

# Introduction to Writing for change.

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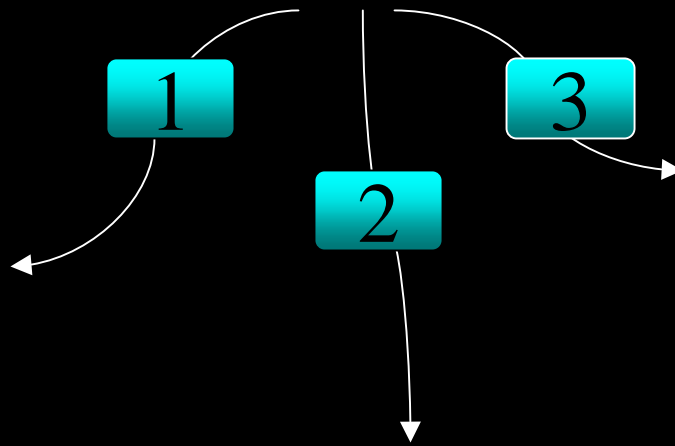
The harvesting of blooms interferes with this plant species' ability to reproduce and adapt to environmental change.



Do Not Pick the Flowers.



# Message





- Confidence in evidence reported.
- Encouraged to formulate new research questions.



- Convinced of social relevance.
- Guided towards areas for change.



- Inspired to act.
- Able to do so independently.

Writing Can be a Chore.





# W

## riting for change

- Core skills and guidance on
  - ✓ effective writing
  - ✓ writing for science
  - ✓ writing for advocacy
- *fahamu* & IDRC

Effective  
writing:  
core skills



Clearly and  
purposefully

Writing for change

Writing for  
science



Scientific paper for  
publication

Writing for  
advocacy



Non-specialist  
audiences



# Effective writing: Core skills

```
graph LR; A([Effective writing: Core skills]) --- B([Introduction]); A --- C([Creating a message]); A --- D([Organizing your ideas]); A --- E([Writing the first draft]); A --- F([Effective editing]);
```

