Communicating Food Policy Research

A Guidebook

Klaus von Grebmer, Suresh Babu, Valerie Rhoe, and Michael Rubinstein

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Communicating Policy Research
in
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Contents

Foreword

Policy researchers spend an immense amount of time designing projects, developing questionnaires, collecting and analyzing data, and formulating possible policy implications. But hard work and excellence alone do not guarantee that public policy research will have impact. For that, the results must be communicated to those who can use it.

This manual aims to help researchers enhance their communication skills and encourages them to think about the potential audiences for and beneficiaries of their research at the inception of every project. The manual highlights principles and procedures that have proven successful in presenting research results to peers, colleagues, the media, policymakers, and interest groups. It includes guidelines for targeting and reaching selected audiences as well as exercises for applying those guidelines. It invites researchers, workshop participants, and other readers to use their own recent work to develop immediately useful, usable communication strategies and documents.

Although this manual outlines the principles for communicating food policy research, we caution our readers to use common sense and adapt the principles to the given situation. Experience has shown us that one approach can be successful in one scenario, but another approach is needed for a different situation. There is no single formula for achieving impact, but many possibilities to succeed in influencing policymakers and opinion leaders. With all this in mind, we hope you enjoy reading and using this manual. We would appreciate your feedback so that we may continually improve our training on this important, but often neglected, component of public policy research.

Klaus von Grebmer
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Objectives

- To understand the basic principles of policy communication;
- To develop skills for communicating policy research results with the media, policymakers, and the public; and
- To gain practical skills for writing different forms of communication for conveying policy research results.

Importance of Communications

Good research alone is insufficient
To have impact, it must be communicated to the right people

Core Research Values

Commitment to high-quality research

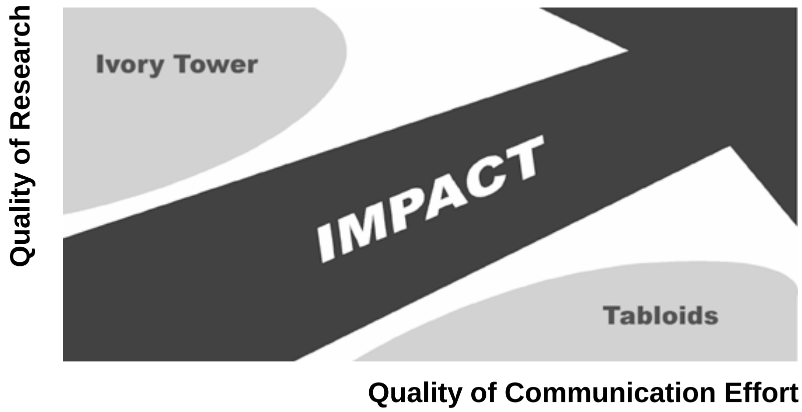
- Accuracy
- Integrity
- State-of-the-art science
- Driven by research findings, not by point of view

Quality communication starts with quality research. To have quality research, it needs to be accurate. To be accurate, appropriate models and data need to be used as well as understanding the context-specific situation (e.g. region, country, village).

The integrity or truthfulness of the research will also determine its quality. To ensure its integrity, one should perceive oneself as a blank slate or value-free; however, thinking from a value-free perspective is very difficult. Therefore, write down your values or perceptions that may effect your research and then alter your research to minimize these values from it. If you can minimize one's point of view from the analysis, then the results will be better because you are aware of these assumptions.

Finally, good quality research depends on the quality of science being used. Literature reviews will inform you of the latest econometric models and theories being used. Literature from journals and books are necessary, but not sufficient. Participation in conference and workshops and reading gray literature (discussion papers and working series) are needed. Several web sites to find literature on food security issues are the Food and Agricultural Organization (FAO), World Bank, country-specific Development Banks, Consultative Group for Agricultural Research (CGIAR), and the Development Gateway.

Good Research Merits Good Communication



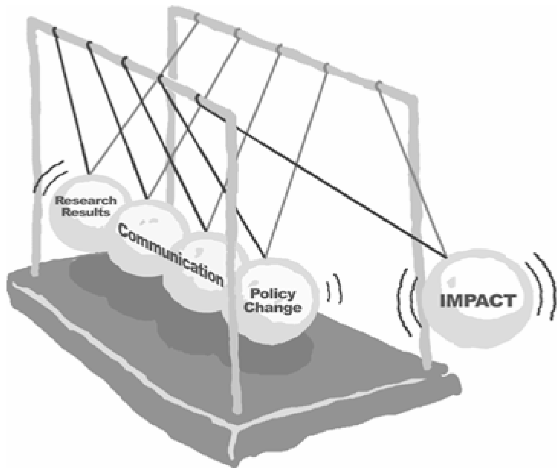
Abraham Lincoln said: “You can fool some of the people all of the time, and all people some of the time, but not all people all of the time”

State-of-the-art research goes hand in hand with state-of-the-art communication. If the research is excellent but the communication is poor, research results will be kept within an intimate group of researchers and the public will not learn about them.

If the research is shoddy or lacks substance, but excellent communication exist, research results will be highly publicized, but the research will not have the positive impact we seek.

High-quality research results that are communicated well will have impact. Therefore, excellence in both arenas is mandatory for IFPRI research to benefit those who need it.

The Goal is Impact



Communication is not an end unto itself. The major objective of policy communication is to inform policymakers of key research results in order to make an impact on policy change. To influence policy change, research needs to shape the beliefs, actions, and behavior of key external audiences.

Basic Principles of Communication

The Four Questions

- Who do you want to reach?
- Why do you want to reach them?
- How do you reach them?
- What are your main messages?

When designing a communication strategy, think of it as a proposal to a research project. There are a certain set of questions that need to be answered when preparing a research proposal -- who are the principle researchers, how much labor and field work will it require, does it require travel are a few of the questions you must answer before initiating a project. A communication strategy involves the same processing, but with different questions: who do you want to reach, why do you want to reach them, how do you reach them, and what do you want to tell them? Answering these four questions will provide the basis for how to communicate your research results. Answering these four questions is a pre-requisite for implementing a communication effort.

Who Do You Want to Reach?

- Policymakers
- Donors
- Researchers

The most basic question you need to ask before beginning any communication effort is “Who do you want to reach?” To determine your target audience, list the objectives of the research project. Then review each main and sub-objective. Next, sit with fellow researchers and/or support staff to determine who could use this information--policymakers, donors, and researchers. Determining who you want to receive your information, determines what type of policy communication activities are needed such as press interviews, research reports, policy briefs, etc.

Why Reach Them?

- Policymakers - to incorporate your research and recommendations into their policymaking
- Donors - to fund your work
- Researchers – to share new information, methods, data, etc.

There are certain groups that you will target to achieve certain end results. If you want your research and recommendation to be incorporated into policy decisions. Policymakers will be the target group. If you want to be able to sustain your future research activities through funding, then targeting donor agencies would be necessary. Targeting other researchers can also be essential in disseminating new information, methods, and data.

How Do You Reach Them?

- Policy advisors
- Policy analysts
- Political parties

Once you have decided who and why you want to reach a particular group, then your need to determine what is the most effective and efficient method of reaching this group. It may be difficult to gain direct access to policymakers for one-on-one discussion, but there are several other direct links to policymakers. Often times, results of policy research will be communicated to policymakers through policy advisors, who work for academic organizations, and policy analysts, who work for the government.

However, larger groups also have direct contact with policymakers such as political parties. One way to use political parties in conveying information to policymakers is to keep informed of the party's political agenda. If a topic coincides with your research, then pass your information onto the political party. This approach could be very helpful during campaigns. If a political candidate is campaigning that he/she will reduce food security in his/her country. Then provide the political candidate with your relevant research.

How Do You Reach Them (2)?

- Private sector
- NGOs & research institutions
- Opinion leaders
- Special interest groups

A direct link to policymakers may not be available, therefore, you will need to reach them indirectly, through people who influence them. Often times, the private sector can influences policymakers because of the nature of their relationship. Also non-government organizations (NGOs) and research institutions can spread information through various means such as media and policy briefs, which could be read by the policymaker (i.e. Ministry of Agriculture, etc.). Opinion leaders can also indirectly influence policymakers through commentaries and other means.

Special interest groups such as farmers' associations, can indirectly influence policymakers. Special interest groups are able to lobby their policymakers; therefore, providing them with relevant research will assist in getting your information to the policymakers.

In developing your communication plan, it is important to list those groups and individuals who have influence and develop strategies to communicate with them, as well.

How Do You Reach Them (3)?

- Newspapers and magazines
- Major radio & TV programs
- Workshops, seminars, & conferences
- Journals, books, & discussion papers

Your target audience drives your communication strategy. If you are trying to sell sneakers to teenagers, you advertise on the TV and radio programs they like to watch. If you want policymakers, donors, and researchers to learn about your research, you need to target venues that are likely to reach them, such as influential media outlets, conferences, and journals. Influential media outlets include national and international newspapers and magazines, and national and international news programs.

Presenting your research at various national, regional, or international workshops, seminars, and conferences such as the International Association of Agricultural Economists (IAAE) can deliver your information to a wide range of actors from many countries.

Journals, books, and discussion papers are venues that will disseminate your research to other researchers as well as lay people depending on the language and content of the publication. Some influential journals in agricultural economics and food security are *Food Policy, Journal of Agricultural Economics, and Journal of International Development*.

How Do You Reach Them (4)?

- Web sites: IFPRI
- Networks: SAI, SADC, REDCAPA
- List serves: New At IFPRI, DG Alerts, African Open Learning Forum

Web sites are very useful in communicating information to your target group, especially, if your web site is dynamic. A dynamic web site is labor-intensive, but the benefits of your targeted group not having to deeply search for new, relevant information will outweigh the costs. However, keep in mind that Internet access in certain areas is limited; therefore, other means that were mentioned on the previous slide as well as networks and list serves should be used in conjunction with each other.

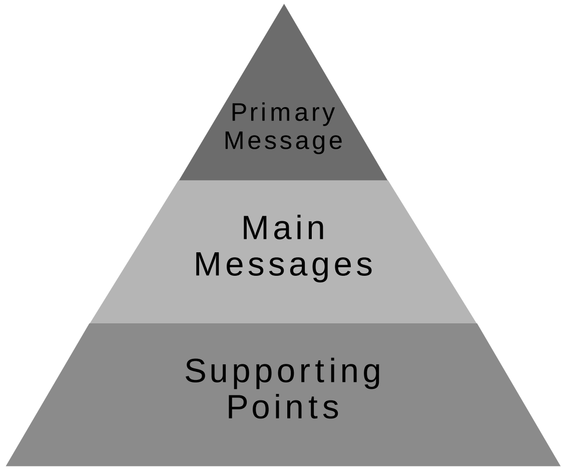
Networks allow for information to be shared easily amongst people who are interested in the same topic or region. The East Africa Policy Network brings together researchers who are working on food security issues in East Africa to allow information sharing and collaboration. Networks take on many shapes. Some aim at being a clearing house for research while others bring together various stakeholders such as researchers, policymakers, and NGOs. Some networks only focuses on sharing research information while others aim to strengthen capacity in a particular topic. Example: South Asia Network (SAI), Southern Africa Development Program (SADC), and Agricultural Policy Analysis Network for Latin America and (REDCAPA)

Using a list serve is another way of disseminating information to your targeted populations, but you must keep in mind that email access can be limited and expensive. An example of a list serve is the TCSP Training newsletter, which announces courses, conferences, fellowships, and training documents that are relevant to IFPRI's mandate. Other examples are New At IFPRI, DG Alerts, and the African Open Learning Forum.

Exercise

List organizations within country or region of research that would benefit from your research or assist you in informing others about your research results.

