆ Run three workshops
> ◆ Build confidence and teamwork
> ◆ Develop skills in
>   · translating
>   · writing
>   · researching
>   · testing
>   · reviewing
> ◆ Arrange the design and printing of several booklets
> ◆ Sell the materials
> ◆ Agree systems for sustaining production and marketing
> ◆ Set up a Regional Language Committee for moving the process forward

Present **CHART 14**. Make it clear that there are many issues that need to be discussed in each workshop. Decisions will need to be made and the participants are the people who must make them.

Hold a discussion about the process. Divide into groups of 4–5. Ask participants to discuss for ten minutes:

■ any suggested changes to the process

■ any questions or uncertainties they have.

When they have finished discuss together the changes suggested and the questions raised. Do not let this drag on. Decisions do not have to be made at this stage. You are simply raising issues that you want participants to keep discussing amongst themselves during this and later Workshops.

Have an energiser at this point to allow participants to have a break with what follows.

3.5.3 The PILLARS Guides and their format

Introduce the range of Guides that have been produced elsewhere. Pass examples around so that everyone can see one. Give them a couple of minutes to quickly have a look and chat about it.

Describe the format of the Guides with:

■ the Guide topic

■ 20–24 double A4 pages per Guide

■ the PILLARS logo

■ sub-topics on double facing pages

■ limited text

■ illustrations relevant to the target readers

■ questions useful for group discussion

■ if appropriate, additional bible studies related to the topic.

Mention the variety of topics that different local language committees have identified as priority for their area. Say that some teams have produced different materials such as large wall charts as well as A4 Guides.

The Guides may look straightforward. But they are not easy to write. It is much harder to write something clearly in just a few words than it is to use many words.

In addition there is the difficulty of writing in a language for which there may be:

■ few examples of written material (Parts of the Bible? A dictionary? A literacy primer?)

■ many words in common use which have been introduced from another language

■ limited agreement on the standard way of writing the language, the spelling, emphases and tonal differences.

3.5.4 Who are the Guides for? The Target Readers

Say that it is very important throughout the whole process to think about the target readers. Show **CHART 15**. (It is a good idea to always have this chart on a wall at the back of the room – as a constant reminder.)

> **REMEMBER THE TARGET READERS!**
> CHART **15**
>
> ◆ Age and Gender?
>
> ◆ Culture?
>
> ◆ Level of text literacy – individual and group?
>
> ◆ Visual literacy?
>
> ◆ Clear and appropriate illustrations?
>
> ◆ Layout?
>
> ◆ Stimulating questions?

Ask participants to think of a real group of target readers; and to keep that group in mind whenever they are translating or writing or reviewing Pillars materials. Constantly ask 'Will this be clear and appropriate for the group in mind?'

3.5.5 A taste of translating and reviewing

Experience in testing PILLARS elsewhere suggests it is best not to immediately try writing new material in the local language, but to spend much of the first two Workshops in first developing translating and writing skills and gaining a full understanding of the way in which the Guides are designed.

Form groups of three or four people. Take care with this: experience shows that as soon as people start working in small groups, they do not want to change. It is best not to do this randomly by counting off *one–two–three*. Mix ages and gender as much as possible. If possible, include one person with experience of educational writing in both English and the local language in each group.

Ask all the groups to open the same double page from a Guide. Select a section of text from the double page: just a few sentences of perhaps 60 words. Ask the participants to do three tasks:

■ Read through the whole double page and discuss the content and questions as if they were in a community group meeting.

■ Review the whole double page and ask themselves whether it is appropriate for the Target Group, in their culture and language area. Write a few conclusions on chart paper.

■ Translate the section of text, writing their translation in large letters on chart paper.

Issue chart paper and pens to the groups. Do not rush them. They may take 30 minutes or more.

Stick all the flipcharts on the front wall. Give participants a few minutes to walk around and read the other translations.

First review the appropriateness of the double pages for the target audience. Did participants think the information was useful? Did the questions provide a useful starting point for discussion?

Then invite comments on the translations. How do they compare? Bring together the points that are raised. Also include any of the following points that are not mentioned and allow discussion.

3.5.6 Guidelines for translation

CHART 16 provides a summary of useful guidelines for participants when translating. Introduce these points here. It may be helpful to return to these after **SESSION 3.6** has been completed.

■ Do not translate word for word.

■ Change words and rephrase sentences as necessary.

■ Use as few words as possible.

TRANSLATION CHECKLIST CHART **16**

REMEMBER THE TARGET READERS!

◆ Avoid translating word for word!

◆ Are the right words and phrases used?

◆ Are as few words as possible used?

◆ Correct language?

◆ Straight-forward language?

◆ Spelling?

◆ Handwriting clear?

◆ Punctuation?

◆ Use short, interesting titles

◆ Use clear labels for the diagrams

◆ Are new diagrams needed?

■ Is the language correct? Are there unnecessary words from other languages? Listen to the older participant whose language may be 'purer'.

■ Keep the language straight-forward. Remember the needs of the newly literate.

■ Is the spelling correct? Use of accents?

■ Handwriting must be clear for others to read and review – but avoid writing in all capitals.

■ Punctuation is important – use of capitals, speech marks, bullet points etc.

■ Keep titles short and appealing.

Point out that typists, designers and printers may not be familiar with the language so clear handwriting and punctuation are very important.

CONCLUSION

It will have been a busy day and very full session. Commend participants on their hard work. Link forward to tomorrow when they will focus on 'real' translation work.

3.6 SESSION PLAN

Translation in teams

AIM

To agree a Guide topic and to start translation work.

OVERVIEW

Before translation work can start, participants need to prioritise the topics for which they think there is a need and a market. A Guide topic will then be agreed. They will also agree on any major changes that need to be made to the content of the Guide selected.

Translation will then start in groups. These will generally be the same groups that were formed last session yesterday. You may have found that some groups were not well balanced. The Facilitators should consider overnight whether changes should be made. It may be a good idea to talk to some individuals before this session to explain what changes you think are needed and to get their permission.

OBJECTIVES

The participants will:

■ make a preliminary need and demand assessment of the topics for the local language area

Working in small groups allows particpants to share experiences and gain in confidence.

■ decide on a topic for materials to be translated and adapted during this Workshop

■ start translation in groups.

TIME

$1^3/_4$ hours.

MATERIALS

Flipchart paper and pens. Pre-prepared flipcharts. Masking tape. A set for each group of PILLARS Guides in English on different topics (and examples from other languages if you have them).

INTRODUCTION

Yesterday was about the whole concept and process of PILLARS. Participants will want to make a start on real translation work. We must first decide on a topic. Give participants an overview of the session.

DEVELOPMENT

3.6.1 Assessing the need and choosing a topic

There are a number of PILLARS Guides available. The choice that participants have is limited by the Guides that you have available for them to work with at this first workshop. However, you should be able to obtain other guides for the second Workshop. Ask participants which topics they believe would meet the greatest need in their area? Write a list of suggested topics on a chart. Sometimes there may be clear agreement on the list and on the priority of the topics. At other times a discussion may be needed. Try and seek agreement without the need to vote.

For this workshop choose a topic which:

■ meets local needs and can be marketed (the Guides must sell as quickly as possible!)

■ can be translated without too much adaptation and research.

Inform participants that the aim is to write or translate three Guides, one during each Workshop. Materials on another topic will be translated during Workshops 2. Workshop 3 will require some research beforehand as this topic will be written by the participants.

3.6.2 Agreeing the content

Having agreed a Guide topic, put all other English Guides to one side. Focusing now on the chosen Guide, ask participants if there are any major changes that need to be made to the sub-topics. Are there whole double pages that are not relevant in your language area? Are there sub-topics missing that should be included? Discuss and decide.

3.6.3 Translation checklist

Remind participants of the conclusions they reached yesterday. Prepare a chart similar to **CHART 16** and keep it on a back wall throughout the Workshop?

Discuss any points that are not clear.

3.6.4 Translation work in small groups

Tell participants they will be working in groups of 3–4. The facilitator should allow each group to choose the sub-topics they will translate, whenever possible. Negotiate, making sure that if a group does not get its first choice this time, it will next time.

Agree a time, perhaps 15 minutes before drinks break when you would like to gather everyone together to reflect on progress. Assure them that there is no hurry. They should work at their own pace and shouldn't be concerned if other groups seem to be working faster.

Encourage them to find their own work place and to move chairs and a table; perhaps under a shady tree outside.

Facilitators should visit groups as they work. Take care not to interrupt. Watch how they work. Ask about progress and if there are any problems. Make gentle suggestions if you see they are making a mistake.

Each sub topic may be of very different length. Groups will also work at different speeds. If a group completes translating a double page before others, ask them to check carefully using the Translation Checklist chart. Once they have double-checked, give them another double page to translate.

Facilitators who cannot speak the local language are obviously more limited in the assistance they can give. They will need to get advice from the facilitator who knows the language, if they sense mistakes are being made in the translation.

3.6.5 Reflection on progress

Call everyone together for an energiser.

Ask everyone to be seated. How is progress? Ask each group to give a brief feedback on progress and on any difficult problems they faced.

The purpose of this reflection is not to go into details, but rather to draw out general issues and suggestions. For example one group may be having difficulty translating an awkward phrase that other

Allow groups to work at their own pace

groups could help with. Another group may feel the need to make changes in one topic to fit the local situation.

CONCLUSION

Conclude with any points that need to be emphasized or perhaps added to the Translation Checklist. Emphasise the excellent progress made. Take a deserved break.

3.7 SESSION PLAN

The quality of translation work

AIM

To review scripts to ensure their quality.

OBJECTIVES

The participants will:

- develop their proof-reading skills
- be able to effectively review text and diagrams for their accuracy and relevance.

TIME

1¾ hours.

OVERVIEW

The PILLARS process will succeed only if the printed materials sell. Like any commercial enterprise, the product must be of good quality for people to want to buy it. Reviewing each other's work is very important to ensure quality. However, before you invite comments on translation work, you need to establish some ground rules for reviewing other people's work. Much of the success of the PILLARS process depends on reviewing within the group and if the rules for this are not established from the start, there may be problems. The group dynamics and team spirit may collapse.

INTRODUCTION

We need to start talking about **quality**. You need to introduce the theme in a way that will have an impact on the participants and at the same time will be enjoyable and non-threatening.

If possible try a role-play. Two facilitators (or participants if you brief them beforehand) could act two or three brief scenes that illustrate different

aspects of quality. Here are some examples; with each, make up a conversation.

- A market scene. A person is buying fruit from a seller. The buyer examines the fruit; the best is on the surface hiding poor quality fruit beneath. '*What's this fruit under here. It's all bruised. You don't expect me to buy that, do you*!' etc.

- A scene in the provincial government office responsible for literacy and adult education. Two officials have been sent a sample copy of a new PILLARS guide in the hope that they will buy large numbers. '*Have you seen this new booklet in Lubinda* (insert the name of the local language here)*? We really need something like this for our literacy work.*' '*Yes, but have you looked at it in detail. The print quality is terrible. It's full of spelling and typing mistakes; it's really confusing. And look at the picture on page 8; our women don't dress like that. We can't buy these booklets; people will laugh at them*!'

- A scene with two elders talking. They are examining a PILLARS guide. They are both angry. '*And look at this on page 16. That's not proper Lubinda.*' '*They've used a Butopa phrase instead. They haven't got a clue what they're talking about.*' '*You can tell this was written by a bunch of young people; they think they know everything.*' '*They should have come and talked with us. We would have put them right.*'

DEVELOPMENT

3.7.1 Discussion on Quality

Discuss the role plays. What issues do they raise? Quality is vital. The PILLARS materials produced will have everyone's name on them; no one wants to have their name on something that has lots of mistakes in it and that they are not proud of. The materials will not sell if the quality is not good; the ideas, the language, the illustrations, the design, the printing.

3.7.2 Who else needs to be involved?

The role plays will also raise the question 'Who else do we need to involve?' Are there other participants we should invite for Workshops 2 and 3 who we know have expertise and skills that are missing in the present group? What research do we need to do? Who should we consult before the

next workshop because of their expert knowledge on a future topic? These issues will be covered in a separate session later.

3.7.3 Editorial Committee

Other language groups have set up an Editorial Committee of two or three from among the participants. Their role is to check through everyone's work to ensure consistency in spelling and wording and to make sure that the translation is as accurate and helpful as possible. They would normally check through the work twice – before it is typed and then again after typing. Suggest that people are chosen for the Editorial Committee on the basis of their skills, experience and willingness. An outside proof-reader may also be useful. Their role will be to look at the final material and make comments or corrections.

3.7.4 Considering a language policy

There probably has been some heated discussion on whether certain words and phrases were 'pure' or whether they have been introduced from other languages; or whether a phrase used is an 'old' way of saying something that no one would use today.

This is an important issue that needs to be discussed. Some language teams have developed a 'Policy Statement' that is printed near the front of all their materials. For example the Lusoga language team in Uganda developed the statement in **CHART 17**.

<table>
<tr><td>

THE LUSOGA POLICY STATEMENT

All languages constantly change. New words or phrases are invented or are introduced from other languages. Old terms fall out of use.

The main purpose of a book is to communicate.

Our policy is to use Lusoga language in common use today. This means that sometimes words of non-Lusoga origin are used. But where possible we use only Lusoga words and phrases.

</td></tr>
</table>

Show **CHART 17**. Ask for comments. Participants may want to develop their own policy. They may not want to now, but may want to continue the discussion in their group work and break times over the next few days.

3.8 Field visit and feedback

AIM
To field test the PILLARS material.

OBJECTIVE
■ To obtain detailed feedback from representatives of the target audience on the PILLARS Guides.

■ To provide training in gathering and presenting information for the participants.

TIME
4–5 hours (over 3 sessions)

Preparing for, carrying out and analysing the responses from a field visit, should provide a major focus during the first workshop (though it can also be done during the second workshop). This exercise enables the participants to assess the likely response to their work, it will provide a basis for future research into the use of this and other materials, it will provide helpful information for disseminating the guides. It will also enable useful feedback to be fed into the translation process at an early stage.

