



# Preface

## What this folder is, and what it is not

This is not intended as a manual, holy book or academic text. It is an international resource pack for practitioners, which pulls together practical ideas and experiences from people using the Reflect approach around the world.

The pack covers different elements of communication. For ease of reference we have divided the resource pages into four simple colour-coded sections: on the written word, the spoken word, numbers and images. Each section has a short introduction, drawing out key power issues and outlining the resource pages in the section. However, rather than focusing on one section, we encourage you to work across the categories, exploring how different forms of communication are inter-connected. There is a fifth section that provides some examples of Reflect in action.

Each resource page is self-contained and follows a simple format. The pages do not give detailed prescriptions, they are designed to give broad ideas and practical examples – but all will require creative adaptation by you to apply to your particular context. There is no strict sequencing so you can flick through as you wish both within a section and across sections, picking and choosing those pages that offer something relevant for you. Some of the ideas and approaches on these resource pages will be well known to you, but others, we hope, are new.

The information in this folder is not designed to tell you everything about Reflect. It is a flavour, a starting point or a partial resource. Much more can be learned by linking to practitioners in your country and neighbouring countries, by seeing Reflect in practice or participating in a training or exchange workshop.

## CONTRIBUTE!

This pack does not claim to be comprehensive or exhaustive. There are many other ideas and approaches used by Reflect practitioners that are not yet written up. If you have found these materials of practical value, then please participate in the ongoing process of developing this “open” folder. There are no deadlines. New pages can be added at any time. Write your experiences, or ideas for new resource pages, using the formats that we have used for this first set of pages. Through the web-site and through network meetings around the world there will be a continuing distribution of materials to enrich this folder, ensuring that what is produced in one place can be distributed to practitioners around the world. In this way, Reflect can continue to evolve.

We hope that you enjoy these materials and that they contribute something to your own process of fighting for greater justice and equity in the world.



# The Reflect Approach

This section serves as a very brief introduction to the key elements of the Reflect approach. Much more could be written on any one of the topics mentioned. Here we simply outline important elements and principles of Reflect to provoke thought and investigation. The aim is to give an impression rather than an exhaustive analysis. More information is available from other resources, most notably the website: [www.reflect-action.org](http://www.reflect-action.org)

## WHAT IS REFLECT?

Reflect is an approach to learning and social change. Key to the Reflect approach is creating a space where people feel comfortable to meet and discuss issues relevant to them and their lives. Reflect aims to improve the meaningful participation of people in decisions that affect their lives, through strengthening their ability to communicate.

## HOW HAS IT EVOLVED?

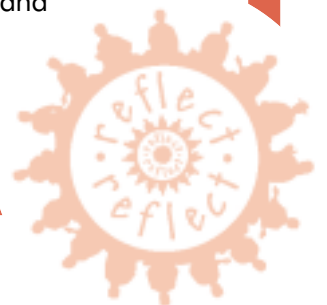
Reflect was developed through innovative pilot programmes in Uganda, Bangladesh and El Salvador between 1993 and 1995. It started as a fusion of the political philosophy of Brazilian educator Paulo Freire with the practical methodologies developed for Participatory Rural Appraisal (PRA). Other significant influences were the ideological approach to literacy and gender analysis.

### The beginnings

In **El Salvador** the core elements were fused together by a highly politicised NGO led by ex-guerrillas. In **Bangladesh** the approach was adapted to working with women's savings and credit groups in a conservative Islamic area. In a remote multi-lingual area of **Uganda** the pilot programme involved developing a written form of two local languages for the first time. The evaluation of these diverse pilot experiences was published by the UK Department for International Development (DfID), showing the effectiveness of the approach in teaching literacy and linking this to wider local development. Practical learning from these experiences was pulled together in 1996 in the Reflect Mother Manual as "a new approach to adult literacy and social change".