**Introduction**

**Creating a  
message**

**Organizing  
your ideas**

**Writing the  
first draft**

**Effective  
editing**





**Introduction**

**Developing  
the concept**

**Preparing  
an outline**

**Writing the  
first draft**

**Topping  
and tailing**

**Publishing**

**Writing for  
Science**

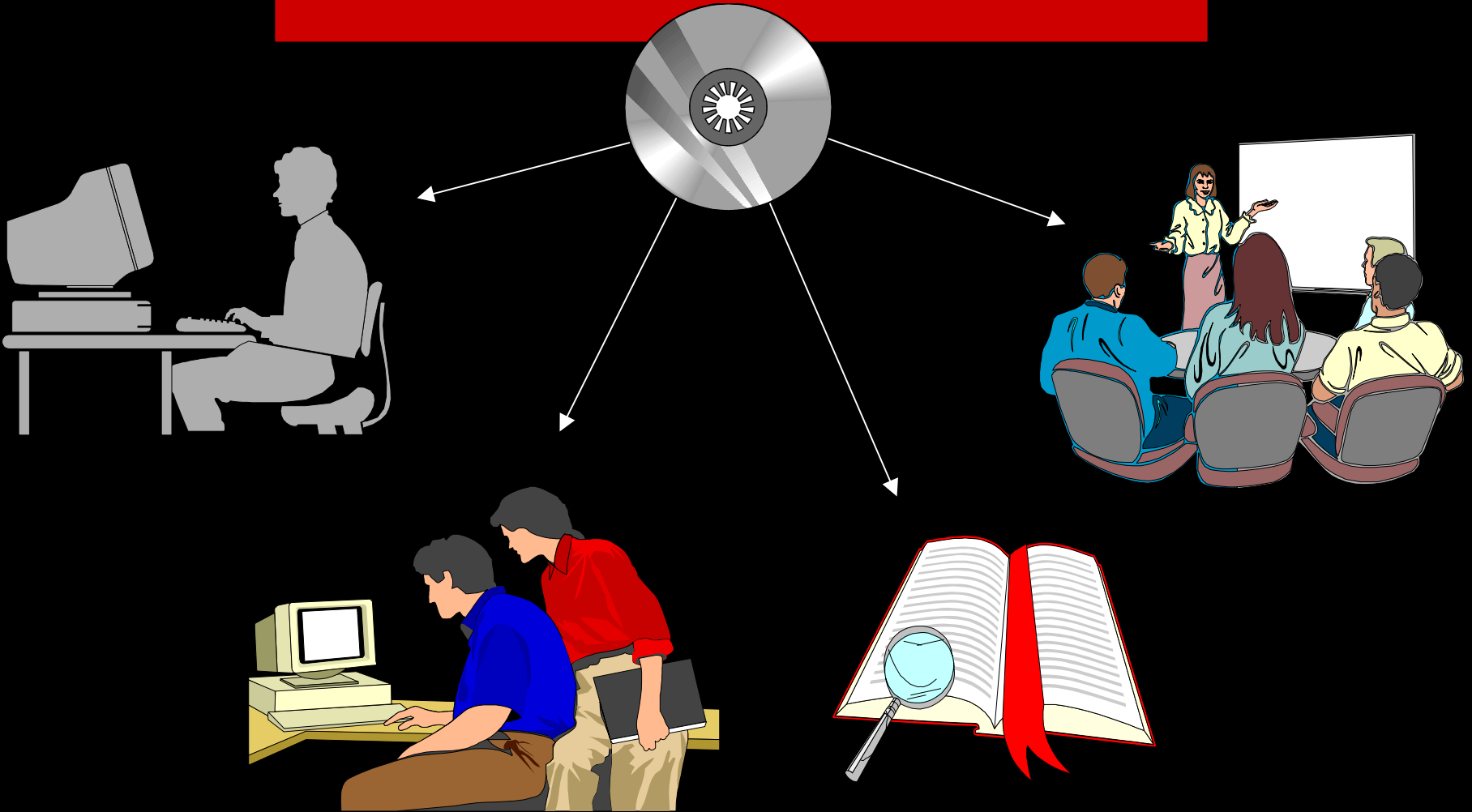
**W**riting for  
advocacy

```
graph TD; A("Writing for advocacy") --- B("Understanding advocacy"); A --- C("Media for advocacy");
```