Main Messages



The past slides show several formal ways of reaching one's audience, but you can interact with your audience informally. Let say you are riding the elevator with the Minister of Agriculture in Kenya.   You are going to the sixth floor and he is riding to the 3rd floor. The minister asks "what you have been doing these days?" Will you tell him a clear, concise, and compelling statement that will make impact.

To be clear, concise, and compelling you need to formulate what you would like to convey to the audience, and then write it in one or two simple, but concise sentences. These sentences represent your primary message, which should become your "sound bite." Our example, shows this statement used in one manner, but it can also be the introductory sentence in your press release.

In addition to your primary message, write 3-5 main messages. Also write 7-10 points that will support your primary and main messages. These supporting messages can be used during a press release, if time allows, but also can be handed to the Minister.

See appendix A for examples of a primary message, main messages, and supporting points.

All Main Messages and Supporting Points

- Clear
- Concise
- Compelling

Messages should pass the “grandma test”

Many researchers believe that their findings are so complicated, that they can’t be easily understood by or explained to a lay audience. In fact, all great ideas are simple at heart. Your challenge is to find a clear and concise way to capture your central findings. Before you take your research to policymakers or donors, find a way to explain your main ideas so that your grandmother could understand them.

Your message also needs to be compelling. It must answer the question, “Why should we care?”

Primary Message: Report Release

Unless more aggressive measures are taken, progress against child malnutrition is likely to slow over the next two decades. IFPRI's report projects that child malnutrition will decline by only 20 percent over the next 20 years.

Here is an example of a primary message. This was developed for the release of IFPRI's report titled *2020 Global Food Outlook: Trends Alternatives and Choices.*

Exercise

Develop a primary main message, main messages, and three or four supporting points for your current research project. For an example, see appendix A.

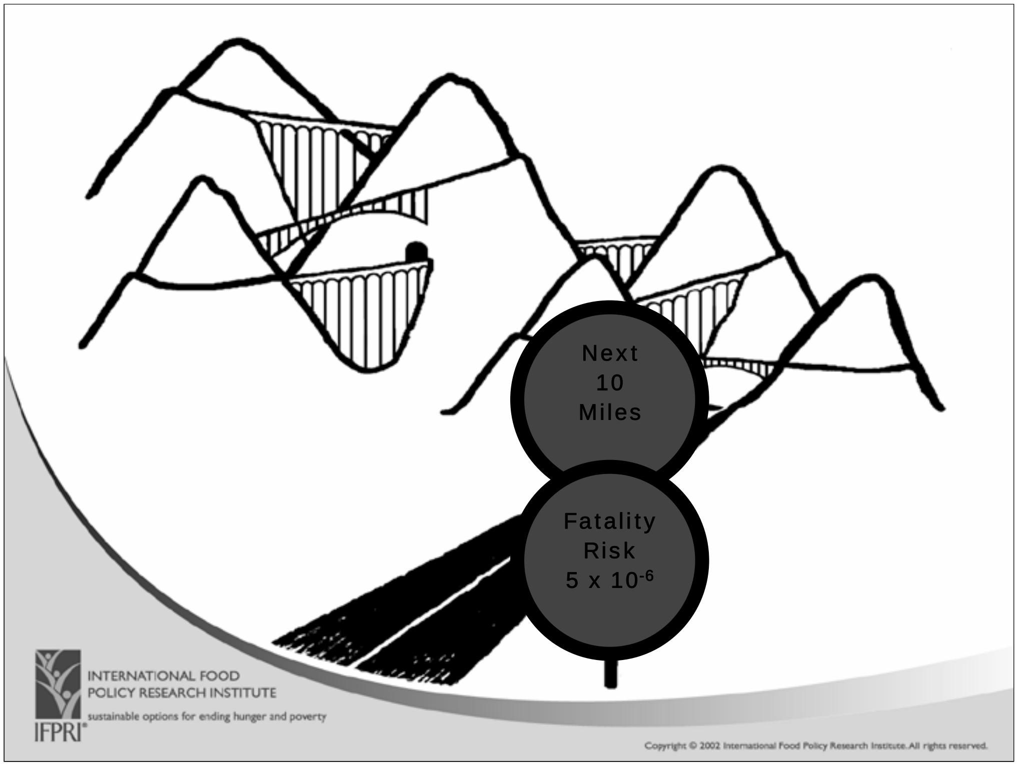
Instructor:

Primary message reflects the goal.

Main messages reflect the main objectives

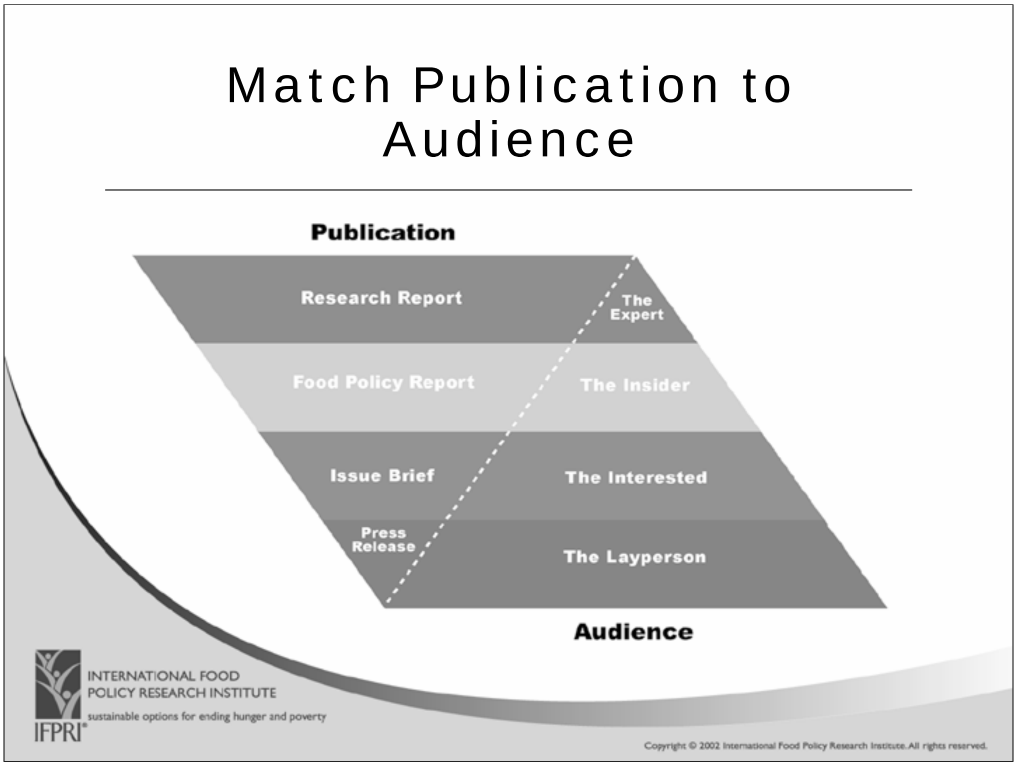
Support messages reflect the specific objectives

Don’t use the word “may”



Communication must be appropriate for the target audience. This is an example of a failed communication effort. Drivers are the target audience in the sketch above. Traffic signs must be simple so that drivers can read them easily, understand them, and make quick decisions.

Exercise: What is wrong with this picture?



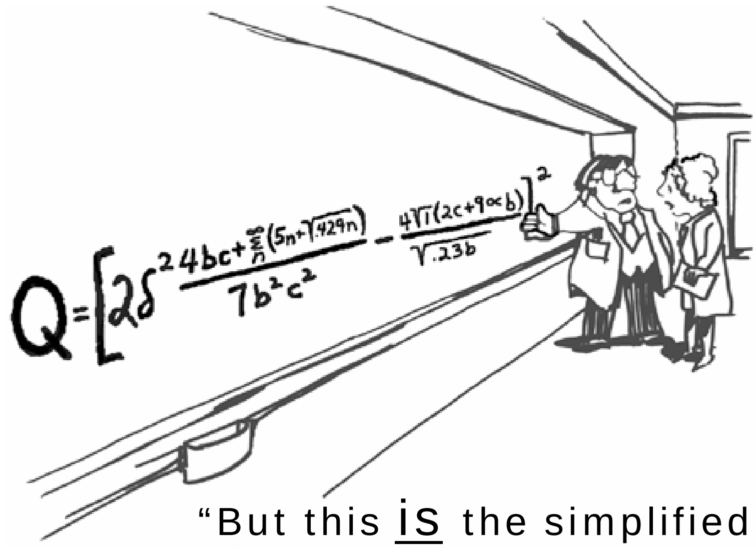
When IFPRI released its projections of the global food outlook in 2020, it created different communication products for different audiences.

For the experts, a full report, 206 pages, containing complex, detailed information was published. This report is intended for an important, but very limited scientific audience.

For an interested, informed audience, IFPRI published a 16-page report, *2020 Global Food Outlook: Trends, Alternatives, and Choices*. It contained the essential findings, enhanced with color graphics aimed at policymakers and journalists.

For the popular press and general public: a two-page press release containing only the main messages -- sound bites or bullet point type of information was published. This approach appeals to the mass media and high-level policymakers who don't have time to read longer reports.

Although these publications reached several audiences, were all relevant audiences reached? Twenty-three million people live in Uganda – 3 million read in local language and 30,000 read English. The laypeople in Uganda are illiterate farmers; therefore posters, pamphlets, and media in the local language could be used.



"But this is the simplified version for the general public!"

Sometimes it is hard to convince researchers that communication has to be simple to be understood by target audiences. However, all communication of research can be simplified without losing the main message that you would like to get across.

“In Paris they simply stared when I spoke to them in French. I never did succeed in making those idiots understand their own language.”

Mark Twain
1835 - 1910

Mark Twain said, “In Paris they simply stared when I spoke to them in French. I never did succeed in making those idiots understand their own language.”   It is easy to blame the audience if they do not understand you. A better approach is to understand them. In order to understand your audience, familiarize yourself with the group you are addressing. If it is experts, then develop your presentation using technical information such as equations and regression analysis results; however, this approach would not be good if you were presenting to the general public.

To familiarize yourself with your audience ask the organizer to provide a list of expected attendees with their titles and organizations.   If a list of participants are not available, the event organizer should be able to provide some clarification on the audience he/she targeted for the communication event.   It is also helpful to meet some of the guest as they arrive to the event. This action will allow you to make last minute adjustments to your presentation in order to adapt to the audience.

Making
Presentations

Conferences and other events

Design your presentation so that your audience sees how they will benefit personally from listening to you.

There are four essential steps that need to be taken when preparing for a presentation. They are:

- Plan,
- Prepare,
- Practice, and
- Present.

Each of these four steps will be elaborated on the following slides.

Planning

- Establish the purpose of your presentation
- Know your audience
- Adapt the presentation style to suit your audience

When planning your presentation you first need to firmly establish the purpose of your presentation. The purpose of your presentation may already be set by the organizers. If not, then you will have to determine what you want to get across to your audience. Do you want them to learn about a new methodology or the results of a project. Is it a presentation for the final results of a research project or is the project still in progress and you want to receive feedback on how to proceed. Having a firm purpose will make developing the information for the presentation much easier. It will eliminate unnecessary information.

As mentioned a few slides back, understanding who your audience is is very important to the information you present; therefore, it is essential for you to learn the profile of your target audience, then adapt your presentation style to suit your audience.

Exercise: Your audience is four ministers of agriculture. Three ministers have a Ph.D. and the other has a Masters. How will this shape your presentation?

Preparing

- Refer to your main messages
- Write main points of your talk on index cards
- Develop your presentation
- DO NOT USE A SCRIPT!!!