### Spread and diversity

Reflect spread and evolved rapidly, through publications and training workshops. Programmes diversified as different organisations adapted the approach to different contexts. Some began to focus on communication rather than literacy. Many became more explicit about power analysis and processes of political transformation. The Global Reflect Survey, conducted in 2000, showed that Reflect was being used by over 350 organisations in 60 countries. It is used by local, national and international NGOs, by social movements, people's organisations, district and regional governments. It is used on a small scale (in single communities) and on a large scale (with thousands of communities). The objectives and focus of Reflect processes are extremely varied, from peace and reconciliation work in Burundi to village level planning in India and local government accountability in El Salvador; from land-rights work in South Africa to capacity building for school management in Mali; from mobilisation around community forestry resources in Nepal to organising tea plantation



workers in Bangladesh; from bilingual and inter-cultural education in Peru to work around cultural identity in the Basque Country. Further details of some of these are in the final section: “Reflect in Action”.

### **Sharing learning**

The key means by which the Reflect approach has spread has been through links between practitioners – through local, national, regional or international networks – by people coming together across institutions to learn from one another and to share experiences. Nothing can replace this direct human contact. By networking we can begin to apply the Reflect approach to ourselves – we can learn it by doing it. For this reason we urge people using these resources to make links with other practitioners (see contact addresses or website for your local contacts).



## **WHAT ARE THE CORE ELEMENTS?**

As mentioned above, Reflect is based on a series of core principles and elements, derived both from the theoretical foundations in Freire and PRA, and from evolution of the approach through practical application and experience.

### **Power and voice**

Reflect is a process that aims to strengthen people’s capacity to communicate by whatever means of communication are most relevant or appropriate to them. Although part of the process may be about learning new communication skills, the focus is on using these in a meaningful way. It is through focusing on the practical use that real learning takes place.

### **A political process**

Reflect is premised on the recognition that achieving social change and greater social justice is a fundamentally political process. Reflect is not a neutral approach that seeks to promote a neutral vision of development based only on improving people’s immediate material conditions or providing short-term responses to their basic needs. It seeks to help people in the struggle to assert their rights, challenge injustice and change their position in society and as such requires us to explicitly align ourselves with the poorest and most marginalised. It involves working with people rather than for them.

### **A democratic space**

Reflect involves creating a democratic space – one in which everyone’s voice is given equal weight. This needs to be actively constructed, as it does not naturally exist. As such it is counter-cultural – challenging local culture where the power



relationships and stratification have created inequality. It is never easy and may never be perfectly achieved, but it should be a constant focus.

### **An intensive and extensive process**

Reflect is rarely a short or one-off process. The Global Survey showed that groups usually meet for about two years, and sometimes continue indefinitely. Often they meet three times a week – sometimes up to six times a week and rarely less than once a week. Each meeting may take about two hours. This intensity of contact on an ongoing basis is one of the fundamental ingredients for a process that seeks to achieve serious social or political change.

### **Grounded in existing knowledge**

Reflect begins with respect and value for people's existing knowledge and experience. It is not about importing information or transferring knowledge. However, this does not mean accepting people's existing opinions or prejudices without challenge – especially where these contradict the principle of creating a democratic space. Moreover, there will always be a part of the process in which participants are enabled to access new information and new ideas from new sources. The key is to give people control over that process, and confidence in their own starting point, so that they can be critical and selective.

### **Linking reflection and action**

Reflect involves a continual cycle of reflection and action. It is not about reflection or learning for the sake of it, but rather reflection for the purpose of change. Neither is it about action isolated from reflection as pure activism rapidly loses direction. It is the fusion of these elements, and it can start with either.

### **Using participatory tools**

A wide range of participatory tools is used within a Reflect process to help create an open or democratic environment in which everyone is able to contribute. Visualisation approaches are of particular importance (maps, calendars, diagrams, matrices and other graphic forms developed by PRA practitioners) and can provide a structure for the process. However, many other participatory methods and processes are also used, including theatre, role-play, song, dance, video or photography.