PREPARATION
The ground-work for the field visits must be done well before the workshop. With the help of one or two of the participants who live locally, identify several community groups who would be willing to host a visit. Ideally the field visit should take place on the third or fourth day of the workshop, so you need to find groups who either normally meet at that time, or who are willing to arrange a special meeting. If possible try and find a variety of groups, maybe a farmer's group, a women's group, a youth group or a church group. If you can find several willing groups, then this means the meetings will not be overwhelmed by a large number of workshop participants, but just by a small group. Make sure one of the facilitators knows exactly where the different groups meet.

Arrange transport to be available at the correct time. Ask the groups not to provide hospitality in the way of food and drinks. Make it clear that groups will not be paid for the visits but instead ensure that they receive benefits in kind – copies of *Footsteps* or other relevant information, and are promised copies of the PILLARS guides.

AREAS TO INVESTIGATE

Divide participants into working groups according to the number of community groups that are to be visited. If there is only one community group, you may like to consider making two visits to them, with half the participants at each visit, tackling different issues.

Discuss the issues to investigate with the participants. **CHART 18** gives questions which other workshops have used.

Encourage the participants to work together to prepare for the field visits. Facilitators may usefully provide inspiration by leading a short session on basic participatory skills and how to encourage quieter members of the group to talk. They may

Field visit

> **FIELD VISIT QUESTIONS** CHART **18**
>
> ◆ Information about the group, aims, number of members, date when started etc
>
> ◆ Where do people get new ideas about agriculture/health?
>
> ◆ How many people can read English or local language?
>
> ◆ Would people be interested in printed information in the local language?
>
> ◆ Test Guides and translations
>
> ◆ How would people be prepared to pay for the Guides?

also provide ideas on how to record some of the information such as time lines and matrixes (**CHART 19**, page 36).

Practise working out percentages (**CHART 20**, page 36) with participants so they know how to measure levels of English and local language literacy (ensure that as well as the people able to read in English for example, the total number of people present are counted).

Encourage participants to be creative in how they approve the field visits. Many may have previous experience in surveys or interviewing techniques. Some may like to use role plays to put members at their ease, or explain things.

Allow time for participants to write up their findings and present them.

CONCLUSION

Ensure that both participants and community group members benefit from their time. Arrange for community groups to be sent free copies of the guides and any other available literature should be given during the visit. Try and draw together the findings in a way that encourages the participants that they are meeting a real need. Address any issues that emerge.

MATRIX FOR INFORMATION SOURCES

CHART 19

Tuliwalale Women's Group mentioned three types of information that they were particularly interested in. They suggested five important sources of information. A matrix was drawn. Then the women were asked to rank each source out of 5 for how useful it had been.

	INFORMATION WANTED			
	Modern farming	Improved varieties	Chicken rearing	TOTAL
Women's groups	1	1	0	2
Radio	3	1	4	8
Husbands	2	0	2	4
SAFA (local NGO)	5	5	5	15
Church	0	0	0	0

USING PERCENTAGES

CHART 20

How many people can read and write a letter in English?

How many people present? (count quietly)

PERCENTAGE LITERATE IN ENGLISH

$$= \frac{\text{No of people able to read}}{\text{Total no of people present}} \times 100 =$$

If 9 people put their hand up to say they can read and write in English and the total number present is 23 people:

PERCENTAGE LITERATE IN ENGLISH

$$= \frac{9}{23} \times 100 = 39\%$$

It may also be useful to record how many men and how many women are literate.

3.9 SESSION PLAN

The missing page

AIM

To ensure that all translation work is carefully stored.

OBJECTIVES

■ To encourage participants to organize translated work

■ To introduce simple recording methods to track progress.

Watch out for the missing pages! We have found that unless you are very careful, there will always be at least one. You reach the end of the workshop and you find that pages of the script are missing or have never been translated, written or reviewed. Disaster! – especially after everyone has worked hard and is looking forward to seeing their work being made ready for printing.

To avoid this, these two tips will help.

■ Write a detailed table on several pieces of flipchart paper (see **CHART 21**) and keep them on the wall for the rest of the workshop. As work is completed, write a ✓ or make a note of what still needs to be done. Don't forget the

Introduction and objectives and, if you want to include them, the **Bible studies**. This chart is an example for a PILLARS Guide on Nutrition. Write the page titles in the local language as well as in English.

■ Be systematic in marking all the flipchart papers and typed papers with the Page Number in the top right hand corner. Once reviewed work is typed onto computer, if additional changes are later made, be very careful to mark any paper copies with a draft or version number or date; for example: *Page 7 Breastfeeding Draft 2*.

We suggest you do the same with your computer files also. Use a similar system to give the file a different name each time it is revised.

Page	Written	Drawings	Reviewed	Typed	Checked
1 Introduction and objectives	✓	✓	✓	✓	✓
2 Different kinds of food	✓	✓	✓	✓	✓
3 A balanced diet	✓	✓	✓	✓	
4 Food for pregnant and nursing mothers	✓	Needs to	✓		
5 Customs and traditions	✓	Needs to	✓		
6 Fermented foods	✓	✓	✓	✓	✓
7 Breastfeeding	✓	Needs to	✓	✓	✓
8 Food for weaning	✓	✓	✓		
9 Recipes for weaning foods	✓	✓	✓	✓	✓
10 Malnutrition	✓	✓	✓	✓	
11 Using local resources well	✓	✓			
12 Recipes with local resources	✓	✓	✓	✓	✓
13 Local green vegetables	✓	Needs to	✓	✓	✓
14 Introducing Soya beans	✓	✓	✓	✓	✓
15 Uses of Soya beans	✓	✓	✓	✓	✓
16 Recipes with Soya beans					
17 Local fruits	✓	✓	✓	✓	
18 Herbs and spices					
19 Food hygiene	✓	✓	✓	✓	✓
20 Keeping food cool	✓	✓	✓	✓	✓
21 Keeping food hot	✓	Needs to	✓	✓	✓

3.10 Agreeing the way forward

AIM

To make necessary decisions for printing to go ahead.

OBJECTIVE

The participants will discuss fully and agree together on a number of important issues that are necessary before printing the Guides.

OVERVIEW

With the completion of a translated Guide during the first workshop, the hope is that this can be checked and printed before the second workshop. However, there are a number of very important issues that first need to be discussed, if possible researched and agreed upon. If field visits take place during the first workshop, the findings from these can inform this session.

These are the issues:

- How many Guides do we print?
- What price will we charge for each Guide? Do we want a price printed on the cover?
- Where will the copies be stored?
- Who will be responsible for distributing copies from the storage area?
- What subject do we want to work on together at the next workshop?
- Where will we hold the next workshop?
- When will the next workshop take place?

INTRODUCTION

Show **CHART 22**. Talk through the issues and share any relevant information or experience. For example the available budget will influence the number of copies to be printed. Experience has shown that between 3,000 and 6,000 copies are probably the most cost effective numbers to print.

A decision does not have to made on the price to be charged until field-testing takes place, unless the participants want the price to be printed on the cover.

Decisions about the venue will again be influenced by the available budget. Participants are usually keen to have the next workshop as soon as

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> **THE WAY FORWARD?**
> **CHART 22**
>
> - How many Guides do we print?
> - Price for each Guide? Printed on cover?
> - Storage?
> - Distribution? Who will be responsible?
> - Subject for new Guide?
> - Venue?
> - Date?

possible so explain the need for time to process the materials for printing and suggest possible time limits to consider.

DEVELOPMENT

3.9.1 Group Discussion

Break participants into several small groups, ideally based on their regional locations. Allow 30–45 minutes for discussion and ask groups to prepare their feedback.

3.9.2 Feedback

Ask each group in turn to feedback their suggestions.

3.9.3 Open Discussion

Allow open discussion of the suggestions and together agree the way forward. When you agree the subject for the next Guide, also discuss the information that will be needed. Who will be responsible for making sure that there are enough resource materials available on the subject? Does the team need to invite someone else with particular knowledge to the next workshop?

4 The second Workshop

4.1 Suggested timetable

	BREAKFAST DEVOTION	SESSION ONE 08.30–10.15	BREAK	SESSION TWO 10.45–12.30	LUNCH	SESSION THREE 14.00–15.45	BREAK	SESSION FOUR 16.15–18.00
CHART 23: Typical programme for PILLARS Workshop 2								
Sunday								• Participants arrive • Welcome • Social event
Monday		• Welcome and introductions • Workshop objectives and programme • Icebreakers • Hopes and concerns • Workshop committees		• Progress update • Feedback on research and testing of draft materials		• Translating the second Guide		• Design and layout essentials
Tuesday		• Translating in teams		• Translating and reviewing in teams		• Practical session		• Practical session
Wednesday		• Translating and reviewing in teams		• Prioritising subjects for future Guides		• Poster session		• Poster session
Thursday		• Translating and reviewing in teams		• Finalise reviewing and checking		• Working with groups		• Animators
Friday		• Planning the next Guide		• Researching information for new Guides		• Promoting the Guide • Closing • Participants depart		

Most of the sessions in Workshops 2 and 3 are very similar to those described in Workshop 1, so fewer session plans are given here. Only plans for new key sessions are given in detail as it is assumed that facilitators are already familiar with previous sessions.

4.2 SESSION PLAN

Opening session

AIM

To begin the workshop with a positive introductory session so that a team spirit is quickly re-established.

OBJECTIVES

The participants will:

- ■ (re) introduce themselves if there are new members.

- ■ rebuild a positive feeling of working together

- ■ provide an update on news.

TIME

1¾ hours.

Begin with a warm welcome. If there are new people, then consider one or more icebreakers or energizers to enable the newcomers to get to know the other participants. Repeat the sessions on 'Hopes and Concerns' and on forming workshop teams (**SESSION 2.3** on page 13). Provide a positive update for this Workshop. Encourage participants to share their personal research into people's response to the Guides and the availability of material in the local language. Catch up on the personal news of participants.

This Workshop should be easier for both participants and facilitators as people now understand more of the process and will continue to gain in confidence in their abilities.

4.3 SESSION PLAN

Translating the second guide

AIM

To gain confidence in their translation skills.

OBJECTIVES

- ■ To encourage the ability of participants to look objectively at the materials translated.

- ■ To encourage local adaptation of information.

Participants should have selected this subject at the last workshop (see **SECTION 3.9**). Some may have researched around the subject and come with certain information that they would like to include. As participants work on the translation process, encourage greater discussion and thinking around the text. Participants may wish to suggest changes to the content. This should be discussed with all participants and checked carefully. But this confidence in determining the content should be encouraged.

If the Guide tackles subjects that are new to many participants, arrange some practical sessions to try out the processes. For example the *Food Security* or *Nutrition* guides may have pages on concepts that have not been used by participants. This will allow participants greater confidence as they translate and may help them in selecting the appropriate terms to use.

As before use plenty of energizers and breaks for participants. If a computer is available, it may be possible to encourage one or two participants with administrative skills to begin typing out the translation to encourage the process of skill sharing. If anyone is present with skills in using Pagemaker, the materials can be written directly onto the CD-ROM, so they can be printed with illustration and layout.

4.4 SESSION PLAN

Working with groups

AIMS

To consider the groups for which the PILLARS material is targeted

OBJECTIVES

■ To understand how community groups make use of information.

■ To understand the potential of groups in sharing information.

TIME

$1\frac{3}{4}$ hours.

MATERIALS

CHART 24, Paper and pens

The PILLARS guides are unusual in that they are designed for use directly with community groups. Much information material is written for trainers or facilitators – to help them in sharing information. PILLARS guides enable groups to reflect, discuss and introduce new ideas without the need for a trainer or facilitator.

This session helps participants to consider the role of community groups and how this translation work and the availability of PILLARS guides will benefit them.

Ask participants to break into small groups based on their regional location. Ask them to list the names of the various groups in their area. These should be informal, self formed groups rather than organisations. On a chart, ask them to write down:

■ the group name

■ the number of members

■ how many years the group has existed

■ their aims in brief.

The research on which the PILLARS process is based was carried out with 75 different types of community groups in Uganda and Ghana. The research drew out clear differences between the different kinds of groups.

The findings revealed four clear divisions within the various groups. Show **CHART 24** and discuss these differences.

Emphasise that Groups within Level A are usually quite new and have not yet established themselves with a clear sense of purpose or belonging.

Groups within Level B on the other hand have a clear sense of purpose and identity among group members. They may be formed to process foodstuffs together (eg processing oil, fruit juice) or for jointly marketing produce or to learn about a

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CHARACTERISTICS OF COMMUNITY GROUPS

CHART 24

LEVEL A

◆ No definite aims

◆ Usually encouraged to start by outsiders

◆ Not yet mobilised

LEVEL B

◆ Confident of aims

◆ Sense of identity

◆ Able to share their experiences

◆ Clear leadership

LEVEL C

◆ Good leaders who encourage discussion

◆ Strong sense of identity

◆ Open to change

◆ Share knowledge within the group

◆ Confident of their experience

LEVEL D

◆ Access to several sources of information

◆ Able to reflect and plan based on past experience

◆ So confident of their knowledge and experience, they share it with other groups

◆ Identity more concerned with looking outwards at the needs of other groups

new technique such as ox ploughing or bee-keeping. Most groups fall within this division.

Groups located within Level C develop from B partly over time and partly depending on the type of leadership within the group. Powerful, focused leaders may not encourage the questioning and reviewing of experiences that can develop if there is confident leadership which is open to change and new experiences. Leadership which encourages group members to experiment and develop and which allows members to question their role or aim, may mean that the group develops into Level C. Members commonly use their meetings to exchange information.

Groups within Level D have a great sense of confidence and ownership of their knowledge and experience. They are not just exploring and experimenting, they feel they know the solutions to various issues, and now they have tried them out within their group, want to tell others. Their confidence comes partly because they have access to outside sources of information such as newsletters, workshops or extension workers. Their whole focus is to share their knowledge with others, because of the benefits and empowerment they have gained through this knowledge. Though there were not so many groups within this division, their role was very important. Some are likely to go on to form organisations. It generally takes many years for groups to reach this stage.