Use the main messages that were developed earlier to shape and develop your presentation. Write down main messages on note cards to guide you when you speak. Then expand each main message in order to make a complete presentation. The presentation should include some of the supporting points.

In order for your presentation to sound more natural, remember to write the key points of your presentation on index cards and avoid writing out your complete presentation.

Just remember, failing to prepare is preparing to fail.

Using Note Cards

- Hand-sized cards
- Keywords only
- Don't read
- Large print
- White space
- Number the cards
- Use as needed

You should always use index cards to aid your memory, rather than reading from written text. Text that is read is much harder for the audience to follow than text that is freely spoken. Memory cards allow the flow of the presentation to be natural and relaxed. Even if you stumble slightly, it is okay. It makes you appear more human, which is much more interesting then reading flawlessly to your audience. Some guideline to follow when using note cards are:

1. Use hand-size cards. For example, a 3 inch by 5inch or metric index card.
2. Write only key words and phrases on the cards. You should not be able to read your cards to the audience.
3. Use large print so you only need to glance down at the cards.
4. Make sure there is a lot of white space on the cards so that they are easy to read.
5. Number each memory card, just in case the cards should fall.

The Triple 'T' Principle

- Tell them what you are going to tell them
- Tell them
- Tell them what you told them

The Triple "T" Principle is:

- Tell them what you are going to tell them. This is your main messages.
- Tell them. When you tell them use the supporting points you wrote for the main message.
- Tell them what you told them. Repeat your main message.

The KISS Principle

Keep It Short and Simple

To keep it short:

Stand Up . . .

Speak Up . . .

Shut Up . . .

To keep your presentation short and simple, remember, you don't need to tell them everything you know. Focus on the three or four main things that are absolutely essential to communicate.

Content

1. Introduction
2. Body
3. Conclusion
4. Questions/Answers
5. Second conclusion

The five main sections of a policy seminar presentation are the introduction, body, conclusion, questions & answers session, and final conclusion after the discussion. Each section will be elaborated on in the following slides.

Preparing Your Introduction

- State your purpose
- Create rapport
- Grab audience's attention
  - Ask a question
  - Tell a story
  - Use a quotation
  - Compliment the audience
  - Start with something counterintuitive

An introduction is used to engage your audience, create a rapport with them, and to let them know why you are presenting this information to them. There are several methods that could be used alone or together to grab the audience's attention:

•Ask a question to the audience that engages their curiosity:

•Example: If you were constantly hungry, what would be your thoughts about consuming genetically modified food?

•Tell a relevant story, either funny or serious:

•Example: To support their two young daughters, Luis Pillajo and his wife María opened a tiny grocery store in the rural Ecuadorian town of Pesillo five years ago. After months of struggling to make ends meet, Luis heard about ACCION's local microlending partner, Banco Solidario. He applied for and received a loan of $600. With the loan, Luis -- for the first time -- was able to purchase inventory in bulk. "By buying in quantity, I saved and could then sell to my customers at a good price," he remembers. Luis paid back the loan, and has since taken out five additional microloans -- the latest for $6,600. With each one, he has expanded his business a little more, buying an oven to make freshly baked bread and purchasing several cows for milk. He's also used the loans to renovate and enlarge his business. Today, the store is ten times its original size.

•Interesting or inspiring quote:

•Example: No one would talk much in society if they knew how often they misunderstood others." - Goethe

•Compliment the audience, but be sure that the compliment is sincere and not merely gratuitous. You also need to be sure that your compliment does not downplay your knowledge; otherwise, the audience will be wondering why you are there.

•Start with something counterintuitive.

Don’t Waste Time

- No long introductory statements
- Don’t say “I will be brief”
- Don’t complain about the lack of time
- Don’t tell them you’re not an expert

Don’t waste time with long-winded introductions. Get right to the point. However, the length of your introduction must reflect the knowledge of your audience. If you are speaking to peers, they should already have an idea about the region or topic. If the audience is first-year undergraduate students, then the introduction may be longer in order to strengthen their knowledge about the area of discussion, that will assist them in better understanding the main part of your presentation.

Anytime a speaker says that he or she will be brief, the audience automatically knows that they are in for a long presentation. Therefore, don’t say you will be brief, just present your material.

Also, don’t bemoan the lack of time-- it just wastes what little time you do have.

Finally, even if you are new to the research area, who have untaken the research you are presenting, therefore, you are an expert on the particular subject in that particular country/region; therefore, do not tell them you are not an expert.

Delivering the Message

- Include major points of presentation
  - Introduce the point
  - Explain and support
  - Transition quickly and smoothly to the next point
- Give examples
- Provide all sides of the issue

The message that you want to get across to your audience will come during the section of the presentation that is called the "body". This section will be the longest part of your presentation. In this section, you will present your major points. Each point should be introduced, explained, and supported. When discussing each point, use examples to help clarify your points, and provide both sides of the issue to make your presentation appear balanced.

Example:

Scenario: Description of food security in Kazakhstan using the Head Count Ratio (Point), Aggregate Income Gap (Point 2), and Weighted Short-fall Index (Point 3).

The Head Count Ratio (H) measures the proportion of the population that consumes less than the set poverty line (Z). To calculate the head count ratio you divide the number of people who live below the poverty line (the poor) (q) by the population of your sample (n). Mathematically, the equation is H=q/n. Using Kazakhstan as an example, the following data on poverty is available

If $Z = 112.19$ tenge/day $Q = 366$ $n = 1996$ (n).

Then $H = 0.1833$.

Then multiply by 100 to gain a percent. The Head Count Ratio is a simply calculation that provides some information; however, it is insensitive to the depth of poverty and it will not change when a poor person's welfare changes if he/she remains below the poverty line. In response to these constraints, the Aggregate Income Gap can be calculated.

Preparing Your Conclusion

- Reiterate your main messages
  - Appeal to action
  - Create emotional impact
  - Transition to question/answer session
- End with a bang!

Avoid saying "In conclusion..."

This is an opportunity to reiterate your main messages. The conclusion should not be a long laundry list of points, but it could entail a brief story to remind the audience of the major points. It is also a time to appeal for action if this is one of your objectives.

Make sure your presentation ends on a high note. End with a good story, an inspiring quote, or a strong statement. If the conclusion has an emotional impact the audience is more likely to remember your main messages.

Example: We can stop the stomach aches of the 800 million people who go to bed hungry, if appropriate policies are implemented.

Make a smooth transition to the question and answer session. For example, one could say "I hope I raised some thought-provoking issues. I will be happy to answer any of your questions."

Exercise

Using your current research project, write an outline for a presentation.

Example:

1. Introduction
2. Conceptual Framework
3. Institutions and biotechnology
    a. Segmented markets
    b. Intellectual property rights
    c. Technology transfers
        1. Mechanisms
        2. Trade policy
4. Institutions and biotechnology: India case study
    1. Public/private relationships
    2. India’s Biotechnology Institutional Framework
    3. Constraints
    4. Lesson Learned from Indian Experience
5. Conclusion

Your Second Conclusion

- Transition gracefully
- Avoid saying “if there are no questions…”
- Summarize and leave audience with major points of the presentation

After the question and answer session, a second summarizing conclusion is appropriate. Try to conclude smoothly by avoid saying “if there are no questions…” Then, reiterate your main messages briefly, so that they are last words the audience’s ears.

Practicing

Practice

- Practice in front of colleagues
- Video or audio tape
- Time yourself
- Check the pronunciation of words
- Avoid words that make you stumble

Pitchers don’t win the World Series without practice. Musicians don’t give concerts without practice. Actors don’t perform on stage without practice. If you want to be successful at giving presentations you MUST practice.

Do not practice just once or twice, but several times. After you feel comfortable speaking your presentation, ask a family member or a colleague to listen to it. Request honest feedback.

Record your presentation on video or audio. This allows you to see first hand your own nervous actions and how they distract the audience. Time yourself during your practices. Make your presentation shorter than the time allotted, to allow extra time for introductions and interruptions.

To avoid embarrassment, make sure you know how to pronounce names, places, and other potentially difficult words in your presentation.

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Practicing (2)

Failure to practice is the number one cause of poor presentations.

Even if you have labored over preparing your presentation and it is perfect, failure to practice results in a poor presentation. Therefore, never give a presentation without practicing.

Presentation Skills and Techniques

An Effective Presenter

- Commands interest and attention
- Is positive and enthusiastic about the subject
- Conveys credibility

“Only someone who burns can ignite others.” St. Augustine

An effective presenter is positive and enthusiastic about the subject matter. To show enthusiasm you need to feel alive and the audience needs to feel it. You need to speak up, move around, and smile. If you are not enthusiastic, how do you expect your audience to get or remain interested?

An effective presenter also conveys credibility, for yourself as well as for your institution. To convey credibility, you need to sound confident in what you are talking about. A good introduction should lend to your credibility. If not, then let your audience know a little about yourself. Tell them the number of years you have been working in the field, but be careful about how much you say because you don’t want to sound conceded. If you have not had a lot of experience, speak about the reputation of your institute. If you are a member of a good institute, then the selection of you to work at this institute lends you credibility.

Beginning Your Presentation

- Walk slowly to the podium
- Pause and look at your audience
- Look friendly and positive

When beginning your presentation, walk slowly to the podium. To ensure that you walk slowly, count (one one-thousand, two one-thousand, three one-thousand, etc). Each number you say to yourself take a step. When you reach the podium, pause and look at your audience. To ensure that you pause long enough and that you looking at the audience, try to make contact with at least 2 audience members. Give a friendly and positive look before you start. These actions show that you are comfortable and approachable.

Eye Contact

- Make eye contact
- Look in all people of the room

Eye contact is very important in communicating your message. Eye contact engages your audience so they remain alert and are more capable of digesting your presentation. In every presentation, you want to make eye contact throughout the entire presentation in order to keep the audience's attention. However, avoid glancing around the room. Fix your gaze on one individual as you make a point. Then look at another individual for the second point. Do not look constantly at the same people or just one area of the room. Let your gaze travel around the room, but make sure you stop and look at individuals.

Lack of eye contact is another reason why scripts are deadly -- when you read from a script the audience just sees the top of your head.

Speech

- Speak clearly, distinctly, and slowly
- Compensate for bad acoustics or noise
- Add emphasis to key words
- Stop speaking, if the audience is distracted.

Enunciate you words and speak slowly---but not too slow.

Be sure to adapt the volume of your voice to the circumstances of the presentation such as bad acoustics or noises coming from the hallway.

Pause and speak louder to add emphasis to key words.

If the audience becomes distracted, stop speaking. Once you have regained the audience's attention, continue your presentation.

Movement

- Use your hands
- Always stand or sit upright
- Do not turn your back or side to the audience
- Do not return to your seat until the presentation & questions are completely finished

Hand gestures make you look more engaging and natural to the audience. Using your hands also causes you to speak with more inflection and passion in your voice. However, be careful that the movement of your hands add meaning to your presentation.

Concentrate on good posture when speaking and avoid distracting movements, such as rocking back and forth.

Never turn your back or your side to the audience. You will lose eye contact and the audience won’t be able to hear you.

Stop talking before leaving the presentation area and returning to your seat.

Negative Body Language

Avoid:

- Leaning back in your chair
- Removing spectacles too often
- Pointing your finger
- Scratching
- Playing with coins, pens, or paper
- Putting your hands in your pockets
- Folding your arms

Inappropriate body language creates a strong negative impression and distracts the audience from your presentation.

You should not lean back in your chair because this action portrays you as not interested and it will hinder your ability to project your voice. Avoid removing your spectacles too often. Do not point, it causes the audience to feel defensive. Avoid distracting nervous gestures like scratching and fidgeting. Don’t put your hands in your pockets. It will either portray you as unconfident or overconfident. This depends on your facial expression. It also stops you from using gestures. Avoid closed body language, such as crossing arms across your chest.