**Understanding  
advocacy**

**Media for  
advocacy**

# Writing for change



# Effective writing

## Introduction

Principles of effective writing

## Creating a message

Defining your purpose

Analysing your readership

Writing a message sentence

Checking your message

## Organising your ideas

Creating a structure

Collecting evidence

Writing an outline

## Writing the first draft

Functions of prose

Explanation techniques

Summary and introduction

Navigation aids

Resource materials

Using graphics

Elements of layout

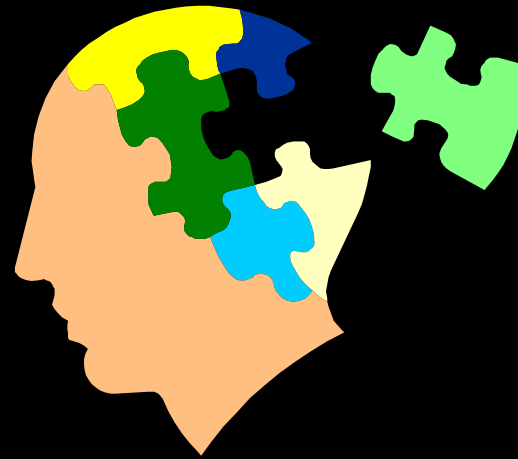
## Effective editing

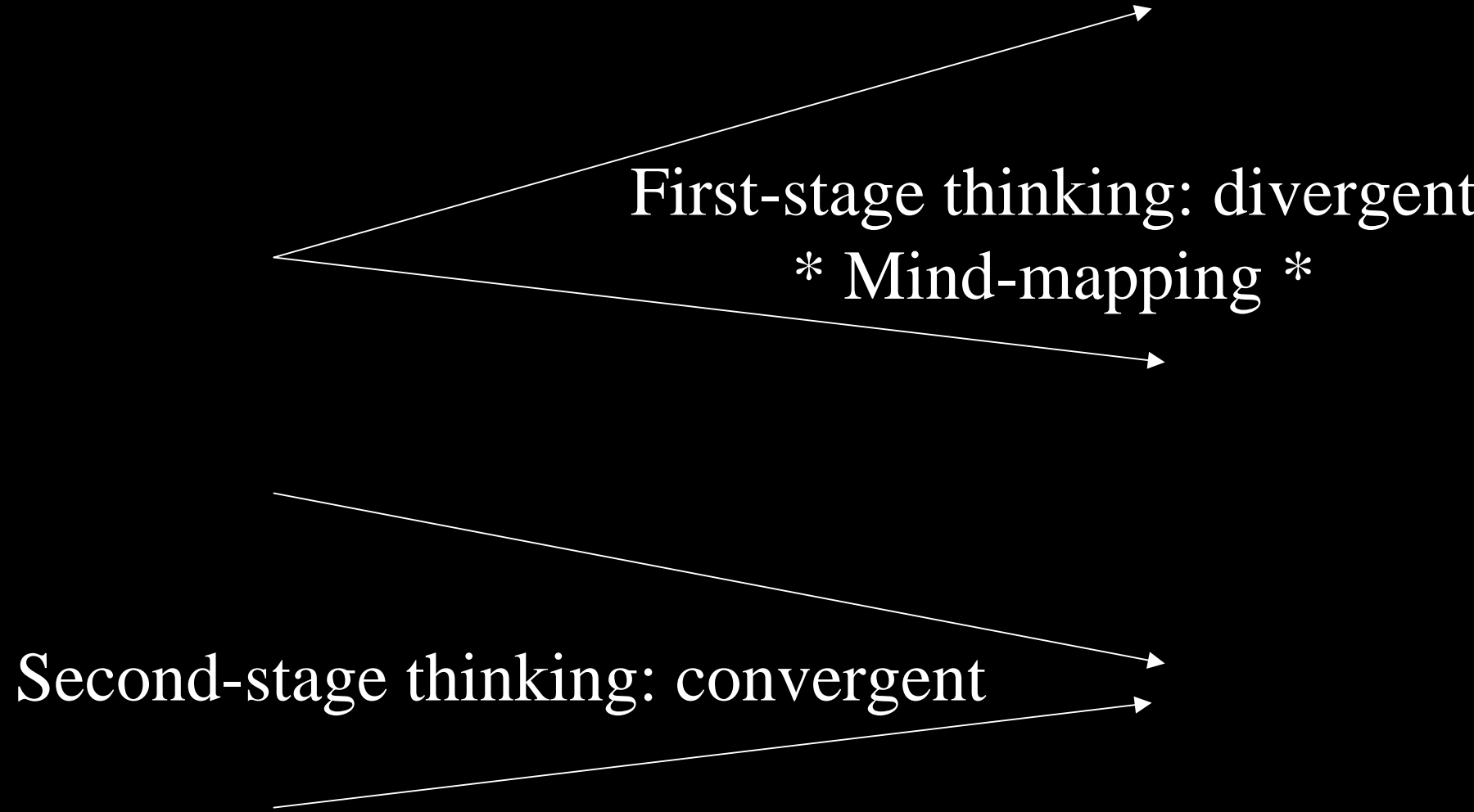
General principles

Constructing effective paragraphs

Improving your sentences

Choosing your words





The diagram consists of two sets of arrows. The top set starts from a single point on the left and branches into two arrows pointing to the right, representing a divergent process. The bottom set starts from two separate points on the left and converges into a single arrow pointing to the right, representing a convergent process. The text 'First-stage thinking: divergent' and '\* Mind-mapping \*' is centered between the two arrows of the top set. The text 'Second-stage thinking: convergent' is centered between the two arrows of the bottom set.