Ask participants to return to their small groups and to discuss these findings and the different group levels. Do the groups they had identified earlier, fit into these levels? If so, which levels. How could

groups be encouraged to move from Levels A and B to Levels C and D?

After about 20 minutes of discussion, ask each group to chose a representative to share their findings.

CONCLUSION

Draw together the discussion over the factors likely to help groups to develop? The research findings indicated that facilitatory leadership, time and good access to information were the most important. A sense of ownership of information only comes if people can compare their knowledge with outside sources of information – whether through print, training or radio. PILLARS guides are designed to provide information directly to groups.

4.5 SESSION PLAN

The role of animators

AIM

To highlight the role of animators in sharing information

OBJECTIVES

- Participants will be encouraged to consider how information is shared within community groups.
- To discuss the special role of animators in sharing information.
- To consider how to support their role.

TIME

30–45 minutes

Participants have already discussed the various levels at which groups operate in terms of sharing information. Groups are made up of very different individuals. The research findings again highlighted a very important role within community groups – that of animators.

The term animator describes someone who 'animates' their communities, acting as a source of warmth and energy, interested in trying out new ideas and encouraging others to do the same. They frequently encourage groups to form, though are often not group leaders – they prefer to play a supportive role. They make things happen within

their groups. They don't just talk about new ideas, they try them out. They can be young or old, male or female, well educated or with no formal education. In almost every successful group there will be one, sometimes more.

Ask participants to break into small regionally based groups. Ask them to think about the groups they know well. How can we recognise the animators in these groups? What role do they play in the group? How can we help channel information to them? Are there other ways they can be supported?

Feed back any important points to the whole group.

CONCLUSION

Draw together the comments raised. Finish by reminding participants that many of them may also be animators. Challenge them to continue sharing information as effectively as possible.

4.6 SESSION PLAN

Design and layout essentials

AIM

To consider how material is laid out.

OBJECTIVES

■ To understand the important of the visual impact of information.

■ To learn simple ways of improving the layout of training materials.

■ To understand the basics of visual literacy.

TIME

$1\frac{3}{4}$ hours.

MATERIALS

CHARTS 25 and **26**

When people want to share information, they often tend to think just in terms of writing. Little thought may be given to the final appearance of the information and how much this influences the potential readers.

However, the layout and design of information plays a huge role in how likely people are to read and understand it.

There are three things to consider when presenting information.

Text (written or printed words)

Text on a typewriter does not vary in size or colour but can vary in terms of layout. However, text produced by handwriting or on a computer can vary considerably in size, colour and appearance. Small sized text means that more writing can be fitted onto a page. However, it is also very uninteresting to read. Newly literate people find it easier to read larger text. They also find it easier to follow when text is broken up at the end of the lines (not justified) and broken up by short paragraphs.

Layout

The overall interest and appearance of text, whether handwritten, typed or computer printed, can be improved simply by the use of large headings, space and boxes. These help to break up the information, making it more interesting to read. The discipline of using layout often means that more time and thought is given to short titles, the use of short bullet points and breaking up information. Most writing is greatly improved if it is edited in length (**CHART 25**, page 44).
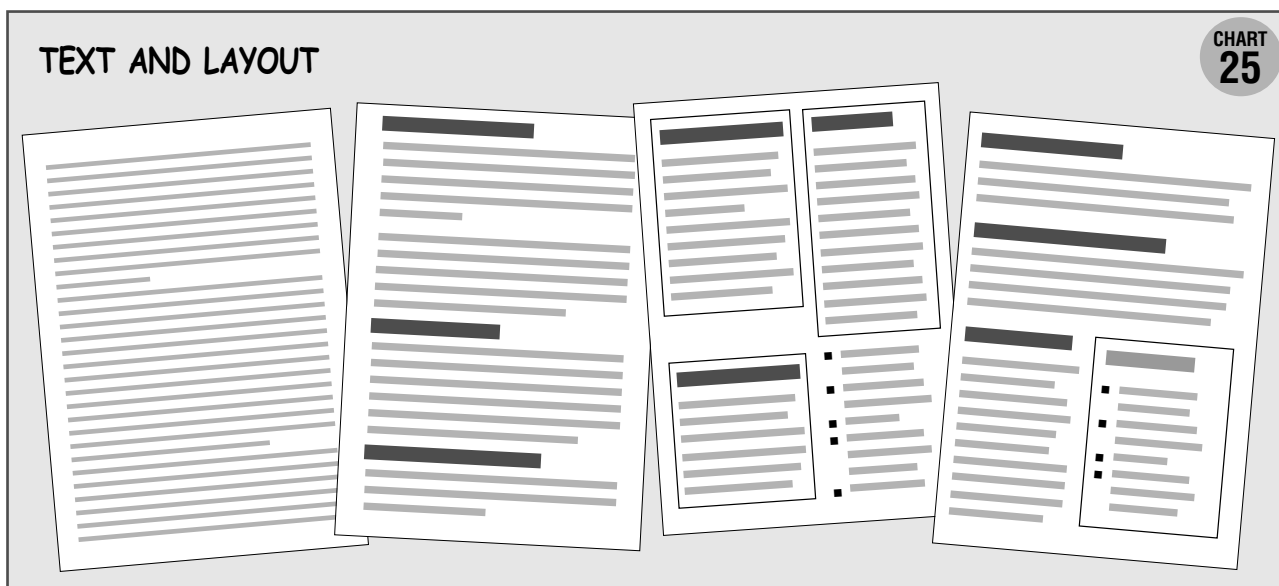
Illustrations

Diagrams, photos and illustrations add interest to writing. Sometimes a picture helps to explain things more clearly. New readers will find illustrations help to keep their interest and encourage them to read on. Using photographs is more difficult unless there is specialist equipment available.

There are certain important things to remember when using illustrations. Photographs of people generally mean that people identify their likely background. For example, using a picture of a Masaii herdsman to illustrate good techniques for producing animal fodder will prove very unhelpful. Readers who are not Masaii may feel this information is not for them. Knowledgeable readers will know that that the Masaii do not produce fodder crops and will lose confidence in the

CHART 25

information. Remember that photos are usually appropriate for only one geographical area. Good clear, line illustrations are generally most suitable (**CHART 26**).

There are certain points that are useful to consider, especially when preparing information for people who have little access to printed information.

■ The concept of scale may not be understood. Try not to mix images of different sizes together. For example, if showing illustrations of good hygiene in food, don't combine a drawing showing a plate of food with a large drawing of a fly. People may feel they don't have such large flies and lose interest.

■ When using illustrations of people, try not to show small parts of the body. For example try

not to show just a hand or a face or a foot, but to show as much of the body as possible.

■ Remember that an obvious symbol – a tick for something that is right or good, dotted lines to show rain or water, or lines to show movement, may not always be understood by people unused to printed information.

ACTIVITY

Working in small groups, ask participants to consider how to present information on two pages on keeping water sources clean (you may want to use other ideas here). Ask them to consider how much they should write and what kind of illustrations could be used. Without actually writing the text, ask them to do a quick sketch to show their ideas. Share with the other participants.

CHART 26
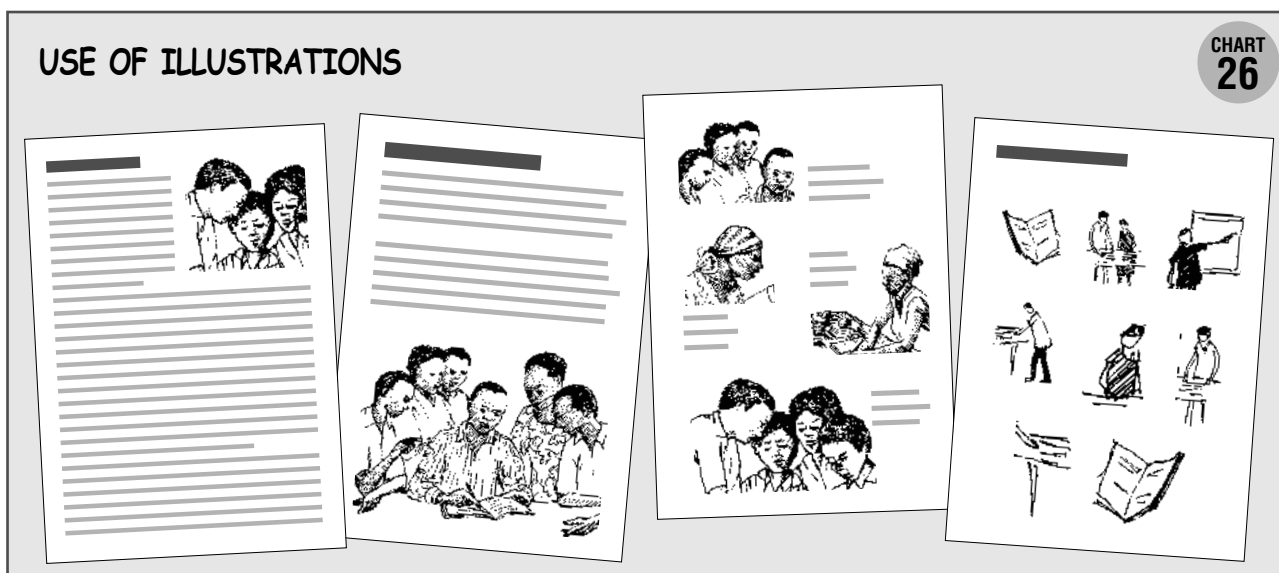
CONCLUSION

Draw out the ideas that participants have hopefully used in their sketches. Use these too to highlight any points they may have overlooked. Mention that the PILLARS guides all use one or more illustrations on each double page, both for the interest of non literate group members and for information.

4.7 SESSION PLAN

Poster session

AIM

To focus on presenting one idea as a poster.

OBJECTIVES

■ To put into practise the skills gained in layout from **SESSION 4.6.**

■ To gain experience in presenting simple information.

■ To illustrate other possibilities of using the PILLARS Guides.

TIME

1¾ hours.

MATERIALS

Photocopies of pages from PILLARS guides, paper and pens.

This session should always be done after **SESSION 4.6** has taken place. However, it does not need to follow immediately, but could take place the following day.

Ask participants to work in pairs. Their assignment is to look through the PILLARS guide they have been using and consider how to present information on one topic as a poster. They can adapt the text or illustrations, insert new ones, think up new headings. This time they are not being asked for an outline sketch, but to work on the actual wording and illustrations. If the quality is good, these could be produced for all the participants to use in their work.

Try to ensure participants choose different topics. It may be necessary to draw people together after 10–15 minutes to check the topics selected when

there is time to suggest minor changes if some are the same.

The participants may wish to continue working on these after the session has finished. It may be helpful to have two poster sessions to allow participants to develop their skills. At some point, encourage participants to present their work.

CONCLUSION

Encourage the participants as they put new ideas and skills into practice. Allow constructive feedback. Encourage discussion about how they could use these ideas in their work.

4.8 SESSION PLAN

Prioritizing subjects for future guides

AIM

To introduce a simple exercise on how to select priorities

OBJECTIVES

■ To help participants prioritize the subjects selected for future guides.

■ To introduce the idea of jointly prioritizing areas of work.

TIME

1¾ hours.

For development workers, each day is likely to bring many problems and concerns that need immediate attention. However, it is easy to let these immediate problems take over any long term planning. We all need to set priorities in our lives and in our work and try to make sure that these really do 'take priority' and take up most of our time. Otherwise we will look back over the past year and realise that we have not helped achieve any practical and long term benefits.

Common interruptions that take our time and attention may include:

■ reading the paper

■ visitors needing hospitality

■ friends and relatives needing help with transport

- officials requesting assistance for their work

- lack of fuel to make planned visits

- losing important documents or letters.

Rather than always dealing with the immediate, we all need to ensure we have a long-term vision as well and give this our full attention. Here are some ideas for a meeting that may help participants learn how to effectively set priorities.

Divide people into pairs and read this story aloud;

You have just returned from the market and see your house on fire. The entire roof is burning and there is nothing you can do to save the house. You have just two or three minutes to take out the five things that are most important to you. What would you take out?

- Give people a few minutes to decide which five possessions they would take out first.

- Ask several pairs to share with the others what items they have chosen.

- Then ask each pair to decide which item they would take out first and why?

- Explain that they have made a priority list. From all their possessions, they prioritized the five most important. Then they decided on their top priority and gave the reasons for this.

Try repeating this exercise in other ways. Here are some suggested situations:

- *The community health worker in your community is leaving to work in the town. The community needs to choose a replacement. What are the five skills and characteristics that you will look for*

when choosing a new health worker? Which is the most important?

- C*onsider your work and work situation. What are the five things that you would like to see improved, changed or achieved during the next year? Which is the most important and why? What steps can you take to ensure you are able to achieve this?*

- *Consider the people in your district. What are their needs for information? What subject would be most helpful to choose when planning to write a new PILLARS guide?*

Once people have tried these exercises and become familiar with the idea of prioritizing, these skills can be used in any situation. Recording information is important for planning. People can list the problems or concerns of the people they work with, or of their organisation, clinic or school. It can be helpful to show this information on a chart. People could then indicate which are the priority concerns. In **CHART 27**, 25 people were asked to prioritise between three local problems in terms of how common and how serious they were. The issues with the highest scores indicate the likely priorities for action.

CONCLUSION

Discuss how this exercise could be used in their own work. Encourage participants to prioritise their own concerns. Focus on how helpful it has been to select the next topic in a way that involved everybody and that was seen to be fair and democratic.

SETTING PRIORITIES.

CHART 27

Problem	How common	How serious	Total
Lack of water in dry season	✔✔✔✔✔✔✔ ✔✔	✔✔✔✔✔✔✔✔ ✔✔✔✔✔✔✔	26
Drunkenness	✔✔✔✔✔✔✔ ✔	✔✔✔✔✔✔	15
Few latrines	✔✔✔✔✔	✔✔✔	9

4.9 SESSION PLAN

Planning a guide – selecting the topics

AIM

Breaking down a subject into a number of topics.