Use hand gestures that will enhance your presentation such as spreading your arms wide when talking about something expanding or pointing up when their was a rise in an activity or growth rate.

Why Can’t I Hear You?

Keep your mouth close to the microphone at all times!

The single most common mistake that speakers make is not speaking directly into the microphone. With most audio systems, no one can hear you unless your mouth is close to the microphone. Pretend that you are a reporter that is interviewing a singer. That’s how close you have to get to the microphone.

Before you start, adjust the microphone to a comfortable height so you don’t have to stretch or bend down to be close to it.

Ask the audience if they can hear you.

Overcoming Fear

- Become comfortable with your presentation
- Become comfortable with the speaking venue and logistics

Surveys show that many people fear public speaking. Although public speaking can be nerve racking, a few actions before and during the presentation will assist you in overcoming this fear.

The more you practice your presentation, the more comfortable you become with it and you will be less likely to make mystiques, um, I mean mistakes.

It helps to memorize major parts of your presentation, especially the beginning and the end.

If possible, you should also practice using the equipment and speaking in the room in which you will be presenting. This preparation will help you to become comfortable with your surroundings and the logistics.

Overcoming Fear (2)

- Arrive early
- Use strategic pauses and positive gestures
- Speak slowly and clearly
- Channel your nervous energy into passion
- Breathe!

Arrive early. Entering the conference/seminar room at the last moment will only heighten your anxiety. Also, arriving early allows you time to get to know your audience if it is a small group, which will help alleviate the anxious feeling.

When you arrive, take a few slow deep cleansing breaths. Deep breathing will relax your body and clear your mind. Make sure you continue to breathe naturally throughout your presentation.

Speak slowly and clearly. Deliberate pacing will help you stay calm. If you think you are talking to fast, pause for a moment.

Allow for strategic pauses. It helps both you and your audience remain focused.

Use positive gestures such as open movements of your arms. If you give your hands something to do, they may not do nervous action such as wringing.

Avoid rocking back and forth and other nervous movements. Instead, channel your nervous energy into your speaking. Let it infuse your voice with passion for your subject.

Handling Interruptions

- Answer questions to clarify only
- Postpone answering questions that request more detail
- Do not get diverted

At the beginning of the policy seminar, the moderator should state clearly when questions will be taken during the presentation. However, if you are interrupted, answer only questions that clarify a point, and postpone answering any others. Be friendly, but firm.

Do not allow yourself to get diverted during your presentation. Do not allow others to divert you. If you realize that you have been diverted by someone in the audience, you may want to say, “to keep within my allocated time, I must continue on with my presentation. We can conclude this discussion during the question session or after the seminar in a private discussion. This statement is conditional on how relevant the topic of discussion is related to the subject of your presentation and how many people in the audience is interested in continuing the conversation.

If you have diverted yourself from the main topic of your presentation by going into too much detail, direct the audience to a paper that provides this detail information.

Answering Questions

- Listen actively, make notes
- Acknowledge and compliment the question
- Repeat the question
- Keep eye contact with audience
- Nod and smile
- Don’t be defensive
- View difficult questions as an opportunity

The question and answer session is often the liveliest and most interesting part of a presentation. Here are a few suggestion to help it go smoothly.

First, listen actively. Active listening is a structured form of listening and responding that focuses the attention on the speaker. The listener must take care to attend to the speaker fully, and then repeat, in the listener’s own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker--he or she must simply state what they think the speaker said. This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker can explain some more (Conflict Research Consortium, University of Colorado http://www.colorado.edu/conflict/peace/treatment/activel.htm).

To help you listen actively, have a sheet of paper and pen available to write keywords down. To give yourself time to digest the question and formulate a coherent answer, acknowledge and compliment the question, then repeat the question. Maintain eye contact with the audience and remember to nod and smile. Do not become defensive -- view difficult questions as an opportunity to clarify your position and counter arguments against it.

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Be Yourself!

- Share your passion for your work
- Pretend you are speaking to a close friend
- Let go of stiffness and formality

Researchers often get animated when they discuss their work with friends and colleagues, but once they stand up in front of a room, many become stiff, formal, and serious. Worst of all, they appear to lack passion for their work.

Always remember why you are doing this research -- because it can have a real impact on the lives of poor people. Let your natural enthusiasm show. Speak to the audience as if you were talking to a close friend, explaining to them what you do and why you do it.

Designing a PowerPoint Presentation

Basics of PowerPoints and Transparencies: Typeface

- Solid block (sans serif)
- Larger font size for titles than text
- Upper and lower-case letters
- Use color, bold, or italics for emphasis

When using PowerPoint and transparencies, there are several rules that should be followed rigorously. To make it easier for the audience to read your slides use sans serif typeface for headlines and text (i.e. Ariel). The title should be in a larger font than the text of the slide. The suggested size for the title is 36-point, and the smallest font size for the text of the body should be 20-point. Write the text in both upper and lower-case letters. This will make it easier to read. Use color, bold, and italics to add emphasis but do not use too much, otherwise the audience will not know what is really important.

Layout

- Generous margins
- Text & image: 75% of space
- Start at the top-left corner
- Most important information at the top
- Flush-left text
- Consistent format

When preparing slides make sure that they are easy to read. Allow generous margins around the edges. Text and image should occupy about 75% of the space. The extra white space helps the eyes focus on the key points.

When listing information on the slide, place the most important information at the top of the slide and make sure the sequence of the materials listed is logical.

If you are presenting to people with a left-to-right written language, then the text of the presentation should start at the top-left corner, and left justify the text. Avoid centered text except for headings.

Formatting should be consistent throughout the presentation.

Avoid Heavy Content

- 6 words per line
- 6 lines per slide
- 36 words per slide

Each slide should contain a maximum of 6 lines with 6 words per line, which makes a total of 36 words. Following these guidelines will ensure that the audience can easily read the text; however, going over by a word or two would not cause too much harm.

If you find that there are too many words, then step back from your presentation and determine if there is shorter way to write the same point.

Color

- Bright & intense
- Dark rooms: dark or light background with opposite coloring of the text
- Light rooms: pale background, dark text

Bright and intense colors should be used in designing the slides. If you are expected to present in a dark room, then the background of the slide can be either a dark or light color with the text in a contrasting color. If the room will be lighted, then the background should be a light color and the text a dark color.

More on Color

- Use only 3-4 colors
- Pretest a sample for projection quality
- Group arguments that are related
- Differentiate parts of a drawing
- Be consistent

Do not use more than 3-4 colors. After you have designed a few slides, pretest them for projection quality. Colors can be used to group arguments and to differentiate parts of a drawing; however, be consistent with the color scheme.

In-house Seminars

Logistical Arrangements

- Podium
- Microphone type
- Visual aid equipment
- Hand-outs

The layout of the presentation area, as well as the equipment used in the presentation, can play an important role in the effectiveness of your presentation.

If you are using a podium, make sure the height of the podium is proper for the height of the speakers and the structure of the podium accommodates their needs.

If mobility is required, a clip-on microphone should be used. If a clip-on microphone is not available, then use a cordless microphone. A cordless microphone or a stationary microphone should be set-up in the aisles for the Question & Answer (Q&A) session.

When preparing for an in-house policy seminar, the organizer should check and explain how to use all audio-visual equipment to the presenter at least 15 minutes before the seminar.

In addition to visual aids, hand-outs allow the audience to read details of the research that were not presented. It is recommended to wait until the end to distribute the hand outs, otherwise, they will draw attention away from your presentation.

Room Set-up

- Confirm the number of participants
  - 10-15 people – round table with a front table
  - 20-30 people – U-shape arrangement with a front table
  - 30> people – Classroom arrangement

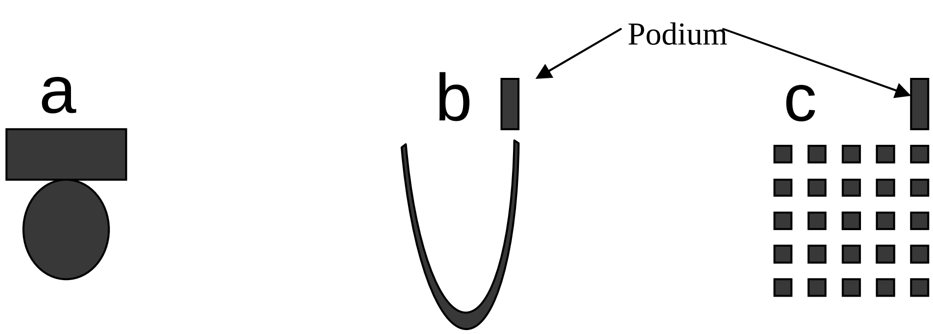
In order to determine the room set-up, you need to know how many people you are expecting:

a. If 10-15 people are expected to attend, then a round table with a front table format should be used.

b. If 20-30 people are expected, then a U-shape arrangement may lend to better vision and participation of the audience.

c. If you expect more than 30 people, then the room should be arranged in the classroom format.

If you expect a small group to be present, a podium should not be used; however, for a large group a podium should be used.



Moderating

- Identify the chairperson/ moderator
- Instruction sheet
  - Title of seminar
  - Presenter’s name
  - Bio-sketch of presenter
  - Time allowed for presentation and Q&A session
  - List of participants

Another logistical task is the identification of the chairperson/ moderator. To select a chairperson, brainstorm with several colleagues about people who are knowledgeable about the topic, can manage time, can redirect a presenter when he/she has been diverted, and has good people skills. Give the chairperson/moderator an instruction sheet that has the title of the seminar, the presenter’s name, a bio-sketch of the presenter, time allowed for the presentation and Q&A session, and a list of participants.

Evaluations

- Speakers' ability
- Relevance and substance of the seminar
- Venue
- Organization

Evaluations are very helpful in determining changes needed to improve your seminar series. It is useful to place the evaluation form on each chair in the room to ensure that each attendee has a copy. The evaluation should ask questions regarding the speakers' ability, the relevance and substance of the seminar, the venue, and the meeting's organization.

Instructor: Show an example of an evaluation form used for a policy seminar (Appendix B)

Communicating with the Media

Media

- Reaches policymakers and donors
- Increases the credibility of your research
- Gives the impression of importance
- Creates public awareness & public action

"I saw it on TV, so it must be true."

The media can get your research results to people who otherwise might never see your presentations, publications, or web site.

Simply by being featured in a news story or commentary, your research appears to have increased credibility. People tend to think "I saw on TV, so it must be true."

More importantly, people use the media to gauge which issues are important because it is assumed that the information in the news/media coverage has been vetted by educated/aware people. It is this residual respect for the press that lends credibility. Policymakers understand that media affects the general public, so when an issue appears regularly in the media, they feel pressure to respond.

Basic Principles

Media

Basic Principles

Focus on influential media:

- National and major city dailies
- National news programs
- Regional newspapers
- Financial newspapers
- Weekly policy magazines

Don't try to reach every journalist. Concentrate on those who will provide you with the most impact and help you reach your targeted audience. Find out which media outlets are the most influential in your nation or region, including:

- National and major city dailies,
- National television and radio news programs,
- Regional newspapers,
- Financial newspapers, and
- Weekly policy magazines.

What Type of Media?

- Articles
- News shows
- Interview programs
- Editorials
- Commentaries
- Letters to the editor

You can pursue many different kinds of coverage, depending on what you want to accomplish and how you pitch your story. To determine what types of media coverage you want (articles, news shows, interview programs, editorials, commentaries, and letters to the editor) you first need to determine who you want to target. Targeting policymakers would require you to use media sources that policymaker would read or listen to. This may be different then what the general public would listen to.