First-stage thinking: divergent  
\* Mind-mapping \*

Second-stage thinking: convergent

“Farmers can improve feeding systems using traditional methods.”



“How can farmers improve feeding systems using traditional methods?”

**MANAGEMENT PRACTICES**

“How can farmers improve feeding systems using traditional methods?”



“How can farmers improve feeding systems using traditional methods?”

MANAGEMENT PRACTICES

FODDER SPECIES

PROPAGATION PATTERNS

“How can farmers improve feeding systems using traditional methods?”

SEED SUPPLY

MANAGEMENT PRACTICES

FODDER SPECIES

STORAGE SYSTEMS

PROPAGATION PATTERNS

“How can farmers improve feeding systems using traditional methods?”

**SEED SUPPLY**

NURSERIES

BANKS

**MANAGEMENT PRACTICES**

GRAZING

LAND

BURNING

PROTECTION

**FODDER SPECIES**

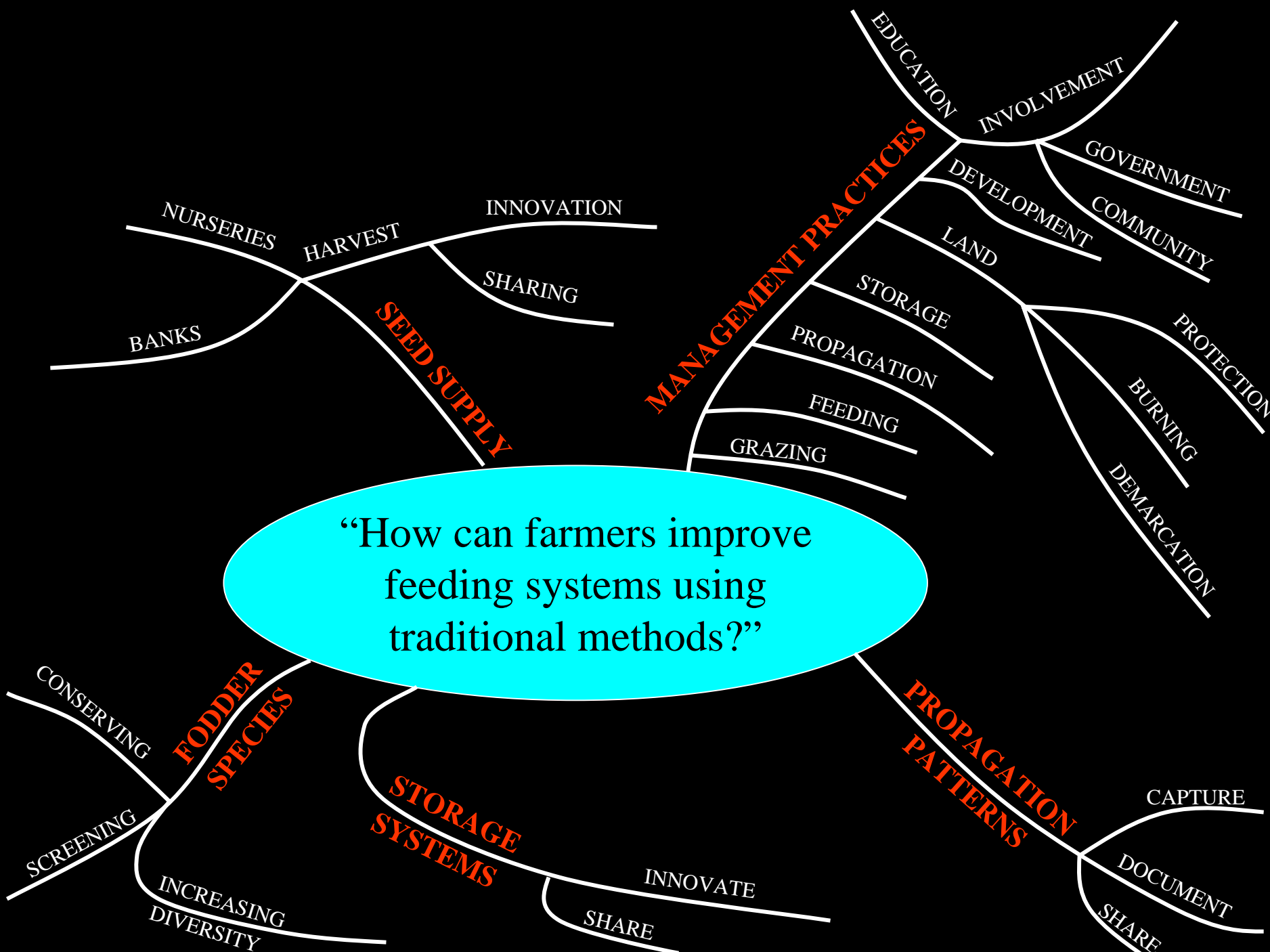
**STORAGE SYSTEMS**

INNOVATE

SHARE

**PROPAGATION PATTERNS**

“How can farmers improve feeding systems using traditional methods?”



**Message:** Marginal farmers can use traditional methods to improve livestock feeding systems.

**Numbered headings**

**Key point sentences**

1. *Managing* fodder species.

Farmers can develop their knowledge of local fodder species.

2. *Improving* seed supply.

Farmers can improve their methods of seed supply.

3. *Improving* propagation patterns.

Farmers can share knowledge of propagation patterns.

4. *Developing new methods* of storage.

Farmers can use external input to innovate new methods of storage.

5. *Developing* management practices *in the community*.

Farmers can involve their communities in developing new management practices.

# Writing for science



## Introduction

A different form of writing

What we will cover

## Developing the concept

Why publish

What to publish

Your main message

Your readership

Where to publish

## Preparing an outline

Types of papers

Main message

Principal objective and hypothesis