OBJECTIVES

■ Learning how to identify key topics in any given subject.

■ Breaking down a large topic into small manageable parts.

■ Identifying practical topics that help people to learn about a subject.

TIME

1¾ hours.

MATERIALS

As many reference books and newsletters on related subjects as possible. Paper, pens.

PILLARS Guides always follow the same format. They are broken up into about twenty double page units. One page is for a group to read together with a clear illustration. The other page has discussion questions for a group leader to read. This design is to make it as easy as possible for groups to use and benefit from the material without the need for an outside trainer. However, it has another important benefit. By breaking up the subject of the guide into about 20 topics, it also helps new writers to begin writing. (**CHART 28**, page 48) Few people feel confident to write a book about any subject. However, most people with some experience will feel they have something useful to share on one or two topics, particularly if they are working in small groups.

This session helps participants to understand the process of writing a PILLARS guide. People do not simply start writing about a subject and hoping it will all fit together. Before writing can begin, the topics need to be identified and researched. For all kinds of reasons, but particularly financial, it is very important not to have too many topics. Between 20–22 is ideal. The idea is that all guides will be consistent in their appearance and content. People who pay for a guide expecting 20 or more

topics may be disappointed if there are only 10. Groups who write 30 or more topics will find that they do not have the required budget to print the booklets, not only because there are more pages to print, but also because a different method of binding will be required.

Participants selected the topic for the first Guide they will write themselves in **SESSION 3:10**. It is important to decide on the topics well before the next workshop so there is time for participants to research and learn more about this topic.

Deciding on the topics can be done as a large group, but is probably better done first by breaking into small groups. Give people 20 minutes to write a list of their ideas and suggestions for topics. As well as deciding on the topic, it is helpful to consider practical activities for some of them. Distribute whatever reference materials are available to help people with ideas.

When time is up, pin all the suggestions at the front and together begin working out a list that everybody is in agreement with. The facilitators may have an important role to play here as they may be able to suggest new topics. Alternatively there may be someone with considerable expertise among the participants whose opinion may carry weight. The exact topics will be finalised in the third workshop after participants have been able to research and consider the topics, and consult with other people with expertise.

Participants should also be asked about whether they wish to include Bible studies at the back of their new Guide. This is entirely optional and will depend on the likely demand among the target audience. If Bible studies are wanted, then again this will require some preparation.

CHART 28: Examples of contents for PILLARS Guides

AGROFORESTRY

- Introduction to agroforestry
- The benefits of agroforestry
- The names of trees
- Qualities needed for agroforestry trees
- Encouraging tree growth
- Obtaining young trees
- Collecting and storing tree seeds
- Direct planting of tree seeds
- Preparing a tree nursery
- Suitable containers for tree seeds
- Sowing seeds
- Care of young seedlings
- Root pruning
- Hardening off
- Planting out tree seedlings
- Giving young trees a good start
- Alley cropping
- Trees for farm boundaries
- Trees for livestock fodder
- Firewood trees
- Fruit trees
- Moringa – a tree with special properties
- Bible studies
- Checklist of names for useful agroforestry trees

BUILDING THE CAPACITY OF LOCAL GROUPS

- Understanding the purpose of a group
- Working together
- Unity is strength
- The role of leaders
- What makes a good leader?
- How to choose leaders
- The role of Chairperson
- The role of Secretary
- The role of Treasurer
- The special role of animators
- Group members
- Making the most of meetings
- Setting aims and objectives
- Planning activities with the Five Finger method
- Planning in a changing situation
- Measuring progress
- New skills and information
- Local resources
- Outside information
- Keeping records
- Networking
- Looking back (evaluating)
- Bible studies

4.10 SESSION PLAN

Researching the Information for new Guides

AIM

To gain an understanding of how to research any given topic of information

OBJECTIVES

Participants will:

- learn how to read and research any given topic

- gain confidence in arranging meetings with people with experience in the topic under research

- identify the key points of their given topics and begin writing up relevant information

In **SESSION 4.9** participants planned the new guide they will write at the third workshop and broke the subject up into topics. Individual participants or groups of participants now need to be given clear responsibilities to away and research the topics chosen. Participants should come to the next woskshop with reference materials, with ideas gained by talking with experienced people and preferably with some attempt to begin writing up this information.

Ask participants for suggestions about where they can find out more information and carry out research on the subject chosen for the new Guide. Suggestions should include:

■ local experts

■ newsletters

■ libraries

■ CD ROM libraries

■ reference books

■ government resource personnel and resource centres

■ practical research in carrying out some of the ideas.

Having extablished the likely information sources, the facilitator now needs to allocate specific research topics to certain participants. Though it is helpful for all participants to read around the topic as much as possible, there is no need for every participant to research every topic in detail.

Break the participants into either regional groups based on where they live, or into the same teams used for translating – if you anticipate that people will want to remain in these groups during the next workshop. Ask the participants to briefly discuss their own experience or interest in any of the

topics listed and how they could research these topics. After 15 or 20 minutes ask teams to feedback any topics they feel would be easy to research. Make a list of these. The likelihood is that there will be some overlap, but some of the topics at least, will be allocated to individuals best able to research them further.

With the participants help, write out a list of the remaining topics to be covered. Still in their groups. allocate these topics to individuals, if at all possible with their agreement!! Then encourage groups to discuss how each of them will look into their allocated topic or topics. Encourage people to arrange to meet to visit government officials or libraries. Facilitators should circulate and add their suggestions.

Conclude by bringing everyone together and asking each individual to tell the others about how they will attempt to look into their topic further. Encourage wider discussion if some people still require more ideas and help.

Finish with some practical tips on how to arrange and conduct visits to local experts or government officials or to libraries. If possible the facilitators could act out a couple of simple role plays both on 'what not to do' and 'what to do'.

Encourage participants to read around their chosen topic

CONCLUSION

This session will leave everyone with a clearer understanding of the new topic they will cover and of all the various pieces of information that will be needed for them to write material of real benefit. It will encourage a deeper awareness of the importance of coming prepared to the next workshop. It may inspire some participants to start writing.

4.11 Promoting the Guides

This session is an optional one and depends on the situation with regard to the printing of the first Guide. If this has either been printed in time for this workshop or is likely to be distributed before the final workshop, then there is a need to bring forward some of the information from **SESSION 5.9** on Marketing and Sustainability. Using **CHART 36a**, ask the participants, ideally this time in groups based on their regional location, to discuss each of the these points and then feedback their views to the other participants.

Share the decisions made by the Lusoga team on how the printed guides should be distributed and sold. In particular highlight their agreement that each participant who shared in the production of a guide, should receive 50 free copies for them to sell. In addition highlight their agreed price system for discount and stock control.

Pull all these points together with the views already raised. Allow useful discussion around their own situation and gain a consensus over the right way forward for them - at least initially while they have the first Guide to promote and sell.

CONCLUSION

Suggest that the subject will be revisited at the next workshop (when **SECTION 5.9** should be repeated this time in full) but encourage participants to feel that decisions have been made to enable them to share the results of their hard work and enthusiasm as soon as new Guides are printed.

5 The third Workshop

5.1 Suggested timetable

	BREAKFAST DEVOTION	SESSION ONE 08.30–10.15	BREAK	SESSION TWO 10.45–12.30	LUNCH	SESSION THREE 14.00–15.45	BREAK	SESSION FOUR 16.15–18.00
CHART 29: Typical programme for PILLARS Workshop 3								
Sunday								• Participants arrive • Welcome • Social event
Monday		• Welcome and introductions • Workshop objectives and programme • Icebreakers • Hopes and concerns • Workshop committees		• Reviewing progress: a timeline		• Preparing to write a new Guide		• Agreeing the topics and allocating work
Tuesday		• Writing in teams		• Writing tips • Writing in teams		• Reviewing new written material		• Working with artists and designers
Wednesday		• Writing in teams		• Writing in teams		• Financing the way ahead		• Reviewing in teams
Thursday		• Writing and reviewing in teams		• Marketing and sustainability		• Completion of writing and reviewing in teams		• Final review of new Guide and artwork
Friday		• Electing a committee • Long term sustainability • Distributing the Guides		• Agreeing the way forward • RLC committee meeting		• Closing ceremony • Participants depart		

The focus of the third workshop moves from the translation of existing material to the writing of a new guide in the local language. This focus is essential to the PILLARS process and it is important not to let participants continue translating existing guides, even if their subject matter is of great interest to them. They can do this at a later date. The disciplines of researching, writing and reviewing are of key importance during this workshop. Arrange for an artist to spend time at the workshop, in particular during the third and fourth day when most groups of participants will

have largely completed their writing and will have a clear idea of what illustrations are needed for their pages.

The subject for the new Guide should have been selected at the previous workshop. The facilitators should try and bring as many reference materials as possible on the selected subject.

5.2 SESSION PLAN

Reviewing progress – a time line

AIM

To review progress and begin the workshop on a positive note

OBJECTIVES

■ To ensure all participants are informed of progress.

■ To develop the sense of teamwork among participants.

TIME

$1^3/_4$ hours.

MATERIALS

Chalk, large sheets of paper.

By now most participants will regard each other as old friends. Ensure a sense of welcome, sharing of personal news, relaxation and purpose at the beginning of this final workshop. It is unlikely that there will be new participants present, but if there are, repeat one of the shorter introductory exercises from **APPENDIX B**. Repeat the 'Hopes and Concerns' exercise and again allow participants to draw up work teams (see **BOX 11** on page 21).

As a means of assessing progress through the PILLARS process, it can be helpful to use a time line to monitor the ups and downs. It is unlikely that all stages have gone smoothly. If there have been printing delays a time line can help participants feel the process is nevertheless moving ahead. Allow participants to draw the time line and encourage people to remember their hopes and concerns at the beginning of earlier Workshops. Encourage participants to remember particular sessions, meetings or events.

CONCLUSION

Hopefully the time line will finish on an optimistic note – as new Guides are available, or soon to be available. Encourage participants to continue to work really well together and stress that this workshop will be very different as they are now reaching the level of 'writers'! If the time line has been negative, you will have to work very hard to regain the sense of purpose!

CHART 30: Time line for Lusoga Language Team
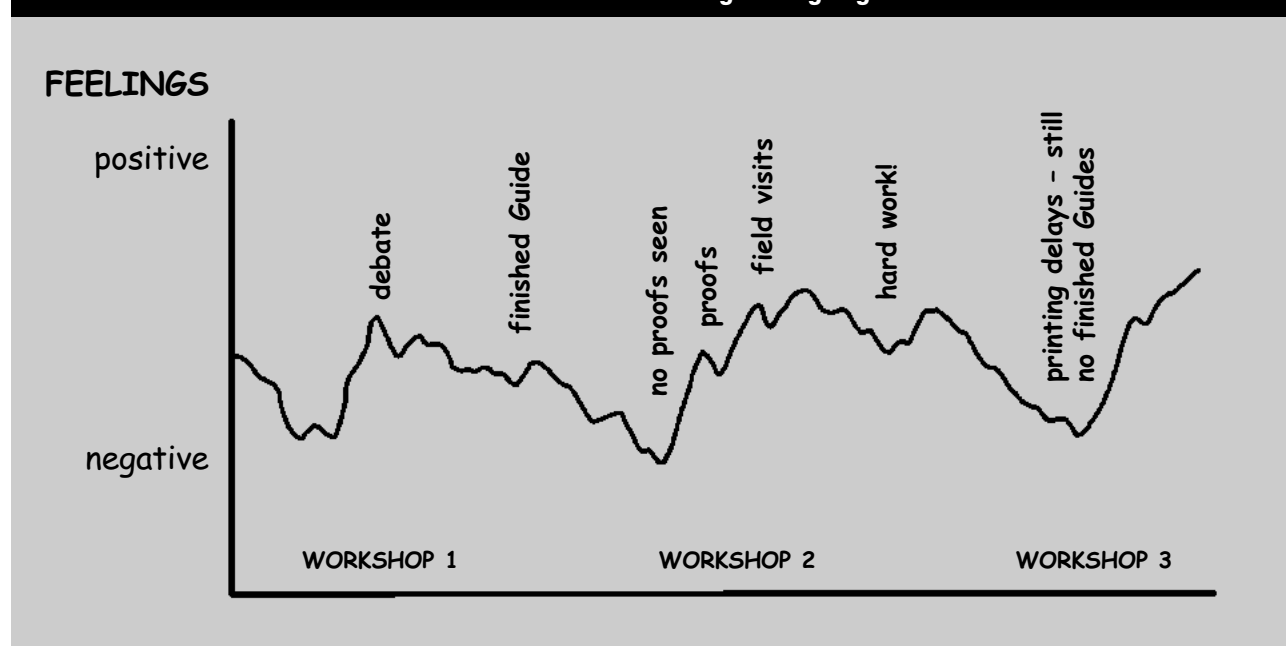
Reviewing the first draft

5.3 SESSION PLAN

Preparing to write the guides

AIM

To give participants confidence to begin writing.

OBJECTIVES

For participants:

- to work effectively together and share their knowledge

- to understand that writing a PILLARS guide has to focus on how the target audience will use the information

- to discuss and review written material on a Guide topic.

TIME

1¾ hours.

MATERIALS

Reference materials, sample guides.

At the end of the second workshop (**SESSION 4.9**) participants agreed the subject for the next Guide. A draft list of topics was drawn up and participants were asked to research some topics before the third Workshop. It is quite likely that enthusiastic participants will have already begun working on their assigned topics. It is also quite likely that they

may have started to write down information at great length. This session is often one in which participants suddenly understand the difference between writing text on any given subject and writing a PILLARS Guide, where the emphasis is on how the target audience will use information. People often become excited as they realise how they are to share information. '*Now I understand what this is all about*' is a common quote.

Talk participants through **CHART 31** and draw out how the materials are to be written.