The type of coverage also depends on the type of news. Is it hard news or a feature? Hard news is when there is something new to inform the public about. For example, research on water by Mark Rosegrant, an IFPRI researcher, lead to the development of a new model. This is hard news. A feature article does not have late-breaking new information, but is information that the public should know about. The type of news that you have will determine the type of media coverage you want to use.

How to Identify Key Journalists

- Look for articles relating to your research in targeted media outlets
  - Conduct web searches
  - Read from hard copy
- Buy a media directory

To do media work effectively, you need to identify important news outlets regularly. Doing web searches is one of the best ways of finding out who covers your issues. However, if your access to the internet is limited, then reading hard copies of news media (a.k.a. newspapers and magazines) may be more difficult, but sufficient. You may be able to obtain hard copies of local as well as regional and international newspapers and magazines from your local library. Also, having access to a recent media directory is very helpful.

Media Databases

- Maintain a database of key contacts and update regularly to track:
  - Their interests
  - What articles they've written about your organization and its research
  - Each time you've contacted them

A media database is essential for ongoing outreach to journalists. It becomes the ongoing record of your relationship with each journalist. Each journalist record should contain information on every piece he or she has written about you and every contact you've made with him or her as well as the journalist's interest and contact information. Without a database it would be difficult to retain all of this information, and a database provides an institutional history so it allows other staff to have access to information when you are unavailable and your successor can take up where you have left off.

Principles of Working with the PRESS

- Persistence
- Relationship
- Education
- Sensitivity
- Selectivity

There are certain principles common to working with journalists:

- Persistence,
- Relationship,
- Education,
- Sensitivity, and
- Selectivity.

Each of these will be elaborated in the following slides.

Persistence

- Keep trying to reach journalists
- Don’t take it personally
- Leave messages
- Keep after them

Journalists have hectic schedules and work under deadlines. They often don’t return phone calls and e-mails. Don’t take it personally. Keep trying until you reach them. Often journalists are hard to reach and they know it. They will not be annoyed if you leave several messages, as long as you are polite. Once you make contact, if they express interest, keep after them until they follow through.

Relationship

- Try to meet in person
- Establish trust
- Maintain contact
- Provide information on a regular basis

Like all people, journalists respond to relationships. Try to meet the journalist in person; however, this is not always possible. Once you have establish a relationship through direct contact or not, continue to be in contact with them from time to time by email or list serve. This will assist in establishing trust. Establishing trust is extremely important because journalists need to know that you are a reliable source. To ensure that you are a reliable source never lie to a journalist or supply an answer that you are not sure is correct. If you do not know an answer, tell the journalist that you will find out the answer and get back to him/her. After you have established this relationship, you can continue to feed the journalist useful information for he or she to generate coverage for you. The database mentioned before will help to determine what new reports should be sent to a particular journalist.

Education

- Few specialize
- Your job is to educate
- Be a resource

Most journalists are responsible for covering an enormous number of issues, except for a few who specialize in a particular subject. Even those will probably know much less about your subject than you do. It's your job to educate them. If you are articulate and have useful information to give them, they will appreciate having you as a resource.

Sensitivity

- Don’t waste their time
- Do you have a moment to talk
- Be prepared with a succinct talk
- Always be polite
- Correctly spell their names
- Learn about their work

Most journalists are busy people who receive many phone calls and deal with constant deadlines; they don’t have time to waste. When calling them, always begin by asking if they have a moment to talk. Don’t spend a lot of time on the phone with them unless they want to have an extended conversation with you. Be prepared with a succinct talk that simply and clearly explains what you want them to cover. Always be polite. Be sure to spell their names correctly on anything you mail or fax them (some people have unusual spellings of common names and are offended if you spell them incorrectly.) Learn as much about them as you can, including what issues they cover, their format, and when are their deadlines.

Selectivity

- When approaching
- Exciting news topics
- Avoid bombardment

Be selective about when you approach journalists. Give them your most exciting news when you think they will be interested in it the most. Don't bombard them with every event or paper.

If You Follow These Principles…

…you will succeed!

If you follow these principles – persistence, relationship, education, sensitivity, and selectivity , you will be successful -- perhaps not on each and every attempt -- but overall, you will be able to generate considerable media coverage for your organization and research.

How to Call a Journalist

Engage his/her attention quickly:

- Introduce yourself
- “Do you have a moment to talk?”
- Compliment their coverage
- Find the “news hook”

Before calling the journalist email or fax him/her the news you would like them to report. Then follow-up the email or fax with a call. Make sure you introduce yourself and ask if they have a moment to talk. Then ask if they have receive your email or fax and have had time to read it. If they have not had time to read it, ask if you can tell them about it.

When you call journalists, especially if you’ve never spoken with them before, they will take about 30 seconds to decide if they’re interested in what you have to say. So, you have to engage their attention quickly. One of the best techniques is to compliment their coverage. That demonstrates that you’re reading/watching/listening to the coverage. Plus, everyone loves to be complemented about their work. Finally, tie your research to an important issue/ event that’s getting a lot of news coverage or present counterintuitive research findings. That’s called the news hook. Some journalists won’t cover your research unless it connects to a bigger news story.

How to Call a Journalist (2)

Make your pitch

- Cite the main messages of your research
- Ask for a meeting
- Allow the journalist to ask questions

Make your pitch, but don't ramble. Make your case as quickly as possible by using your main messages. Then ask for a meeting. Allow the journalist to ask questions.

Never call a journalist
without practicing
your pitch.

As with a seminar, workshop, or conference presentation, never call a journalists without practicing. Before calling the journalist, role play with fellow colleagues. Each taking turns being the media specialist asking for an interview and the journalist. Brainstorm a reply to “I am not interested.” Link it to current events.

News Conferences

Press Conference or Briefing?

- Press conference – only for important, major new findings
- Press briefing – smaller, more informal discussion of research issues, over lunch or refreshments

When doing a media event, decide first if you want a formal press conference or a more informal press briefing. A press conference is only for important, major new findings. It is usually demand driven. A press briefing is for smaller, more informal discussion of research issues, over lunch or refreshments.

Choosing a Venue

- Suitable meeting room in your own institution
- Location convenient to journalists
- Rooms should not have obstructions
- Room should be small -- crowded is good

To choose a venue for a news conference consider the following issues. Is there a suitable meeting room within your own organization? If not, choose a location convenient for journalists?

The room should not have centrally-placed chandeliers, pillars, or other obstructions in the line of sight.

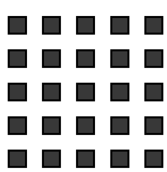
Better to use a small room and have it be crowded than use a large room and have lots of empty space. A crowded room gives the impression that you have a good turn out and the interest in your press conference is high.

Set-up

- Table at entrance
  - Sign-in sheet for journalists
  - Press kits
  - Report copies
- Room set-up
  - Seat around a table
  - Theater style

When setting-up a room for a press conference or briefing, there should be a table at the entrance of the room with a sign-in sheet for journalists, press kits, and report copies. If you expect fewer than 15 journalists then sit them around a table. If you expect more than 15 journalists, then a theatre style should be used with a head table and a podium in the front.

Theatre Style



Inviting Journalists

- Prepare guest list
- Send invitations 7-14 days in advance
- Make follow-up calls
- Track acceptance and declines

Don't just send out invitations and expect everyone to show up. First you need to prepare a guest list of journalist that will reach your target audience. Second, email or fax invitations 7-14 days in advance. Emailing or faxing an invitation places the invitation in the hands of the journalists almost immediately; therefore, the journalist can schedule this briefing into his/her calendar. Third, make follow-up calls to invitees a couple of days later, which is critical to having a good turn-out. Finally, track acceptances and declines. This tracking will let you know how many journalists to expect for supplying copies of materials.

The Invitation

- Very brief -- must fit on one page
- Include contact information
- Concisely explain:
  - Who
  - What
  - Where
  - When
  - Why

The invitation needs to be brief, but contain the pertinent information such as your contact information. It should answer the 5 Ws:

Who -- organization (s) and speaker(s)

What -- subject of the event

Where -- address of venue

When -- date and time

Why -- why it’s important and relevant.

Instructor: Show an example of an invitation (appendix C).

Speaker Guidelines

- Keep presentations simple
- No more than 4 - 5 speakers
- No more than 4 - 5 minutes
- Don’t use PowerPoint

When speaking at a press conference or briefing, there are a few guidelines that speakers should follow. Your presentation should be simple and only 4-5 minutes long if there are 4-5 speakers. If 2 -3 speakers, each can speak a little bit longer, maximum 8 minutes each.

Although PowerPoint presentations may be useful for policy seminars and conference presentations, avoid using PowerPoint at a press conference because it makes it difficult to videotape the press conference for television. Also, the journalists will be unable to take pictures because of the lighting from the PowerPoint projector.

Choosing Speakers

- Pick the best speakers — not the best experts — to present
- Choose a good moderator
- Ensure diversity of speakers:
  - Gender
  - Race
  - Nationality
  - Age

Good speakers are critical to a successful press conference. If your lead researcher is a poor speaker, pick someone else who is knowledgeable, but speaks well. Have your researcher on stand-by to answer questions. Introduce him or her from the audience and acknowledge them for their lead role in the research. As with any presentation, appoint an articulate moderator with good meeting management skills. Good meeting management skills include keeping presenters within the allotted time, ensuring that the presenter and audience do not get diverted, capable of smooth transitions, able to summarize key ideas, and knowledgeable about the topic.

Look at the overall balance of speakers and try to make it diverse. Many press events suffer from the “gray-haired male syndrome.”

Keeping on Message

- Give talking points to all speakers
- Rehearse presentations
- Prepare answers to difficult questions
- Role play

To ensure that the information you want to get across to the journalists is covered, provide your speakers with talking points prior to the press event. The speakers then need to practice their presentation. Videotaping the rehearsal would help identify nervous actions and help the speaker get used to being in front of the camera.

The media specialists and researchers should anticipate difficult questions, and therefore, brainstorm about these questions. Once the questions are generated, prepare agreed-upon answers and decide who will respond to the question. Rehearse the answers.

Press Kits

- News release
- Bios of speakers
- Graphics: photos, charts, maps
- Fact sheets
- Information about your organization
- Executive summary of research

When journalists arrive at the news conference, they should receive a press kit that contains everything they need to write a story such as:

- News release;
- Bios of speakers;
- Graphics: photos, charts, maps;
- Fact sheets (background information about the country, crop, etc)
- Information about your organization (mission statement); and
- Executive summary of research.

Instructor: Pass around an example of a a press kit .

Format of Press Releases

- Print on organizational letterhead, include:
  - Date of release
  - Contact information
- No more than 3 pages long
- Print only on 1 side of paper
- Double space

Press releases should be printed on your organizational letterhead with the logo. They should contain the date of release and the names, phone numbers, and emails of the designated contact people. Press releases are concise, short write-ups, therefore, it should be no longer than three one-sided pages, doubled space. Many time newspapers will alter the press release; however, there are times that the press release will be printed verbatim; therefore, prepare the press release as if it is being published.

Content of Press Releases

- Base content on main messages
- Use simple language
- Explain technical terms
- Avoid company and self-promotion

Use your main messages to determine the content of your press release, starting with your primary message. Avoid jargon and explain any technical terms. Do not use the press release as an opportunity to promote yourself or your organization -- it will appear self-serving.

Content of Press Releases (2)

- Write it as a news story
- First paragraph--key news points
- Quotations may state opinions --rest of text must be facts only

Write the press release as if it were an article in a newspaper. The first paragraph should contain key news points. Key news points should answer the question why is this newsworthy. The text must be only facts except for quotations, which may state opinions.