Materials and methods

Principal findings

**Introduction**

## Writing the first draft

Deepening the outline

Introduction

Materials and methods

Results

Discussion

Writing a first draft

Writing style

## Topping and tailing

Title

Ethics of authorship

Abstract

Acknowledgements

References

Appendices

Editing your manuscript

## Publishing

Submitting the manuscript

Responding to editors

Correcting proofs

Marketing the publication

# Introduction of a Scientific Paper.

## Purpose of Introduction:

- Why it was necessary to carry out study.
  - What you did.
  - What you found out.
- Roadmap from problem to solution.

# Preparing an Outline for the Introduction of a Scientific Paper.

S: Situation

P: Problem

Q: Question

R: Response + Main message



# Example Introduction Outline

**Situation:** *Marginal farmers use traditional systems to feed livestock.*

**Problem:** *Changes in agricultural systems and environmental degradation have reduced availability and quality of fodder.*

**Question:** *How can farmers use traditional practices to improve livestock feeding systems?*

**Response:** *Study undertaken to identify ways farmers can improve livestock feeding systems using traditional practices.*

**Main message:** *Farmers can use traditional practices in five main ways to improve livestock feeding systems.*

# Writing for advocacy

## Understanding advocacy

Who you are writing for

What to write for whom

Constructing a message

Hearts and minds

Paradigms

## Media for advocacy

Articles

Leaflets

Newsletters

Pamphlets

Press releases

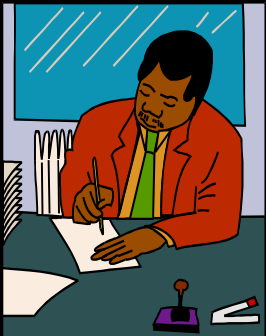
Posters

# “Vaccine x is more effective than conventional vaccines”



## Confirm findings

- Reproducibility of results
- Accuracy or weight of evidence



## Adopt a policy

- Cost analysis
- Social relevance



## Be aware and demand it

- Health risk assessment

The End