> **CHART 31**
>
> ## CONTENT OF EACH TOPIC IN A PILLARS GUIDE
>
> - Title (one line long)
> - Illustration (as clear, useful and practical as possible)
> - Labels for illustration may sometimes be needed
> - Text – two to three short paragraphs that capture the essence of the topic
> - Discussion Questions (drawing out the key learning points)
> - Practical activities (if appropriate)

The text can be only 75–150 words in total. This requires a lot of effort. It is much harder to write simply and concisely than to write with no restrictions. Participants also need to remember that they are writing for readers who are likely to lack much experience of reading. They need to avoid difficult terms and jargon. Each double page of a guide needs a new title and content. It is not permissible to simply run over onto more pages. However, lengthy subjects can be broken down with each double page focussing on a slightly different aspect.

'*Use words as if they cost $5 (insert an equivalent amount in local currency) each.*'
This is a good quote to put up on the wall.

The discussion questions also need a lot of thought and time. The idea is not to ask basic questions

which test people on the text, but rather to draw out experiences, to help people to consider what changes in practice would be involved and to encourage practical action.

The illustrations are all that non-literate group members will have to look at in the Guides. These need to be useful and provide practical details when appropriate. Careful thought needs to go into deciding on an appropriate illustration for each double page. It may help to draw a rough outline, or write out in detail what is required. Ideally there will be an artist present during the workshop. Revise the session on visual literacy (**SESSION 4.6**, page 43).

Break participants into small groups. If possible, ensure that there is at least one person in each group who has begun writing. Alternatively look at some of the reference materials available. Encourage discussion of the work already done or of existing materials. How well do they meet with the PILLARS criteria.

CONCLUSION

Encourage some brief feedback on the different parts listed on **CHART 31**. Where do participants need to give more attention? Is this concept of breaking down the topic into these parts likely to be helpful for their target readers?

5.4 SESSION PLAN

Agreeing the topics and allocating work

AIM

To begin work on the new Guide with all participants confident of their role.

OBJECTIVES

For the participants:

■   to draw out their knowledge in a way that can be shared with their target audience

■   to be confident in using their personal experiences, research findings and reference material to write their pages well.

TIME

1¾ hours.

MATERIALS

Reference materials, chart paper and pens.

Return to the decisions made in **SESSION 4.10**, when the Guide subject was agreed and broken down into component topics. Encourage feedback on how well participants have been able to research their given topics. Discuss the list of topics. Are there new topics that people feel have been overlooked? Has too much space been given to others?

A number of changes are likely now that participants have come equipped with more knowledge and ideas. Remember that the number of topics should ideally remain at around 20–22. Gain a consensus over the final list of topics. It may be helpful to list what each topic will contain.

Having finalised this, participants need to form teams of three or four. They may wish to continue in the same teams as earlier workshops. However, some changes due to their expertise in the subject area may be appropriate. Work out the first pages each group would like to tackle. Remember not to forget the Bible studies, if participants want to include some, as these will also require a lot of work. Ideally these should relate to the Guide subect and topics covered.

CONCLUSION

Ensure everyone knows what they are doing and can begin work after an energizer. Set aside time to support certain groups with difficult topics for which they may need extra ideas and help with reference materials.

A Zande team

5.5 SESSION PLAN

Writing tips

AIM

To improve writing skills.

OBJECTIVES

For the participants:

■ to be able to write simply and concisely

■ to agree on particular terms and spellings.

TIME

$1\frac{3}{4}$ hours.

MATERIALS

Chart paper and pens.

Writing is a skill that can be developed only by practice. This session can be used as a short break from the ongoing writing and reviewing process. It can provide a helpful reflection and revision session. Ideally, this session should be led by the editorial committee. It gives them an opportunity to highlight any spellings, terms, words from other languages and any other issues they have observed.

Facilitators can also reinforce many of the earlier ideas about writing simply, using as few words as possible. Encourage participants to write in a way that draws out and shares knowledge, rather than telling people information. Recognise the wisdom and experience of the target audience.

Encourage participants to think of one or two people they know well, who will be among their target audience. Keep them in mind as they write.

Review grammar, spellings, use of accents, and agree on terms to be used. Review how to break up long sentences. For example, one group may write several pages using one particular term, but another group of participants may be using a completely different term on their pages.

Are there opportunities to draw out ideas that encourage cultural traditions and promote pride in the readers' language and tribal group? Are beneficial cultural practices or proverbs included? This guide is being written for their own language

group. Use the opportunity to build up cultural pride in positive ways.

CONCLUSION

Encourage as much feedback and discussion as possible. Towards the end of the session, as one large group, agree on some rules for the 'problem' spellings and terms discussed.

Some participants are likely to become very good writers. Others may struggle. Use this session to encourage everyone's writing ability.

5.6 SESSION PLAN

Reviewing new written material

AIM

To provide a useful process for checking all new written material.

OBJECTIVES

For the participants to:

■ understand the importance of effective reviewing

■ to be able to review materials written by others

■ be comfortable in allowing others to review materials they have written.

TIME

To continue over many sessions.

MATERIALS

Pens of different colours and plenty of flipchart paper and tape.

OVERVIEW

Once a new script has been written, it will need to be reviewed several times before it is ready for passing to the Designer. It will need to be proofread again after the Designer has prepared the final draft for the Printer. A typical route through the review process is given in **BOX 12**, page 56.

Reviewing can be a boring process; but it is essential if the final printed material is to be accurate and consistent. The tips in **BOX 13**, page 56, will help!

- The 'Writer Group' writes a new script onto flipchart

- First review – by a 'Review Group' that includes one of the 'Writer Group'. They make changes between the lines on the flipchart in a different coloured pen.

- Second review – the Review and Writer groups get together to agree changes.

- The flipchart is typed and printed on A4 paper.

- Third review – participants work in pairs to check the typed script.

- Fourth review – an individual with proofreading skills is commissioned by the Editorial Committee to do a final check before passing to the Designer.

- After the Designer, check final copy before going to the Printer.

BOX 13: Tips for relieving boredom

- Vary the sessions in the timetable

- Don't ask participants to review for too long at one time

- Mix reviewing sessions with writing sessions

- Plan a completely different session at least once a day (especially after lunch!)

- Use frequent energizers

INTRODUCTION

Return to the issues of quality raised in Workshop 1. Emphasize the importance of reviewing our work. *Everyone's* work needs reviewing; not just the work of a few.

Outline the stages of Review using **CHART 32**, a summary of **BOX 12**. Ask for questions and hold an open discussion.

Having motivated the team as to **why** reviewing is so important, now introduce to them **how** you suggest they do. Remind everyone of the Ground Rule to Respect Others. Review comments and

A TYPICAL ROUTE THROUGH THE REVIEW PROCESS

CHART 32

- New material is written and then copied on to a flipchart
- First Review by a Review group
- Second Review by the Writing and Review Groups together
- Typing
- Third Review of the typed copy
- Fourth Review – proofreading organized by the Editorial Committee
- Sent to Designer
- Final proofreading before printing

suggestions must be constructive; they should encourage not discourage.

Now that all the groups have finished writing a new page of material together with discussion questions, we can begin to set up a system for reviewing the new material. (With the printed guides, mention that this stage has already happened – usually a couple of times over!) Issue several sheets of chart paper, pens and masking tape to each group.

Ask groups to write their translations in large writing, no more than about 40–50 words on a sheet of chart paper. Ask them also to consider the suggested diagram; will it be appropriate or are changes needed? If so, what? Do not forget to translate the diagram title or labels.

Emphasise the importance of numbering every page of chart paper. Ask them to label the top right-hand corner with the page number and Guide name. It helps to also write the English translation of the topic title. (CHART 33, page 57).

Explain how the rest of this and other review sessions will happen. Pairs of writing groups should swap over and review each other's work. It helps to have an even number of groups, if possible.

CHART
33

p7
Keeping
accounts
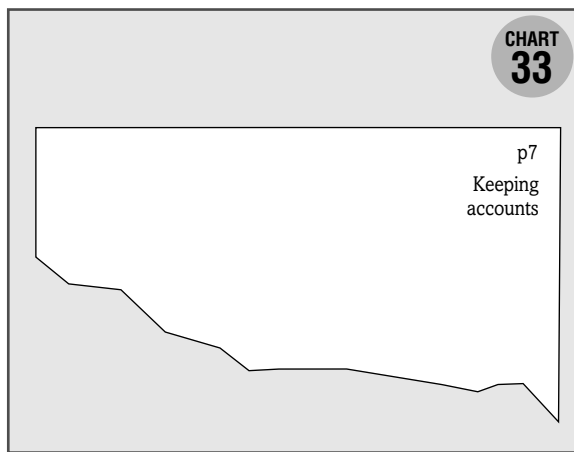
We have found it best if **one member of each writing group remains with the group reviewing their work**. Then that person can explain why they translated phrases in the way they did. The review group should use a different coloured pen to write any suggested changes on the flipchart in between the lines of the original work.

Refer the participants to the Translation Checklist (on the wall from **SESSION 3.6**). The same checklist can be used in reviewing work.

DEVELOPMENT

Reviewing in groups – the 'first review'

The review groups study the work of the writing groups sentence by sentence. They suggest changes and write them in between the lines of the original work.

The facilitators should move round from group to group. Watch the group dynamics and listen to the discussion. A healthy argument is good; but the right attitude of everyone taking part is so important. Intervene only if necessary.

Reaching an agreement – the 'second review'

The two groups in each pair gather round one set of flipcharts for 10–15 minutes, then move to the other set.

Discuss the suggestions the review group has made and come to an agreement on the changes needed.

Reflection

Gather everyone together to discuss progress and to reflect on the process. Are there any problems that all groups faced? Are there any learning points or tips? Do the facilitators have any observations?

CONCLUSION

Encourage the participants. The translation and review process may have been a struggle but they have made good progress. They are learning all the time and will find that it gets easier!

5.7 Illustrations

In Workshops 1 and 2, participants may have suggested changes to some of the available artwork to make it more appropriate for the local situation. However, they are unlikely to have had to give much attention to the selection of new artwork. Considering appropriate illustrations is an important part of the writing process. The illustrations in the PILLARS guides are not just there for interest. They should also share useful information. they should stimulate ideas and discussin. They are also the only part of the Guide which non-literate members will enjoy. It is important that the illustrations are given time and consideration. They are an important part of the process, not something to be added on as an afterthought. Clear illustrations will reduce the need for text.

If possible an artist should be found before this final workshop and invited to attend for days three and four so that they can both understand the process and target audiences better, and for the writing groups to discuss possible illustrations with them face to face. Sometimes there may even be an artist among the participants! Artists should be chosen both on the quality and clarity of their work, on personal recommendations and ideally also on their sympathy and enthusiasm for the work in hand. They also need to be familiar with the living conditions and culture of the target audience.

Refer back to **SESSION 4.6** (page 41) on the use of illustrations. Remind participants of the various things to consider when selecting illustrations. Whenever possible, they should show the whole body, the component parts should be kept to scale and symbols kept to a minimum. Drawing should be as lifelike as possible and reflect local culture. The drawings should stand alone, so they could

also be used for posters etc. Keep one style throughout the guide. In general it is not a good idea to use a few from one artist and the rest from another artist. If possible, field test the illustrations before printing.

If artwork is not done with the artist present, make sure that very clear instructions are written out, ideally with a rough sketch.

Build up a good relationship with an artist for future work. Establish ownership of the artwork at the beginning. Will PILLARS Regional Language Committee own the artwork and keep the originals, or will the artist retain ownership – and thus use them for other purposes?

5.8 SESSION PLAN

Financing the way ahead

AIM

To review key financial issues and possible ways in which the Regional Language Committee could achieve financial sustainability.

OVERVIEW

The participants will already have raised many financial issues in discussions during timetabled sessions and informally during breaks. Encourage these discussions. Be fully open and realistic with what the current situation is. For example, you may have sufficient funds to run three workshops and to print three PILLARS Guides; but after that the participants themselves will have to decide how sustainability can be achieved in the long term and what committees and systems need to be set up to do this.

The session method is a mixture of presentation with plenty of pauses for clarification and discussion. This session plan will need adaptation to your local circumstances. Cut out bits that are not relevant; add bits that are. The purpose of this session is not to make decisions but to open up the issues for discussion.

OBJECTIVES
The participants will:

■ review the issues about achieving long term sustainability

■ discuss options for the way forward.

TIME
$1^3/_4$ hours.

MATERIALS
Pre-prepared flipcharts. Masking tape. If possible, a handout including the information given in the charts.

INTRODUCTION
Give the objectives of the session. Remind participants of the overall purpose of PILLARS: '*To stimulate the **sustained** production in languages*

Encourage open discussion about financing the way ahead

that are useful to local people.' It will help to have **CHART 10** available.

Emphasise the importance of sustainablity. The aim is not just to run three workshops, produce a few PILLARS Guides and for it to then end. It is to train a local language team and to set up a system for sustaining production. Say that at this stage you want to raise the issues. Decisions will come later.

Using **CHART 34** give an overview of the session. Say that more than one option may be appropriate and that the best way forward is to try all of them.

FINANCING THE WAY AHEAD

- ◆ A hard struggle with no guarantee of success
- ◆ What are the options?
  - · Building in sustainability
  - · Funding from within the country
  - · Funding from outside the country
- ◆ Applying for funding

DEVELOPMENT

Building in sustainability

Show **CHART 35**. Present each point in turn.

Any funds available at the moment are for starting up the PILLARS process. They need to be wisely invested. A revolving fund, probably a new PILLARS bank account is needed.

How decisions are made and how the fund is managed must be open and transparent. Open documents are part of this. Records of correspondence and minutes of meetings are needed; accurate budgets and accounts also. And these documents must be open to any member of the team.