Exercise

Using your current research, write a press release. For an example, see Appendix D.

Follow-up

- Follow-up with attendees by phone or e-mail
- Monitor press coverage
- Use press-clipping service, if possible
- Keep contact with important journalists

The work doesn't stop once the press conference is over.

First, follow-up with the reporters who attended to see if they need any more information. Often they will tell you if and when they intend to file a story.

Second, monitor the coverage generated by the news conference. Use a press-clipping service, if one is available in your region.   To find if one is available you could ask a local journalist.

Finally, keep in contact with important journalists who attended in order to maintain the relationship.

Press Interview

Press Interview

- Select a program
- Ask for an interview
- Prepare for the interview
- Give the interview
- Listen to the interview

The steps for getting an interview on a radio or TV program are:

- Select a program,
- Ask for an interview,
- Prepare for the interview,
- Give the interview, and
- Listen to the interview.

Each of these steps will be elaborated in the following slides.

Select a Program

- Influential programs
- Make sure you know the details:
  - When is it broadcast?
  - Is it live or pre-recorded?
  - How long are the interviews?
  - What is the interviewer like?
  - Does it have a political perspective?

Find interview programs that reach your target audience and have the most influence on them. Make sure you know everything about the program and the interviewer. Determine when it is broadcasted and is it live or pre-recorded. Find out how long the interview would be. Also, know what kinds of questions the interviewer asks. Be particularly aware of any political perspective a show might have.

Ask to be Interview

- Develop a very short talk
- Practice before you call
- Call the host or producer

The host or producer will decide based on what you say on the phone whether you or a researcher from your organization would make an interesting guest. So when you call to suggest an interview, be prepared with a concise talk; therefore, practice it before you call.

Prepare for the interview

- Identify main messages
- Write messages on note cards
- Anticipate questions & develop answers
- Ask for a list of questions in advance

When preparing for the interview, be clear what your main messages are and write them down on note cards. If it's a radio interview, take the note cards with you to the interview. Anticipate what questions may be asked, so you won't be caught off guard. Spend some extra time brainstorming a list of questions you'd least like to be asked and then figure out how to answer them. If possible, ask for a list of questions in advance. Sometimes the interviewer will allow you to provide a list of suggested questions -- that allows you to steer the interview in the direction you want.

Give the Interview

- Give short answers
- Avoid jargon
- Don't answer questions that are beyond your knowledge or expertise
  - "I don't know"
  - Do not speculate

When giving the interview, provide concise answers. As soon as you have made your point, stop talking. When you ramble on, you lose your audience and get into trouble. You will also lose your audience if you use jargon; therefore, avoid using it. Sound bites could help your audience remember your message as well as providing concise statements for their news coverage that will follow. Finally, never answer questions you are not sure of the answer. If you do not know an answer, it's ok to say "I don't know." One of the worst mistakes you can make when not knowing an answer is to speculate an answer.

Direction of the Interview

- Your job is to get your message across
- If the questions take you off track, use transitions like
  - the most important issue here is...
  - but what I think we need to focus on is…

The biggest mistake people make in interviews is to answer the questions as they come. Your job is to get across your main messages. If the questions get you off track, then gracefully transition the discussion back to the issues you want to focus on by either saying "the most important issue here is…" or "but what I think we need to focus on is…."

Body Language

- Is important even if the audience can't see you
  - Smile and use gestures
  - Sit up straight

Just as in formal presentations, body language is critical in interviews. This is true even for a radio interview, because your body language affects your voice. Therefore, smile and use gestures. This makes your voice more animated. Also, sit up straight. This will help you to project your voice.

The Surprise Interview

- Gather your thoughts
- Get the journalist's business card
- Know when it will be broadcasted

If you've practiced speaking your main messages, spontaneous interviews will not be a problem.

If approached for an off-the-cuff interview, take a moment to get your thoughts together. Ask the journalists for a business card so you can follow-up and find out when it will be broadcasted.

If you've practiced speaking your main messages, spontaneous interviews will not be a problem.

Listen to the Interview

- Learn from the experience:
  - Listen to the broadcast,
  - Listen from the web site,
  - Request a tape
- Ask your colleagues for constructive feedback

Always listen to your interview. Otherwise you have missed a critical opportunity to evaluate yourself. By listening you will learn what you did well and what you can improve on. You can listen to your interview from the broadcast or website. If neither of those options are available, request a taped version of the broadcasted interview. Also, ask your colleagues for constructive feedback

Opinion Pieces

How to Write an Opinion Piece

- Engage
- Propose
- Illustrate
- Call to Action

EPIC is a format you can use to develop a well-written opinion piece.

“Engage” grabs the reader’s attention.

“Propose” makes it clear what you are advocating.

“Illustrate” fleshes out your solution and gives reasons why it’s a good idea.

“Call to action” ends your piece with a specific request.

For an example, see Appendix E.

Engage Your Reader

Start with a startling fact, a visceral image, or strong statement of a serious problem

To engage you reader, start with a startling fact, visceral (crude) image, or strong statement of a serious problem. An example is “Thirty thousand children die each day from malnutrition and disease.”

Propose

Make a proposal, suggesting an approach or solution.

An opinion piece should contain a proposal that suggests an approach or solution. An example is "Increased investments in health, basic education, and agricultural research, would reduce poverty and child mortality."

Illustrate

- How will the proposal work?
- Why is it important

You will need to illustrate how your proposal would work and why it's important by giving a few details or examples to make it concrete. This is basically the main section of the opinion piece.

Call to Action

Call on government leaders, policymakers, or others to take a specific action.

The opinion piece should conclude with a call to action to government leaders, policymakers, or others. An exampled of a statement calling policymakers to action is "World governments should increase their investments in meeting basic needs by $10 billion per year."

How to Submit an Opinion Piece

- Check publication’s guidelines
- Look at other opinion pieces
- Commentaries – about 750 words
- Letters to the editor – 100-250 words
- If possible, submit by e-mail

Before submitting a piece to a newspaper or magazine, make sure that it conforms to the publication’s guidelines. You may be able to find these on their web site or on the editorial page of the publication. If not, call and ask. Follow their guidelines closely.

Look at other pieces published by the same media outlet in order to get an idea of what the publication is like.

Keep your writing short: typically about 750 words for a commentary or op-ed piece and 100-250 for a letter to the editor, depending, of course, on the publication. It’s better to err on the side of being short, because it increases the chances that you will get published and reduces the chances that they will edit your piece in a way you don’t like.

If you can, submit by email. It will get there faster and it saves them the trouble of typing it in.

Writing Style

- Write with passion
- Avoid jargon and acronyms

When writing an opinion piece, write with passion. Use strong images and colorful language. However, avoid jargon and acronyms because they lead to confusion.

Communicating with Developing Country Governments

One-on-One

Meeting Policymakers

- Proactive Strategy
- Identify & understand key opinion leaders
- Identify & understand key civil servants
- Monitor legislative & policy trends
- Inform them of your issues
- Brief institute on emerging issues

The most direct way to reach policymakers is to meet with them face-to-face. But first, you must pave the way. Identify and understand the viewpoints of key opinion leaders and key civil servants. Next, develop a proactive strategy to establish trusting relationships with them. Then, monitor legislative and policy trends. Seek an appointment with them. Before meeting with the officials, inform them about the issues you intend to raise. Finally, bring back the information gathered from your visit to the other researchers in your institute. Informing your colleagues about the research needs of policymakers will help guide research as well as increase its uptake by governments.

Preparation

- Prepare an agenda
- Circulate highlighted papers in advance
- Invite the right people
- Prepare meeting room & equipment
- Organize food & drinks
- Clarify roles of chairperson, secretary & participants

Several activities need to be completed before meeting with policymakers. First, prepare an agenda. Once the agenda is set, gather the papers you wish to circulate in advance. Before circulating, mark on the papers the issues for decision, information, and discussion. Then invite the appropriate people. In addition to preparing the agenda and papers, reserve a room and appropriate equipment for the meeting. You may also want to order food and drinks. At the beginning of the meeting, clearly identify the role of the chairperson, secretary, and participants.

Meeting with Policymakers

- Get information
- Give information
- Establish policy information needs
- Ask what, when, where, how, and who
- Diplomatically ask 'why'
- Be punctual

A meeting with policymakers is an opportunity to give information, but it also a time to get information about relevant policy information needs. During this discussion, you should answer the questions of what, when, where, how, and who. Be careful when asking "why," because it could lead to a defensive reaction. Finally, be punctual. Start the meeting on time and end the meeting on time.

Policy Communication Write-ups

Policy Memoranda and Policy Briefs

Policy Memoranda

- Purpose
  - Inform policymakers
  - “What do I do next?”
- Format
  - Simple language
  - Easy to read

The purpose of a policy memoranda is to inform policymakers of key policy options and to instigate the policymaker to ask – “What do I do next?”

A policy memorandum should use simple language and be easy to read.

Policy Memoranda: Content

- Identify key policy problems
- Discuss why a solution is needed
- Show consequences of inaction

A policy memoranda should identify key policy problems, discuss why a solution is needed, and the consequences of inaction.

Policy Memoranda: Content (2)

- Explain research objectives
- Data type and data source
- Methodology
- Results
- Policy options and their consequences
- End where you started

It should state the research objectives as well as the type of data, source of date, methodology, and source of methodology that was used. Give a summary of results and discussed policy option and their consequences. The memoranda should conclude with where it started. Restate the key policy problem, the solutions, and the cost of inaction.

Exercise

Using your current research topic, write a policy memoranda. For an example, see appendix F

Policy Briefs

- Content
  - Research results
  - Policy implications
  - Contact information
- Format
  - 1-2 pages
  - Lay language
  - Use directly quotable statements

A policy brief should put research results into real-life terms and clearly state the policy implications. The brief should also have contact information listed.

A policy brief should be 1-2 pages long and written in lay language. Furthermore, directly quotable statements should be used.

Exercise

Using your current research, write a policy brief.

Communicating with Interest Groups

What Groups to Target?

- Assess each group according to:
  - Positions on issues
  - Personalities of leaders
  - Constituencies
- Be prepared to respond to criticism

Interest groups can be very powerful. If they are large enough, they can either help or harm your cause by lobbying the governments to implement a certain policy or program. Therefore, it is essential to assess each interest group before agreeing to speak with them. Learn about its position on relevant issues. In some cases, you will determine that it is not beneficial for your institution to interact with a particular group. Even after you have carefully assessed a group and determined it is beneficial to your cause, unconstructive criticism may arise from external people who are attending the workshop. You need prepared answers to difficult questions and responses to criticism. Do not hand critical or fundamentalist groups easy propaganda victories.

Last Words

Importance of Communications

Good research alone is insufficient
To have impact, it must be
communicated to the right people

Critical Steps to Remember

Before you communicate:

- Clarify your message
- Target your audience
- Strategize your approach
- Practice speaking
- Disseminate widely

Anyone can learn effective communications. The more you do it, the better you get

Appendix A

Main messages for the release of *2020 Global Food Outlook: Trends, Alternatives, and Choices*

1) A new report by the International Food Policy Research Institute projects that, unless more aggressive measures are taken, progress against child malnutrition is likely to slow over the next two decades.

2) IFPRI estimates child malnutrition will decline by only 20 percent over the next 20 years. This progress is unconscionably slow, still leaving 132 million malnourished children worldwide in 2020.

3) Decisions made now will have a major impact on the future. With modest changes in policies and priorities, the rate of progress against child malnutrition could be more than doubled.

4) With broad-based and rapid agricultural productivity and economic growth, reduction in population growth rates, and increased investment in education and health in developing countries, the number of malnourished children would be cut by more than one-half by 2020.