We need to optimise costs. Usually this means keeping costs to a minimum. But we must maintain an effective operation and quality product. And sometimes you cannot get this for the lowest cost. But generally design and printing will be done locally. And difficult decisions are needed for

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BUILDING IN SUSTAINABILITY

- ◆ Setting up a revolving fund
- ◆ Openness in decision making and management of the fund
- ◆ Open documents; records, correspondence, budgets and accounts
- ◆ The need to optimize costs, eg local design and printing, number of copies printed
- ◆ The need to market effectively
  - · maximize income
  - · meet real demand
  - · achieve a quality product
  - · get the price structure right
- ◆ Build in rewards for all involved – buyers, writers, designer, printer, wholesalers, retailers

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example on the number of copies of a PILLARS Guide to be printed. If you only print a few, the cost per copy is very high; the more copies are printed, the cost per copy falls. But if too many copies are printed, the overall cost is high; they may take a long time to sell. There may be storage problems; damp, rats and thieves to name just a few. And funds will be locked up in those stored copies until they are sold, with the danger of inflation and devaluation of the currency.

The funds will not revolve if the printed copies do not sell. The Guides must therefore be marketed very effectively. We need to maximize income by producing quality Guides that people want and at a price they can afford. Again difficult decisions will need to be made on the sale price of the Guides. Should the sale price be on the cover?

Pause here and ask for comments and questions.

Funding from within the country

Show and discuss a **CHART** similar to **36** (page 60). You will need to adapt to to your local situation. You could add examples of possible commercial sponsors or Government sources of funds. Allow

CHART
36

FUNDING FROM WITHIN THE COUNTRY

- ◆ Support from individuals?
  - · fund-raising events?
  - · rich people?
- ◆ Commercial sponsorship?
  - · local manufacturers?
  - · local newspapers?
  - · local printer, publishers and booksellers?
- ◆ Sponsorship by topic? eg
  - · Nutrition – local food processing companies?
  - · Micro-enterprise – local banks?
  - · Agriculture – local sugar company, tea or coffee exporter, brewery?
- ◆ Think local
- ◆ Government – are support or funds available?

CHART
37

FUNDING FROM OUTSIDE THE COUNTRY

TYPES OF FUNDERS

- ◆ Government Organizations
  - · Multilaterals funders – eg World Bank, Unesco etc.
  - · Bilateral funders – eg USAID, DFID, GTZ etc
- ◆ International NGOs – eg Action Aid, CARE, Tearfund

Note Increasingly they channel their funds through partners, eg National government and NGOs – not directly to small community based organizations.

National NGOs may have good contacts and may be able to help with advice, proposal writing and project management.

CHART
38

APPLYING FOR FUNDING

RESEARCH FUNDERS AND THEIR INTERESTS BEFORE APPLYING

- ◆ A Concept Note
  - · an ideas paper
  - · **short**, only 2–3 A4 pages
- ◆ A Project Submission
  - · more detail
  - · 8–12 pages plus appendices and other documents, eg work plan, accounts/budget, constitution, minutes, examples of work

time for discussion. Which ideas seem more realistic than others? Some possible sponsorship may be ethically unacceptable; for example from a tobacco firm. What do participants think?

Funding from outside the country

Again, **CHART 37** will need to be carefully written to suit the situation in your country. Show and discuss the chart.

Applying for funding

In this section provide some tips on how to apply for funding. Avoid raising hopes unrealistically; better to be pessimistic than optimistic. Use your own experience to help participants to target their efforts most effectively.

Emphasise the need to try and find out want each donor is interested in, before you apply. Seek advice. It is very disheartening to have many applications rejected. If possible, visit their office. Donors may have their own forms for applying for funding.

Using **CHART 38** describe the differences between a Concept Note and Project Submission. Generally

only a Concept Note is needed at first. Offer to follow it by sending a more detailed Project Submission with other documents.

Using **CHARTS 39a** and **39b**, (page 61) describe the format of a typical Concept Note or Project Submission. It would help greatly to have this information also on a handout.

There are likely to be plenty of questions. It may be appropriate to continue this in plenary; or you could divide in groups to discuss the many points raised.

CONCLUSION

This has been a complex session in which many ideas and issues have been raised. You want the participants to 'sleep' on the ideas, to continue discussing amongst themselves. Link forward to when you plan for some decisions to be made later in the workshop.

5.9 SESSION PLAN

Marketing and sustainability

AIM

To reach agreement on a system for marketing the Guides so that enough funds are generated and available in the future for developing new materials.

OVERVIEW

The emphasis from the start has been on establishing the sustained production of printed materials in the local language. Developing and printing the Guides is only part of the task. We need a system for generating income from the first Guides produced; part of that income can then be used as a revolving fund for the production of more materials. Some of these issues were raised previously; see **SECTION 5.6**. Decisions are needed.

But income and finance are only one aspect of sustainability. The enthusiasm and motivation of everyone taking part is also very important; so, as discussed in **SECTION 2.3**, there need to be rewards and incentives built into the system. Ownership of and participation in the process are very important in this; but so are financial incentives that give a modest reward for all the hard work and commitment involved.

OBJECTIVES

The participants will:

- continue to review the issues about achieving long term sustainability
- decide on how to store, market and sell the printed Guides

■ agree on ways of giving incentives to those involved.

TIME

At least three hours.

MATERIALS

Masking tape. Flipchart paper and pens. Pre-prepared charts. **CHARTS 40a, 40b** and **40c** may look difficult to prepare; don't worry, you don't need to be a good artist for participants to recognize what is happening! If possible a handout of **CHARTS 41a** and **41b** (page 63).

SCENE 1   CHART 40a

- Sell the Guides
- Pocket the money
- Relax
- Produce **no** more Guides

INTRODUCTION

Remind participants of discussions held in earlier sessions to do with financing the way ahead. Say that the time for decisions has come. If one or two Guides have already been printed, give an update of the situation.

Point out that if everything goes according to plan they, the Team, will eventually have perhaps three Guides printed, with perhaps 5,000 copies of each. If the sale price of each is, for example, $1, these will have a total value of:

      3 Guides
x   **5000 copies of each**
x   **$1 per copy**
=   **$15,000**

SCENE 2   CHART 40b

- Fight over the money
- Finish with bad feelings
- Produce **no** more Guides

SCENE 3   CHART 40c

- Good management
- Everybody happy
- Continue writing
- Produce more Guides

Say that there are three possible ways forward. Show **CHARTS 40a, 40b** and **40c**. Try and keep the atmosphere humourous. Ask participants to describe each scene in turn. What is happening? What is the cause? What is the result?

Say that we need to decide which option to take and how to move forward with some vital questions.

DEVELOPMENT

Outlining the issues

Show **CHARTS 41a** and **41b**. Present each discussion issue in turn, adding more detail to the questions.

The funds will not revolve if the printed copies do not sell. The Guides must therefore be marketed very effectively. We need to maximize income by producing quality Guides that people want and at a price they can afford. Again difficult decisions are needed on the sale price of the Guides. Ask again about whether the sale price be on the cover?

Ask if there are any points of clarification.

Divide participants into three or four groups. Ask them to discuss the questions. Ask them to prepare a flipchart of their suggestions for presenting to the whole group. Emphasise that **the simpler the system the better**.

Feedback and agreement

Invite each group to feedback their suggestions. Facilitate a plenary discussion. Aim for reaching an agreement on each question. Do this in whatever way you think best. It may be necessary to vote on each question. Try and avoid this if possible; hopefully there will be solutions that everyone is happy with.

In **BOX 14** (page 64) are the decisions made by the Lusoga Team in Uganda. You may find them helpful as a source of ideas for keeping your system as simple as possible.

5.10 SESSION PLAN

Electing the Regional Language Committee

AIM

To set up a Regional Language Committee that will co-ordinate and steer future activities and ensure sustainability once the facilitating organisation has withdrawn.

OVERVIEW

The participants have already discussed many of the issues around the need to set up ways for sustaining activities in the future. The organisation that has facilitated the process so far will be phasing out its support. Hopefully it will be able to continue to give advice and encouragement but basically the Regional Language Team needs to be able to operate on its own.

NOTE For simplicity, US$ are used instead of Ugandan shillings.

The Lusoga Team agreed the following points:

● Storage **–** the Guides would be stored in three secure places in different parts of the language area. A storekeeper should be appointed at each store.

● Price System

  • Price per copy (printed on the cover) $1

  • The printers to pack 50 copies of each Guide per box

  • Value of a box of 50 copies if sold individually $50

  • Wholesale price of one whole box of 50 copies (10% discount) $45

  • Wholesale price for four or more boxes (20% discount) $40

● All members of the Team involved in producing a Guide would receive as payment one box free worth $50. They could sell these copies for their own income. When that box was sold they could buy more boxes. **The more copies they sold, the more income they made**. Several members could agree together to buy four boxes at the 20% discount rate.

The Team agreed that **only** unopened boxes could be sold from the stores. The storekeeper could however, just like anyone else, buy a box, open it and sell individual copies. The storekeeper would receive no extra payment.

It was agreed that committee members would **not** receive any extra payment for their committee work; they would receive one box free and could generate their own income through sales, just like everyone else.

● Proofreaders (if needed), designers and printers would be paid in cash depending on agreement reached before the work was done. Such negotiations would be a job of the Committee.

● 50 copies of each Guide would be used as free samples for marketing purposes; for example to send to potential buyers of many copies; targeted government offices, NGOs etc. The Team agreed a list of such possible buyers. The Committee would draft a covering letter on letterhead paper.

● Stock Records and Receipt books would be needed to keep transfer and sales records of boxes into and out of the stores. Guides would be sold from the store **only** in unopened boxes; so receipts would not be needed for the sale of individual copies, only for whole boxes. This would simplify record keeping greatly.

● A bank account would be set up for the revolving fund.

Assuming that the initial funds available were enough to produce three Guides of 5000 copies each, the minimum amount available for starting the Revolving Fund would be:

FOR EACH GUIDE	BOXES
• 5000 copies printed with 50 per box	100
• minus one box of 50 free marketing copies	99
• minus one box given to each team member*	79

(*_The Lusoga Language group had 20 members, giving a total of 20 boxes_)

The minimum income into the revolving fund should be:

• 79 boxes at $ 40	**TOTAL $3,160**
• Minimum income from three Guides	**TOTAL $9,480**

This session will probably follow that on Marketing and Sustainability in which many key decisions were made. Decision-making continues in this session as the Team decides on the type of Committee they want and who should serve on it.

OBJECTIVES

The participants will:

■ discuss the type of Committee they want

■ elect members to serve on the Committee.

TIME:

1½–3 hours

MATERIALS

Flipchart paper and pens. Masking tape. Small pieces of card, eg 12cm x 8cm.

INTRODUCTION

Give an overview of the session and its objectives. Refer back to previous sessions in which issues about sustainability were discussed.

DEVELOPMENT

Committee roles

Use your own judgement as to whether it is best to do this section as a whole team or in small groups. If there are less than say 20 participants, try it as a team.

Show **CHART 42**. Ask participants if they want at this stage to add other officer titles to the list.

COMMITTEE ROLES

CHART 42

OFFICER   ROLE

Chairperson

Secretary

Treasurer

OTHER OFFICERS

Brainstorm the roles that the Committee will need to have. Write each role on a piece of card. Stick these cards onto a separate piece of blank flipchart paper.

When you have a more or less full list of roles, discuss each card in turn and stick it alongside the officer titles on **CHART 42**. If it becomes clear in the discussion that more officers will be needed, then add their titles. **BOX 15** (page 66) gives an example from the Lusoga Team in Uganda.

You may want to discuss other issues; for example the need for sub-committees or the distribution of officers in terms of gender or geographical location within the language area.

Electing the Committee Officers

Now we need to elect the officers onto the Committee. Ask members how they want to elect officers. Reach agreement on the way forward.

It may be appropriate at this point to take a break, for drinks, for a meal or even overnight to allow team members to discuss amongst themselves.

Carry out the election in the way agreed.

The first official meeting

Ask the newly elected officers to conduct the first official (and very brief) meeting. The main item on the agenda is 'Any other business'. Agree any outstanding action points, for example:

- date and venue of next meeting

- research needed in preparation of next Guide

- method of communication between members.

(If you have not already done so, produce a handout with everyone's contact details)

CONCLUSION

It's time for celebration!

5.11 Certificates and closing ceremony

AIM

To send participants away feeling positive and highly motivated.

Relaxing at the end of the closing ceremony

BOX 15: Possible suggestions for Committee roles

OFFICER	ROLE
Chairperson	● Advocacy and promotion of the Language and the Team to:
	• the Office of the Kingdom of the Busoga
	• Government offices at local, district and regional levels
	● Co-ordinating policy development and planning
	● Overseeing implementation
	● Co-ordinating any sub-committees (eg district or task)
Secretary	● Informing members of meetings and other activities
	● Keeping records; minutes, correspondence, reports, storage
	● Managing storage of Guides
	● Liaison with Storekeepers
Treasurer	● Chairing a Finance sub-committee
	● Producing budgets
	● Keeping accounts
	● Producing financial reports
	● Writing funding proposals as necessary
Marketing officer	● Chairing a Marketing and Sales sub-committee
	● Co-ordinating sales promotion
	● Publicity
	● Liaison with the media
	● Organising launches and other marketing events
Cross-cutting roles for all the Team	● Promoting the language
	● Advocacy
	● Selling Guides

TIME

1¾ hours.

MATERIALS

Certificates (see **APPENDIX F** for an example), food and drink.

Few people need any advice on arranging ceremonies! A closing ceremony is entirely optional but it is good to finish on a high note.

Consider inviting someone from the local authorities to attend and perhaps present the certificates. This may have the extra benefit of informing them of the exciting developments with the production of resource materials in the local language. They may be able to play a positive role in promoting and marketing the guides. Provide them with a sample copy or two in advance of the ceremony.

6 Planning for the future

6.1 Preparing for printing – the PILLARS production process

AIM

To ensure the production process progresses smoothly towards printing.

OBJECTIVES

■ To understand the production process.

■ To work efficiently with designers and artists.

■ To deal confidently with printers.

After the workshop is over, facilitators will want to relax. Then life gets back to normal. Translated materials may linger in a drawer, or be passed to someone for proofreading and given a final check, and then forgotten about.

The need to ensure thorough and rapid processing of the materials for print is essential. It will be very unhelpful if a few weeks before the second workshop, facilitators remember they need to move this process along – too late to have anything ready for the next workshop.

On the first day back at work, before taking up other priorities, arrange for the work to be typed and proofread by one or two outside people with expertise in the subject area. Arrange for any materials you have promised to copy to be sent out. Then begin to investigate printers. Take local advice from others who have used printers.

THE CD-ROM

This is provided to make life as easy as possible for the designers. It contains:

■ document files in both QuarkXpress™ 3.3 and PageMaker® 6.5 format for each of the existing English and French Guides, together with all the image files required

■ templates for creating new Guides

■ files which can be modified to produce letterheads and a certificate for use by local groups.

Please note, however, that the fonts are not included, for copyright reasons. The existing PILLARS Guides use the Amasis font family from Monotype, and Zapf Dingbats and the Helvetica Condensed font family from Adobe Systems.

For translations of existing Guides, the new language simply needs to be dropped into the file in place of the English or French, ensuring that the appropriate style-sheets and other formatting are applied to match the original. All the layout, illustration and format are provided. For new writing, sample page formats are provided to work from. People with experience of PageMaker® and with access to suitable equipment may find they can do much of the work themselves – and can produce material to photocopy without the need to use a designer or printer. People who either lack access to a computer or who lack time or experience, can simply provide the disc together with the new translated material to a designer.

THE PRODUCTION PROCESS

■ Type finished text into word-processor (eg MS Word on a PC) and get several people to check everything very carefully. Make back-up copies of the file.

- Find a well-recommended artist. If possible encourage them to attend for a day or more during the final workshop. Provide a clear list of all the required illustrations. Agree a daily rate of pay. Three days work for the illustrations for one Guide should be adequate.

- Find a well-recommended designer and agree their role, responsibilities, costs, deadlines and payment terms.

- Pass the work to a designer on a disc with the work saved as a text file (in .txt or .rtf format). Give them a paper copy clearly marked to show where drawings go, the PILLARS CD-ROM and any new drawings.

- Check the first proof and circulate to the members of the editorial committee – or anyone else who is willing to check the proofs carefully.

- Compile the returned proofs. Using a red pen, very clearly mark changes to the proofs. Sometimes decisions will need to be made as different proofreaders may make conflicting changes. Type out the changes as well for clarity. Return to the designers.

- Select a printer and agree written a brief regarding responsibilities, costs, deadlines, delivery and payment terms (ensuring printer understands arrangement of pages and is happy with quality of artwork).

- Ask the printer to keep the plates, in order to minimise any future reprint costs.

- Check the quality and quantity of finished print.

Several careful reviews and checks are needed.

THE ARTIST'S WORK

(Try and use one artist all the way through for consistency.)

The artist should:

- Meet with the Regional Language Team to understand the purpose of their work and their target audience of community groups.

- Provides sample work in good time for the translating team to approve.

- Produce final artwork in black ink ready for printing.

THE DESIGNER'S WORK

Using the PageMaker® files on the CD-ROM, the designer is responsible for laying out the pages – either overwriting the original English version with translated text or laying out new material to the same format using the template provided.

The designer should:

- Provide a first draft and send for checking to the facilitating organisation.

- Make corrections.

- Repeat checking process a further time if there were a number of corrections, until the print-out is correct.

- Print out final copy using a good quality laser printer and paper.

THE PRINTER'S WORK

The printer will agree a written brief with the Regional Language Team or facilitating organisation regarding responsibilities, costs, deadlines, delivery and payment terms.

The printer should:

- Check quality of artwork.

- Make plates.

- Print sections (sheets containing several pages).

- Arrange finishing (folding, collating, stapling and trimming the printed sheets to make books).

- Check quality and quantity of finished print.

- Arrange packing and delivery.

- Store the plates, in order to minimise reprint costs.

6.2 Working with a designer

People with some experience of laying out documents using computers and PageMaker®, will find the CD-ROM makes the design process very straightforward. However, the work needs to be done carefully and will take some time.

For translations of existing Guides, it may be possible to avoid the cost of using a designer. However, when new material and artwork needs to be laid out, most groups will find it helpful to use a designer. It may be beneficial to start work with a designer from the beginning so that they understand the PILLARS process well by the time they start doing the new Guides.

Before using a designer, ask other organisations for their recommendations, obtain quotes and then meet with a few people before deciding on the right person. Show them an existing Guide, and tell them you want a similar layout. The work of designing a translated Guide is likely to take two to three days' work initially, with some further work on proofs or supervising printers if requested. Designing a newly written Guide with new illustrations is likely to take an average of eight day's work. Ideally you want someone who is excited by the idea of producing materials in local languages, who may become an advisor and a support to the group for many years to come. However, you may need to settle for someone who will just do a good professional job! A good designer is likely to have personal experience of a number of printers.

6.3 Working with printers

Don't wait until you have the final copy ready for printing before you start to look for a printer. Finding the right printer is likely to take some time (unless you are already regularly using one you are happy with).

You may only have one or two printers to choose between locally. However, it is also possible to use a printer in a large town or the capital city as long as you can come to an agreement on the delivery of the materials. In a large city you may find over 50 printers to choose between.

Begin by researching the quality of printed materials produced by a variety of printers. Visit a local bookshop, study printed reports, magazines, school textbooks. Look for the name of the printer and examine the general quality and appearance of their work. Ask for advice from other organisations about what printers they use, and how satisfied they are with their work. When you have narrowed the choice of printers down you are ready to make contact by phone, fax or e-mail or preferably visit some offices and provide them with a specification.

In **BOX 16** is an example (in printer's language) of the specification you are likely to require.

NOTES

If 100gm paper is difficult or expensive to obtain, then 80gm quality may be adequate, but ask for a sample to make sure that the ink doesn't show through the paper too much. Don't accept less than 80gm.

Take a copy of an existing Guide with you as an example and ask if the printer can match the quality.

If you have the resources, you can request colour on the illustrations inside as well as on the cover. However, this increases the cost considerably, for both design and print.

Ask for written quotes and compare what different printers are offering. The cheapest quote is not

BOX 16: Sample print specification	
No of copies required	3,000
Format	A4 saddle stitched booklet
No of pages	48pp + cover *(or maybe 52pp + cover – must be multiples of 4)*
Type of paper	Inner pages printed black on 100gm (*or 80gm*) uncoated stock
Type of cover	Printed outside only, black and Pantone 130 (*a yellow ochre colour*) on 250gm gloss board
Artwork	Supplied as A4 laser prints

A visiting designer

necessarily the best. Consider all the other information you have gained about the reliability and quality of the printer.

How many should we print?

The cost of printing per copy is greatly reduced after 2,000 copies are printed. Don't plan to print 1,000 and then find you need another 3,000 copies within a few months. Always try and print as many copies as the Committee think they can use – and can comfortably store. If resources are limited it will prove more economical to print many copies of one Guide, sell them and then print another – than to print a short run of two or three Guides.

PRINTER'S CONTRACT

To avoid any problem with printers, we recommend drawing up a contract with them before the printing begins (**BOX 17**).

PRACTICAL TIPS TO CONSIDER

- The number of pages (excluding the cover) can only be a multiple of 4 (eg 48 or 52) – so if you have 49 pages of artwork, you can either pay for a 52 page book, see if the designer can squeeze everything into 48 pages, or consider printing on the inside back cover.

- Many printers work on larger sheets of paper (known as 'sections') which are then cut into smaller pieces after printing. This usually means that the most economical number of pages (excluding the cover) will be a multiple of 8 (eg 48 or 56).

- Ask to see proofs of what the final print quality will look like, before they print the whole booklet. This may help prevent serious errors.

- Check, check and check again before giving material to the printers. If you find a mistake after printing has begun, it will be very, very expensive to make changes.

- Be confident when meeting with printers! Don't worry about your lack of experience. Go equipped with the facts and figures provided above and remember you are the customer with money to make the order. Make sure it's what you want!

- Printers work from different products. The files on the CD-ROM will enable material to be produced that will output well on a good laser printer. This should be good enough for most printers to work from.

6.4 Ideas for launches

Rather than organise your own launch, it's always good to consider other events that you can attend rather than going to all the effort of organising things yourself.

Begin with events where you have a useful contact – either on the Regional Language Team or within a sympathetic organisation. Are there open days, special events, training workshops or any other kind of gathering where there would be an opportunity to make a display or give a brief talk?

Consider the Guides you have translated or written. If they are agricultural, are there farmer training events or extension worker meetings where they could be introduced? All the PILLARS Guides encourage literacy. Are there celebrations for World Literacy Day or events for literacy trainers taking place? Since the Guides will be promoting the local language and culture, consider if there are any celebrations related to this. Are the Guides written on health topics? If so find out about training and support services for health workers. Are there elections planned? Could you interest the candidates campaigning in your area in the PILLARS concept? Politicians often like to promote ideas that are new and that they have given their blessing to.

If you do plan a launch then consider carefully who you should ask to events. There are many 'important' people who should be invited but plan

This agreement is made this ………… **day of** …………………
between ……………………… **PILLARS representative in** ………………………………,
hereinafter referred to as the client and (*printer's name and address*)
………………………………… **hereinafter referred to as the printer/contractor**.

Both parties agree to do as follows:

………………… **Printers agree to do the following**.

■ Check that the quality of the artwork supplied is suitable for producing print to the required standard.

■ Print and finish 3,000 booklets of 48 (*52*) pages plus A4 saddle stitched booklet, inner pages printed in black on 100gm (*80gm*) uncoated stock. Cover printed outside only, black and Pantone 130 (*a yellow ochre colour*) on 250gm gloss board.

■ Pack the booklets, after printing and finishing, in 50s.

■ The quality of paper and printing will be as the agreed attached samples and must be consistent for the whole job.

■ If any problems arise affecting the quality and progress of this job, you must inform the client immediately and before continuing the work. Poor quality work will not be accepted.

■ The job will be completed and delivered within three weeks from the time the artwork is delivered.

The client agrees to do the following.

■ Supply artwork as A4 laser prints.

■ Pay an initial 50% and the balance on satisfactory completion and delivery of the work.

■ Monitor the progress of the job as appropriate.

This agreement is signed in two original copies on the dates mentioned above with each party retaining a copy.

Signed ……………………………………   ……………………………………
                              (PILLARS)   (………………Printers)

In witness of

Name   ……………………………   Signature   …………………………………

Name   ……………………………   Signature   …………………………………

to have a varied programme that will stimulate interest and discussion about the use of the PILLARS Guides, rather than a long series of repetitive speeches. Include in the launch programme time for people to actually try out the Guides in group discussion.

Work out incentives that encourage people to buy Guides and take them away with them on the day. Maybe you could give a discount price either for single or bulk copies.

6.5 Dealing with future organisational needs

The committee must decide at a very early stage, how they are going to manage their affairs. Can they find a small office space in a central organisation somewhere? Or will they divide the work up, work independently and keep separate records? It is vital to maintain clear, careful records, particularly if the committee is likely to want to seek any kind of outside support or funding at any time in the future.

The elected committee should plan to meet on a regular basis not only with each other but also to arrange meetings with the other participants. Initially the meetings will revolve around publicising the Guides, distributing copies fairly and setting up procedures for handling finance and paperwork.

However, maintain the enthusiasm for sharing information. Now participants realise how long the process of writing can take, they should not delay in planning for future Guides. As funds begin to come in from the sale of Guides, consider

arranging future workshops to continue writing. At this point the facilitators needs to consider how to take forward their own future role. Ideally they should support the group as much as they can, for as long as they can, whilst encouraging the development and confidence of committee members to eventually continue writing, printing and disseminating unassisted.

Over time it is likely that a pattern will emerge whereby small groups continue to write together, whilst other participants may find their role takes other forms, such as promoting the Guides, transporting bulk copies to other organisations, liaising with printers or designers. This diversification is to be encouraged as long as the team remain as a working team unit. Members who lose interest and cease to participate, will not receive future benefits in terms of Guides to sell.

6.6 Networking with other committees

As the PILLARS process becomes established it is hoped to encourage the networking of the various language committees that develop. A newsletter is planned to keep members aware of developments.

For more information, or to register your own committee, please contact:

PILLARS
PO Box 200
Bridgnorth
Shropshire
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The PaZande team

Appendix A

SAMPLE PAGES
FROM GUIDES

The following illustrations represent sample pages from guides with the following headings:

Multiplying the benefits (SHEET M18)

Controlling pests (SHEET G8)

Outside information (SHEET C16)

Introduction to agroforestry (SHEET F1)

Appendix B

IDEAS FOR ENERGIZERS

The PILLARS workshops are intensive and hard work. Translating, writing, reviewing and proofreading can be very tiring. They also require lots of thinking and not much physical activity. So it is important to break up the programme with frequent energizers that refresh everyone, body, mind and spirit!

Here are a few ideas for energizers; select to suit your participants and their mood. Take care; some participants may consider some energizers to be childish. If they are not used to energizers, introduce them gradually and hope they relax!

Obviously do not use energizers that involve running about if there are participants who, for whatever reason, are not mobile.

MEXICAN WAVE

Sat on chairs in a circle, see how fast you can get a Mexican wave going around; sometimes standing, sometimes stretching arms up. Suddenly reverse the direction with a call.

This is a good one if everyone is already with chairs in a circle.

PICKING FRUIT

This is basically a series of stretching exercises.

Lead the participants in 'harvesting'. They stand in a space and stretch as high as they can as if to pick fruit in the top branches; then low off the ground; then to one side as if leaning over a fence; then to the other.

THE LOCOMOTIVE

Everyone stands still while acting with their arms the pistons of a steam train slowly starting a journey, building up speed, cruising at top speed (arms pumping very fast), gradually slowing and eventually coming to a halt at the destination. The facilitator gives a running commentary throughout the journey; 'we're now leaving the platform; we're building up speed … our destination is in sight, we're slowing down…'

A quick energizer, guaranteed to wake everyone up after a sleepy workshop session. Participants provide sound effects!

'I'VE FORGOTTEN MY PENCIL!'