5) These results could be achieved if developing and industrialized nations invested an additional $25 billion per year – equivalent to less than one week of global military spending – and if they pursued policies which increased the incomes of poor people.

Supporting Points:

- The world's farmers, especially in developing countries, must increase food production to feed growing populations and generate income in poor countries. Increased food production must come primarily from higher yields, rather than from adding to the amount of land under cultivation. Increased support for support for agricultural research and extension is crucial to make that happen.

- IFPRI projects that child malnutrition will actually increase in sub-Saharan Africa. With major investments in roads, clean water, education and agricultural research and dramatic changes in policies to promote rapid economic growth and higher crop yields, child malnutrition in Africa could be reduced by one third by 2020.

- The number of malnourished children in China is projected to drop 50 percent by 2020. South Asia, which has by the far the largest number of malnourished children, is projected to reduce child malnutrition by 31 percent, a significant reduction, but still leaving 44 million malnourished children. Latin America will virtually eliminate child malnutrition.

- With rising populations and incomes, developing countries will increase their food imports, and agricultural trade will double in the next two decades. Trade is a win-win proposition; it provides food at reasonable prices to importing countries and income to exporting countries, especially the United States.

- Most developing countries have opened their markets to agricultural products, while industrial nations still practice protectionism. Global trade liberalization of major agricultural commodities would generate $36 billion annually in benefits worldwide by 2020, two-thirds of which would be in developing countries. The US would be the nation that benefits the most, gaining an extra $4.1 billion in benefits in 2020.

- Expected increases in imports of grain and meat by the burgeoning populations of India and China will not threaten the global food supply, even if their food production is much lower than expected.

Appendix B

Seminar Title: ________________________________

Seminar Evaluation Form

Speaker/Presentation

Using 1 – 4, please rate the following, with "1" being "Excellent" and "4" being "Poor":

	1 – Excellent	2 – Good	3 – Fair	4 -- Poor
Speaker's knowledge of his/her topic				
Seminar topic's relevance to current food policy issues, including discussion of possible solutions				
How informative was the seminar?				
Overall rating of the speaker and presentation				

Was there a good balance between the time allocated for the presentation and the time allocated to discussion?

Yes No

Comments:

Venue/Organization

1. How would you rate the sound quality?

	1 – Excellent	2 – Good	3 – Fair	4 -- Poor
During the presentation				
During the Q&A session				

2. If the presenter used visuals (PowerPoint, slides, overheads), were you able to see clearly?

Yes No

---

3. Did you receive the seminar announcement in sufficient time in advance of the seminar?

Yes No

---

4. Overall rating of the venue/organization:

1 – Excellent	2 – Good	3 – Fair	4 -- Poor

How can IFPRI improve the Policy Seminar Series?

What topics would you like to see addressed in the future?

If you are not already on IFPRI's seminar mailing list, and would like to be contacted for future seminars, OR, if you know of a colleague that would like to be on our mailing list, please provide the contact information requested on the reverse side of this form.

Name:

Title:

Affiliation:

Address:

Phone/Fax Numbers:

Email Address:

Appendix C

INTERNATIONAL FOOD POLICY RESEARCH INSTITUTE

MEDIA ADVISORY

For more information, please contact:
Michael Rubinstein, 202/862.5670 m.rubinstein@cgiar. org
Janet Hodur, 202/862.8177 j.hodur@cgiar.org

New Report on Global Food Outlook to be Released on August 28

How many children will be hungry in 2020? How do decisions made now on trade and investments shape the future world food supply? How will China and India, the Asian giants, effect global agriculture?

2020 Global Food Outlook: Trends, Alternatives and Choices uses state-of-the-art computer modeling to project the likely food situation in 2020 if the world continues on its present course. Alternative scenarios show how even small changes in policies regarding trade, social investment and research can have wide-reaching effects on global agriculture. This report includes regional as well as global data, and price projections on major food commodities.

What: Press conference to release *2020 Global Food Outlook: Trends, Alternatives and Choices*

Who: Per Pinstrup-Andersen*, director general, IFPRI
Mark Rosegrant, lead author & senior research fellow, IFPRI

When: Tuesday, August 28, 9:30 am

Where: National Press Club, Zenger Room
529 14th Street, NW, Washington DC

***** On Monday, August 27, the World Food Prize Foundation will announce Dr. Per Pinstrup-Andersen as the recipient of the 2001 World Food Prize.

Per Pinstrup-Andersen and Mark Rosegrant will be available for interviews between now and August 29.

The International Food Policy Research Institute (IFPRI) seeks sustainable solutions for ending hunger and poverty. IFRPI is one of 16 Future Harvest Centers and receives its principal funding from 58 governments, private foundations, and international and regional organizations known as the Consultative Group on International Agricultural Research. Please visit our website at www.ifpri.org.

Appendix D

IFPRI

INTERNATIONAL FOOD POLICY RESEARCH INSTITUTE

PRESS RELEASE

EMBARGOED until
August 28, 2001, 11:00 am EDT

For more information, please contact:
Michael Rubinstein, 202/862.5670 m.rubinstein@cgiar. org
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Gloomy Outlook for Malnourished Children

New report projects slowing progress against world hunger

Washington, DC–Unless more aggressive measures are taken, progress against child malnutrition is likely to slow over the next two decades, according to a new report from the International Food Policy Research Institute (IFPRI). The report, *2020 Global Food Outlook: Trends, Alternatives, and Choices*, projects that child malnutrition will decline by only 20 percent over the next 20 years.

"Progress in reducing child malnutrition is unconscionably slow. It leaves 132 million children malnourished in 2020," said Per Pinstrup-Andersen, director general of IFPRI and recipient of the 2001 World Food Prize. "Yet we have the power to change that. With modest alterations to policies and priorities, the rate of progress against child malnutrition could be more than doubled."

The report uses IFPRI's state-of-the-art computer modeling to develop projections for food production, consumption, and demand for 16 major food commodities through 2020 and beyond. It also assesses the impact of various policy actions (including trade liberalization and expanded investment in agricultural research, health care, and education) on food security and nutrition.

The report projects that Latin America will virtually eliminate child malnutrition and China will cut it in half. However, not all regions will fare as well. India will remain home to one-third of all malnourished children. In Sub-Saharan Africa, the number of malnourished children will actually increase by 18 percent, unless new action is taken.

"Alternative scenarios in this report show that decisions made now can have wide-reaching effects on food security and nutrition. In fact, our optimistic scenario – a 42% reduction in child malnutrition worldwide – is achievable with only an additional $10 billion per year in investments. That's equal to less than one week of global military spending," noted Mark Rosegrant, senior research fellow at IFPRI and the lead author on the report.

The results of *2020 Global Food Outlook: Trends, Alternatives, and Choices* will be a focal point at the Conference on Sustainable Food Security for All, to be held next week in Bonn, Germany. The conference is organized by IFPRI, in cooperation with the German government. Over 1000 world leaders, policy makers, researchers, journalists, and advocates will attend the conference, an event designed to break the complacency that condemns millions of children to die each year from hunger and poverty.

# # #

Appendix E

OP-ED

WTO Can Help World's Poor Farmers

When prices for a farmer's harvest fall, as they have in recent years, despair haunts rural families and communities. Farmers invest less in their own land and children leave home, searching for a better life in cities. Consumers in those ever-swelling cities become increasingly dependent for their supplies of food on farmers elsewhere.

But farmers, especially those in the poorest nations, are not just battling a global oversupply of grain. In a distressing number of cases, they are fighting against the financial power of the world's richest governments.

During recent years, industrialized countries spent, on average, about $7 billion each year subsidizing their exports of agricultural commodities such as wheat, flour, cheese, butter, poultry and beef. These programs typically work in the following way: The government buys agricultural commodities at above-market prices, benefiting their own farmers. Then those commodities flood into international markets, pushing down prices worldwide.

As surely as drought or any other natural disaster, those subsidized exports sap life from rural villages in Africa, Asia and Latin America. Urban consumers around the world may benefit, in the short run, from the supply of cheap food. The harm, however, far outweighs the benefit. Agricultural production can be crippled in countries that need it most.

This is where the World Trade Organization can help. The same body that has been vilified as a tool of multinational corporations and rich countries may be the Third World farmer's best hope, perhaps the only one, in the battle against unfair competition from subsidized agricultural exports.

When WTO members meet in Geneva on Thursday and Friday to discuss agriculture issues, they will begin to address this problem. Previous trade negotiations, concluded in 1994, succeeded in limiting some export subsidies. Now is the time to abolish these subsidies altogether, along with similar unfair practices.

Of course, some would argue that free trade itself is driving down the price of agricultural goods worldwide, and that the WTO, by promoting free trade, is destroying rural communities in the developing world.

No one can deny that free trade is sometimes disruptive (although the absence of free trade has proven even more disruptive and costly). This is why the WTO's rules recognize that food is something special. Poor countries such as Bangladesh and Tanzania are allowed a great deal of freedom to protect and promote domestic food production. They are permitted, for instance, to set up grain banks for food security reasons, which tend to support prices. They are also allowed to provide cut-rate fertilizer and seeds to the most vulnerable farmers.

Unfortunately, the WTO uses the wrong criteria to determine which countries need these special exemptions. Under the current definitions, relatively well-off developing countries can qualify, along with others that are desperately poor. Oddly enough, they do not take into consideration real-life measures such as the number of malnourished people living within a country. WTO members need to establish a new category of "food-insecure" countries, those for whom famine is just one catastrophic harvest away, and support domestic agriculture in those nations.

These are only the first of many good deeds that the WTO could carry out in the cause of abolishing hunger and poverty.

Consider, as another example, the phenomenon of "tariff escalation." Cocoa bean growers in poor countries face almost no tariffs when shipping their harvest to developed countries. Yet if those poor countries set up factories to turn their beans into cocoa butter, and tried to ship this to rich countries' markets, they would have to pay substantial tariffs. If they tried to manufacture and export finished chocolate bars, the tariffs would be higher still. In this way, industrialized countries protect their industries and prevent poorer countries from taking full advantage of the raw materials that they possess.

The WTO is the one organization that may be capable of reducing tariff escalation.

Can the WTO protect the interests of the world's poor and hungry? Pessimists may doubt it, pointing out that a handful of the world's wealthiest nations set up the WTO and continue to play a dominant rule in its operations.

But the WTO at least provides a system of rules for world trade. In fact some developing countries have won landmark WTO cases against more powerful nations. The rules may not be perfect, but they are certainly better than no rules at all. When all that counts is raw power, the small and weak are likely to suffer most.

The WTO cannot make sure that everyone on the planet gets enough to eat. But it can help to prevent unfair competition that hurts the poor. We urge WTO members to keep in mind the challenge of reducing hunger and poverty during their upcoming meeting.

-- Eugenio Diaz Bonilla is a Senior Research Fellow and Sherman Robinson is Director of Trade and Macroeconomics at the International Food Policy Research Institute.

Reprinted from *The International Herald Tribune*, March 28, 2001.

Appendix F

W.P. NO. 91-[4], Applications of the Policy Analysis Matrix (PAM) /00058474

Applications of the Policy Analysis Matrix (PAM)

Alex Winter-Nelson
editor

Abstract

This working paper contains eight case studies prepared by participants at an Economic Development Institute and the University of Nairobi Institute for Development Studies seminar on *Management for Agricultural Growth in Sub-Saharan Africa*. One of the objectives of the seminar was to enhance participant capacity to undertake and present policy analysis. The primary mechanism used was intensive training and practice in the use of the Policy Analysis Matrix (PAM) for project and policy assessment. The cases in this volume are the edited versions of policy memoranda prepared by participants based on data and topic from their own experience. The document also includes background notes.