Ask everyone to stand. We've forgotten our pencils so we have to 'write' with something else. Tell

Energizers are always popular!

everyone to write their signature in the air with their writing hand. Now with the other hand. The left leg. The right leg. The nose. The stomach!

This one gets sillier and sillier; but is always enjoyed.

Silliest of all is both legs at once for which everyone has to sit down; good for the stomach muscles!

RANKING

Ask someone to rank the participants in a line based on a difference known only to her or him. Participants then have to guess what the difference is.

Everyone enjoys this one. Some differences such as height will be obvious. But when this energizer is repeated later in the workshop, more and more obscure differences could be used; length of hair, number of buttons visible etc.

'A'S AND 'B'S

Allow plenty of clear space for this one; do it outside if possible. Ask each participant to secretly choose two (any) other people, their A person and B person (avoid looking directly at them!). Then tell everyone to move as close as possible to their A person while moving as far away as possible from their B person. Tell people to move quickly; also that they must not hold anyone.

This is a very energetic game with a lot of laughter.

Let it run for a few minutes; then stop and reverse the process. Tell everyone to get close to their Bs and far away from their As.

MIRRORS

Ask participants to form pairs, facing each other. One person in each pair starts. He/she does an action; the partner then has to immediately do the same action as if they were a mirror image. The leader continues to do increasingly complex actions (eg scratching the nose with one hand while writing in the air with the other). After a while, swap roles.

This is not as easy as it sounds!

NOAH'S ARK

The facilitator is Noah; the participants are animals. There is a big storm and the ark is about to sink. Noah shouts out how many lifeboats there are; the participants must then form more or less equal groups to fill the lifeboats available. If there are three lifeboats, they form three groups. Repeat several times changing the number of lifeboats.

This is a useful energizer for forming new groups. If you need to form five groups, make that the last number of lifeboats.

SEVENS

With everyone sat or standing in a circle, participants count from one in sequence loudly and quickly. Each person says his or her number in turn. But you must not say any number that can be divided by seven OR that contains a seven in it (eg 17). Instead you clap and the next person carries on the counting. Any one who says a number when they shouldn't do or who claps when they shouldn't do, is out.

This is easy at first but gets more and more difficult as the count continues around the circle several times. A popular energizer!

THE SPINNING BOTTLE

Ask everyone to sit down in a circle. Spin an empty bottle in the middle of the circle; when it stops, the person it is pointing to must draw piece of folded paper from a box or hat. They then must follow the instructions on the paper; eg 'Say your name backwards', 'Stand on one leg while picking up the bottle', 'Sing a song', 'Make the noise of an elephant'. That person spins the bottle again. And so on.

This needs some preparation beforehand of the papers and tasks.

FRUIT SALAD

The participants sit in a large circle with the facilitator standing in the middle. Remove any extra chairs from the circle; this will mean that there is one fewer chair than people taking part. Go round the circle and give each person the name of a fruit, which they need to remember. Use the names of perhaps four fruit; eg pawpaw, mango,

oranges and bananas. There will be several of each fruit. The facilitator will need a fruit name. The facilitator, standing in the middle, then calls the name of a fruit. Everyone who is that fruit must change chairs. The facilitator should now have got a seat and the new person in the middle now calls another fruit name. And so on. When 'fruit salad' is called, everyone has to change places.

This is an old favourite with many variations. 'Jungle', 'Vegetable soup' and 'Meat stew' use animal, vegetable or meat names instead of fruit.

You can reduce the number of chairs by one each time, in which case, anyone who can't find a chair is out.

You can miss out the names and simply use criteria; anyone who fits the criteria, changes places; eg 'anyone who is a farmer', 'anyone with a birthday in April', 'anyone wearing glasses', 'anyone who is a civil servant.'

PUZZLE PAIRING

Prepare pieces of paper each with a puzzle or riddle on it; together with the answer. Cut them in half separating the puzzle from the answer. Each participant should have either a puzzle or an answer; in other words for 24 participants, you need 12 puzzles each with their answer. Participants walk around trying to find their partner with the puzzle or answer to match theirs.

This needs some preparation beforehand but it works well. It is fun and it gets participants moving around and talking with everyone else.

Try the proverbs on the right or make up some new ones from the local culture.

When everyone thinks they have found their partner get each pair to read out their proverb. Sometimes the wrong partners get together which all adds to the enjoyment.

Once in their pairs they could move onto another activity, eg chatting and pairs introductions.

Proverbs for Puzzle Pairing

- When man learnt to shoot without missing
  the wise bird learned to fly without perching.

- Many rats
  cannot dig one hole.

- If you are in one boat
  you must row together.

- Your hands can't miss your mouth
  even in the dark.

- A flow of words
  is no proof of wisdom.

- The ballot is stronger
  than the bullet.

- Grass exists where there is nothing that eats grass
  but what eats grass cannot exist where no grass is.

- Don't curse the crocodile
  until you've crossed the river.

- Where the leopard gets one lamb
  he looks for another.

- Wise men change their minds,
  fools never do.

- When two elephants fight
  it's always the grass that gets hurt.

- A bird never flew
  on one wing.

- To live long
  it is necessary to live slowly.

- Better a meal of vegetables where there is love
  than a fattened calf where there is hatred.

- What is the good of a lot of education
  if the person has no sense?

Appendix C

IDEAS FOR HELPING PARTICIPANTS TO GET TO KNOW EACH OTHER

GROUP 'PORTRAIT'

In small groups (of four to eight) ask participants to introduce themselves and chat about their interests, what makes them tick. If you like, ban any talk about work. The group then designs a group chart on a single sheet of flipchart paper that represents everyone in the group; (their interests, not a portrait of their faces!). No text allowed except the names! Emphasise that drawing skills are not needed! Allow about 15–20 minutes. A spokesperson then introduces the group to plenary.

This is particularly useful if you plan for participants to work in fixed groups for all or part of the workshop. It quickly gets them working together as a team.

You can also use portrait drawing with Pair introductions.

MEMORY

All the participants sit in a large circle. Someone starts by standing and giving their name and one word or phrase that describes their character; eg 'I am Atieno the runner'; she demonstrates by running on the spot. The next person in the circle stands and says 'That is Atieno, the runner' running on the spot, 'and I am Peter the cook'; he mimes cooking. The next person stands and says 'That is

Atieno the runner,' running on the spot, 'This is Peter the cook,' demonstrating cooking, 'and I am Bala the treasurer.' She acts counting money. The process continues until the circle of participants has been completed.

This is a good icebreaker and a useful way for everyone to remember names. Participants later in the circle will probably need some help from others; that helps develop the team spirit.

It can be tedious with many participants, so you can limit the number of participants each person has to introduce, eg to the previous five in the circle.

BALL THROWING

This is similar to Memory. Again participants are seated in a circle. Someone starts by throwing a ball to any other participant. At the same time they say 'I am Dishon and am passing to Moussa'. Moussa then throws to someone else saying 'I am Moussa, I received it from Dishon and I am passing it to Lois' And so on.

Again a good way to help people to remember names.

To shorten the time taken, you could say that the ball can only be passed to someone who has not yet received it.

Use several ideas to help participants quickly get to know each other

RING PAIRING

Ask participants to put their chairs in two circles (of equal number of chairs), one inside the other with the outer chairs facing in and the inner chairs facing out. Each participant sits down facing a partner. Ask pairs to briefly introduce themselves to each other. Then call out a topic for the partners to talk about for two to three minutes. Those in the outer row then move round one place. Repeat until those in the outer circle have come back to where they started.

This works well and helps everyone to get to talk with at least half the participants. There is no feedback to plenary.

Make up whatever topics you like, some serious, some silly. For example; family, hobbies, favourite meal, happiest moments, your perfect holiday, the last dream you had, where you would rather be if you weren't at this workshop etc.

A variation of this game is to do it without chairs; everyone stands in two circles. When you turn on some music the two circles walk in opposite directions. When the music stops, each participant talks with the person they are now facing. Repeat.

ADJECTIVES

Ask participants to introduce their name (the one name they want to be called by) to everyone, but also to add adjective that starts with the same letter and which describes them (correctly or not!). For example Muscular Millie, Practical Patrick.

This can be used as a good icebreaker to help everyone to remember names.

It can also make a good energizer later in the workshop as an energizer; in which case get participants to think up adjectives for each other.

ANIMALS

Give each participant half a sheet of flipchart paper and pen. Ask them to write their name at the top; and then to draw an animal whose behaviour best shows her or his personality. Each participants then sticks their drawing on the wall and in turn tells the group about themselves.

This can also be done in pairs or small groups. Another variation is to also ask participants to draw a musical instrument that best illustrates their organization.

Appendix D

SAMPLE LISTS OF TOPICS IN PUBLISHED PILLARS GUIDES

AGROFORESTRY

- Introduction to agroforestry
- The benefits of agroforestry
- The names of trees
- Qualities needed for agroforestry trees
- Encouraging tree growth
- Obtaining young trees
- Collecting and storing tree seeds
- Direct planting of tree seeds
- Preparing a tree nursery
- Suitable containers for tree seeds
- Sowing seeds
- Care of young seedlings
- Root pruning
- Hardening off
- Planting out tree seedlings
- Giving young trees a good start
- Alley cropping
- Trees for farm boundaries
- Trees for livestock fodder
- Firewood trees
- Fruit trees
- Moringa – a tree with special properties
- Bible studies
- Checklist of names for useful agroforestry trees

BUILDING THE CAPACITY OF LOCAL GROUPS

- Understanding the purpose of a group
- Working together
- Unity is strength
- The role of leaders
- What makes a good leader?
- How to choose leaders
- The role of Chairperson
- The role of Secretary
- The role of Treasurer
- The special role of animators
- Group members
- Making the most of meetings
- Setting aims and objectives
- Planning activities with the Five Finger method
- Planning in a changing situation
- Measuring progress
- New skills and information
- Local resources
- Outside information
- Keeping records
- Networking
- Looking back (evaluating)
- Bible studies

CREDIT AND LOANS FOR SMALL BUSINESSES

- Dreaming dreams
- The problems of credit for the poor
- Self-help credit
- Revolving credit groups
- Working together to raise income
- Savings clubs
- The role of Treasurer
- Keeping careful records
- Opening a bank account
- Obtaining loans from money lenders
- Obtaining loans from informal savings groups
- Safeguards suggested when making loans
- Group security with loans
- Obtaining credit from outside organisations
- Setting up in business
- Market research
- Managing small businesses
- Controlling the quality of goods
- Marketing your products
- Multiplying the benefits
- Learning from experience
- Benefits to the community
- Producing goods for export
- Bible studies

IMPROVING FOOD SECURITY

- Storing the harvest
- The benefits of a mixed harvest
- Grain storage
- Practical tips – drying grain
- Solar grain driers
- Controlling pests
- Removing oxygen from grain
- Using protective plants to reduce pest damage
- Using sacks for grain storage
- Good hygiene
- Community grain banks
- Establishing community grain banks
- Operating a community grain bank
- Preserving other staple foods
- Building clamps for storing roots
- Drying root crops
- Drying fruit and vegetables
- Preserving fish by drying
- Preserving fish by smoking
- Processing food – jam making
- Processing food – making pickles and chutneys
- Processing fruit – making juice
- Bible studies

Appendix E

SAMPLE TIMETABLE LAYOUT

	BREAKFAST DEVOTION	SESSION ONE 08.30–10.15	BREAK	SESSION TWO 10.45–12.30	LUNCH	SESSION THREE 14.00–15.45	BREAK	SESSION FOUR 16.15–18.00
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

TIMETABLE : Typical programme for PILLARS Workshop

Appendix F

SAMPLE CERTIFICATE

CERTIFICATE OF ATTENDANCE

This is to certify that

....

has completed a series of workshops with
PILLARS during the year 2000, and has gained
experience in translation skills, orthography, writing
and designing materials for community groups in
the Lusoga language.

Signed ....   Name and title of signatory

Signed ....   Name and title of signatory
(Address if appropriate)
(Telephone number if appropriate)

Partnership in Local Language Resources

Appendix G

SAMPLE OF LETTER HEADED PAPER

PILLARS

PILLARS Guides in Sarande

Sarande Language Committee
c/o Culture Office
P.O. Box 217
Minsda
Tanzania

Tel: 092 656527

Partnership in Local Language Resources

Appendix H

CD-ROM CONTENTS

- PILLARS document files in Adobe Acrobat 3.0 (pdf), QuarkXPress™ 3.3 and PageMaker® 6.5 formats for each of the existing English Guides, together with all the image files required

- A PageMaker® template for creating new Guides

- PageMaker® files for producing letterheads and a certificate for use by local groups

- The free Adobe Acrobat Reader (both Mac and PC versions).

PLEASE NOTE For copyright reasons the fonts are not included.

Appendix I

LIST OF PILLARS GROUPS

Lusoga Language Committee
Based in Kamuli District, Uganda

Attn Patrick Luganda – Chairman
c/o KAEA
PO Box 275
Kamuli
UGANDA

Zande Language Committee
Based in Yambio, Southern Sudan

Attn Samuel Enosa – Chairman
c/o ECS Yambio Diocese
PO Box 7576
Kampala
UGANDA

CRUDAN
Old Airport Road
NBTC
Box 6617
Jos
NIGERIA

Appendix J

USEFUL RESOURCES

Available from
TALC
PO Box 49, St Albans, Herts,
AL1 5TX, UK

Email: talc@talcuk.org

- *Where there is no Doctor*
  by David Werner
- *Nutrition for Developing Countries*
  by King and Burgess
- TALC catalogue

Available from
IT Bookshop
103–105 Southampton Row, London,
WC1B 4HH, UK

Email: orders@itpubs.org.uk

- *The Copy Book*
  published by ITDG
- *Where there is no Artist*
  by Petra Röhr-Rouendaal
- Liklik buk

Available from
Tearfund Resources
PO Box 200, Bridgnorth, Shropshire,
WV16 4WQ, UK

- *Footsteps* CD-ROM of back issues
- *Footsteps* back copies on specific issues
- Humanity Development Library on CD-ROM

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