EDI Working Papers are intended to provide an informal means for the preliminary dissemination of ideas within the World Bank and among EDI's partner institutions and others interested in development issues. Copies are available from:

Training Materials Center
Economic Development Institute
Room M-P1-010
Telephone: (202) 473-6351

The Economic Development Institute of the World Bank
1991

MEMORANDUM

To: The Officers of The Zimbabwe National Farmer's Union (ZNFU)
From: Mr. Magadzire, Zimbabwe National Farmer's Union
Mr. C. F. Mukora, National Farmers' Association of Zimbabwe
Re: Promotion of Flue Cured Tobacco Production

Introduction

This memorandum addresses the possibility of expanded production of flue cured tobacco as a mechanism for improving the incomes of African farmers. In addressing this issue both the technical conditions for production and the level of government support must be considered. Until 1980, law prohibited African farmers from participating in the flue cured tobacco industry. Since that time, African farmers have been producing tobacco with attractive returns. Whether this will continue depends on both the productivity of the fields and the sensitivity of public policy.

Policy Issues

Tobacco production is currently supported through a special credit facility operated by the Agricultural Finance Corporation with the assistance of the World Bank. Given this support it is projected that tobacco production may increase at a rate of fifteen percent annually. Of course, this will depend on the profitability of the crop which is closely linked to the tobacco price. Currently, the poor quality of African-grown flue cured tobacco results in an average auction price of Z$ 353.00 per bale (Z$332.63 at the farm gate), compared to a national average of Z$ 635.00. For all qualities of tobacco, an overvalued exchange rate folds the producer price below the export parity price.

Analysis of the current profitability of tobacco, and the profitability under different policy regimes will enable farmers to make informed decisions regarding crop mix, and guide the efforts of the farmers' representatives in the capital.

Method of Analysis

The Policy Analysis Matrix (PAM) is useful in this study because it displays clearly the profitability of tobacco under the current policy regime and under a system free of the influence of policy and market failures. The matrix can be easily modified to show profits given different policy changes.

The PAM analysis requires basic farm management data and data on the costs of processing, transport and marketing. These cost must be disaggregated by price and quantity and specified in terms of market (private) and efficiency (social) prices. All data required for this analysis were available from the ZNFU economist's office. The major discrepancies between private and social prices are rooted in the overvaluation of the Zimbabwe dollar (approximately 20%) and the availability of credit at a real interest rate only slightly greater than zero.

The PAM analysis covered production and post-farm activities in the tobacco production system. However, only the farm level results are presented here since our main interest is in farmer profits.

Interpretation of Baseline Results

The baseline results (shown in Table 1) give the private and social costs and returns to flue cured tobacco production under the current policy framework. As the Table shows, tobacco is yielding the typical grower Z$ 2,137.00 per hectare. This profit level is based on a yield of 19 bags, far below the national average but slightly above the average achieved by African growers. The crop would also be profitable in the absence of policy. This is revealed in the social profits of Z$ 1,064.00 per hectare. These figures compare quite favorably to maize, which offers private profits of some Z$15.00 per hectare and social profits of about Z$366.00 per hectare.

The divergence between private and social profits (Z$1,073.00) is mainly the result of a transfer away from farmers of Z$1160.00 through the effect of the overvalued exchange rate on sales revenue and a transfer towards farmers of some Z$1,800.00 through the cost reduction implied by the special credit facility.

TABLE 1. Baseline Results for Farm Level
Z$ per Hectare of Flue Cured Tobacco

	Revenues	Cost of Tradables	Cost of Factors	Profits
Private Values	**6,320**	**1,806**	**2,375**	**2,137**
Social Values	**7,480**	**2,172**	**4,244**	**1,064**
Divergence	**-1,160**	**-364**	**-1,870**	**1,073**

Note: Figures may not add up due to rounding.

Effect of Removal of The Special Credit Facility

The production of flue cured tobacco requires farmer to make considerable capital investments. Consequently, the interest rate farmers pay has major implications for the profitability of the enterprise. In the absence of the special credit facility, farmers would have to pay a real interest rate of approximately ten percent. This would increase their costs by Z$1,775.00 per hectare, a level far too low to induce farmers to adopt a new crop.

Given the current exchange rate and yields, the special credit facility is necessary if tobacco production is to increase. However, there is reason to believe that tobacco yields and quality will improve as African farmers become more familiar with the crop. The process is already being seen. Progressive farmers who adopted tobacco shortly after it was legalized are achieving yields of over 24 bales per hectare. This implies that through time tobacco production may become profitable even with an unfavorable exchange rate regime and no credit support.

Table 2 provides the private and social profitability of tobacco given yields of 23 bales per hectare and a real interest rate of ten percent. Under these conditions tobacco earns private profits of over Z$1,700.00 per hectare, and social profits of about Z$ 2,700.00 per hectare. In this case, the only policy having significant impact on farm profits is the overvalued exchange rate which serves to reduce revenues by Z$ 62.25 per bale (Z$1,432.00 per hectare) and lower the cost of tradable inputs by Z$ 364.00 per hectare. The overall effect of policy under this scenario would be to transfer nearly Z$1,000.00 per hectare away from tobacco growers. In spite of this transfer tobacco would offer farmers attractive private profits.

Table 2. Farm Level Results with No Credit Program and Improved Yields
Z$ per Hectare of Flue Cured Tobacco

	Revenues	Cost of Tradables	Cost of Factors	Profits
Private Values	7,677	1,808	4,149	1,720
Social Values	9,109	2,172	4,244	2,692
Divergence	-1,432	-364	-96	-972

Note: Figures may not add up due to rounding

Conclusions

Under current conditions the profitability of tobacco makes it reasonable to expect increased production in the near future. The social profitability of the crop means that this will support growth in the national economy as well as in farmer incomes. Given the relatively low yields and quality of tobacco from African farmers and the disincentive effect of the overvalued exchange rate, a special credit scheme is necessary if the crop is to be attractive to farmer. Either an increase of yields to 23 bales per hectare or a devaluation of the exchange rate by 20% would make the credit program unnecessary. It is reasonable to expect that within the next ten years tobacco yields will rise to a level that allows tobacco growers to prosper without a targeted credit program. Because tobacco production will become very profitable socially, it is efficient to invest resources in the crop through the credit facilities. Since support for tobacco supports farmers, the credit program reinforces our equity concerns. The increasing profitability of cash crops relative to maize may have a negative effect on national food production. If the profit gap is deemed unacceptable by the government, it should be off-set by increasing the official maize price.

Appendix G

LAND TENURE AND NATURAL RESOURCE MANAGEMENT

A COMPARATIVE STUDY OF AGRARIAN COMMUNITIES IN ASIA AND AFRICA

KEIJIRO OTSUKA AND FRANK PLACE, EDITORS

IFPRI

FOOD POLICY STATEMENT

NUMBER 34, OCTOBER 2001

When rising populations put pressure on limited land and other natural resources, the result—in the absence of technological and institutional innovations—is poverty and unsustainable use of natural resources. Poor farmers who suffer from food shortages and food insecurity often seek to expand cultivation by removing natural woody vegetation. Such deforestation is common in poor regions of developing countries, and it seriously degrades the natural resource base. Although researchers well recognize land degradation and deforestation at the global level, they have given little attention to understanding the underlying causes of these undesirable trends. To achieve sustainable development, policymakers urgently need knowledge on how to prevent excessive use of natural resources, enrich the natural resource base, and reduce food insecurity and rural poverty. The book *Land Tenure and Natural Resource Management* examines how property rights affect long-term management of forestland, rangeland, and farmland, as well as tree resources and other minor forest products.

The volume focuses on two major land tenure institutions—customary land tenure and common property. Contributors to the book examine a number of key issues concerning these institutions, which are by no means static, rigid, and culturally predetermined. What are the characteristics of these two land tenure institutions? What factors affect their evolution? What are the consequences of such evolutionary changes on land use and natural resources management? Are customary land tenure institutions efficient in allocating and providing management incentives for land and other natural resources? Under what conditions is the common property regime viable and efficient in managing forest resources?

To derive generalizable conclusions, researchers examined these issues in such diverse areas as southwestern Ghana, north-central Uganda, most of Malawi, western Sumatra (Indonesia), northern Viet Nam, both hill and inner Tarai regions of Nepal, and central Japan. They conducted community, household, and forest surveys and combined these primary data with secondary data, including remote sensing data where available. Overall, their findings point to major policy implications in four areas.

LAND RIGHTS IN CUSTOMARY TENURE AREAS

According to customary land tenure rules, individuals who make efforts to plant and manage trees are rewarded with strong individualized land rights. Thus land rights institutions in customary land tenure areas have been evolving toward individualized ownership systems, which provide strong incentives to develop agroforestry—especially the growing of commercial trees—on various land types including degraded, sloping land. The development of agroforestry contributes not only to the efficient use of resources, thereby improving the incomes of poor farmers, but also to the restoration of a tree-rich environment.

Successful land titling programs in these areas would reinforce demands for individualized tenure. If land is collectively owned, however, land titling programs aimed at establishing private rights will create conflicts among family members, which leads to tenure insecurity rather than security.

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COMMON PROPERTY MANAGEMENT

The common property system, in which community members jointly own and use tree and other forest resources, is efficient in managing nontimber forest products. Many examples of successful management are found, for example, in the hill region of Nepal and prewar Japan. The common property system, however, does not provide proper incentives for the management of timber forests, whose value is responsive to good management. Thus a common property forest regime is effective when the predominant forest resources are minor forest products, whereas high-value tree production is less amenable to community management.

This finding suggests that social forestry projects should redesign their incentive systems. In particular, they should replace the system of equal sharing of benefits with systems that provide appropriate incentives to individual farmers to manage timber trees and other valuable products. One way is to grant complete tree ownership rights to individual community members. The element of community management should be maintained, however, for protection of trees. It is also important to provide profit incentives to grow and manage timber trees by promoting the marketing of harvested trees.

DEVELOPMENT OF AGROFORESTRY TECHNOLOGIES

Given the existence of strong incentives to manage agroforestry plots on sloping lands under communal ownership, it makes sense to develop and disseminate profitable agroforestry systems. Actions might include developing improved germplasm of high-value trees, improving techniques for propagating useful tree germplasm, improving the flow of information on these new technologies, and providing proper incentives for private germplasm delivery systems to develop. To date, however, research and development on agroforestry technologies, particularly on commercial trees, have been grossly inadequate relative to R&D for more traditional annual crops. In addition, research on sustainable tree management must be carried out for wide areas of abandoned land that were formerly planted with coffee, cocoa, and other tree crops.

MARKET DEVELOPMENT

Market development is critical to generate the degree of intensification that will enable rural people to lift themselves out of poverty without mining their surrounding resources. Increased spending on rural road construction is a key component of such development, and policymakers well understand this point. Although developing roads may accelerate deforestation by making timber harvesting more profitable, it will also accelerate the development of agroforestry and timber plantations where primary forests have already been cleared. Further, the development of product markets has been found to foster the development of markets for labor and capital and will increase the demand for individualization of land rights. Thus, market development is a vital strategy in improving natural resource management.

CONCLUSION

The problems of deforestation and land management are intertwined with the problems of poverty and food security in rural areas. There is no single-faceted or uniform approach to policy that can successfully address this complex problem. Solutions will need to be multifaceted, involving efforts to strengthen institutions for managing natural resources and to raise the profitability of agriculturally based rural livelihoods by developing technologies and improving markets. This approach strives to optimize private efficiency and hence growth that leads out of poverty, while at the same time providing a better environment for other socially desirable outcomes.

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