### **Power awareness**

All participatory tools can be distorted, manipulated or used in exploitative ways if they are not linked to an awareness of power relationships. Reflect is a political process in which the multiple dimensions of power and stratification are always the focus of reflection, and actions are oriented towards changing inequitable power relationships whatever their basis. A structural analysis is needed to ensure that issues are not dealt with at a superficial level. Only through such analysis can effective strategic actions be determined.

### **Coherence and self-organisation**

Reflect needs to be used systematically. The same principles and processes that apply to others also apply to ourselves, within our own institutions and even our personal lives. The focus of the process should always be towards self-organisation, so that groups are self-managed, where possible, rather than being facilitated by, or dependent on, outsiders.





# Why Communication and Power?

## Communication

There are many ways to communicate. For example: reading, writing, speaking, listening, numbers, visual means, technology and the media. In fact, communication is the basis of all our relationships – at home, at work, within any community or group and beyond. We need to be able to communicate so that people can know and understand our experience and perspective. Communication includes all the different ways of ensuring that our voice is heard – by different people, in different languages, contexts and at different times.

Communication is not unidirectional – it is both transmitted and received. It is not only about getting our voice heard, but also hearing and understanding others. People need to be able to deal critically with communication that they receive, and they need to actively develop, reproduce and use alternative forms of communication.

## Power

No communication is neutral – the capacity to communicate and be heard is determined by power relationships that need to be analysed. By linking communication and power we are focusing beyond the technical aspects of communication and considering the various factors which influence our ability to get our voice heard. Being unable to communicate is both a cause and effect of inequitable power relationships.

## COMMUNICATION AND POWER IN DIFFERENT CONTEXTS

Although there are many different aspects of communication, which we have divided into sections in this resource pack, at any one time it is likely that we will be using more than one form of communication. By strengthening our ability to communicate in one way, at one time, we are likely to increase our confidence in communicating in another. All types of communication are interlinked. Below are some examples of different contexts and the types of communication which we might come across in our lives:

### Government power

There is often a complex maze of bureaucracy and procedures involved in dealing with government offices. Understanding how things are supposed to work and how budgets are supposed to be spent can strengthen your position. Being confident to deal with officials in authority (who may speak a different language and are often higher class, educated males) is essential. Knowing how to fill in forms and having all your “papers in order” is necessary if you wish to access your entitlements or assert your rights (those without proper documentation are effectively illegalised and excluded).

### Economic power

The links between communication and power are evident in people’s dealings with landowners, money-lenders or banks, traders, companies and employers. Most obviously power is sustained by the ability to manipulate or mystify numbers but this is often linked to complex written documents (such as contracts with lots of



small-print). In a market context it is often the sound or force of voice used which enables people to secure the best bargain, while visual representations are used to illustrate patterns in the economy at national or international level.

### **Social power**

There is a strong correlation between the ability to communicate and social status. The way people are perceived and the level to which their “word” is valued is often linked to literacy. The ritual of giving thumb-prints or signing helps to reinforce this. The image we portray of ourselves, our posture, ability to make eye-contact etc. are all crucially important when considering social interactions. Further, the way we talk (and on what subjects) illustrates how much power we feel we have.

### **Political power**

Oral skills carry a huge weight in political circles. At election time it is often the style of speaking, rather than what is actually said which influences people’s vote. Political campaigning relies on the power of visual tools, with posters often speaking much louder than words. Budgets are the key to whether policies are given priority and can be implemented.

### **Religious power**

Imagery and icons are used to powerful effect by most religions. In text-based religions like Christianity or Islam the written word is presented as the word of God – helping to create the myth that the written word is somehow absolute. Yet equally religions depend on the power of oratory, for example in sermons, and on the power of physical communication through various rituals.

### **Civic power**

The practice of power in community organisations and associations or unions is often strictly ritualized. Having an effective say often requires a lot of confidence and an understanding of procedures, norms and conventions. In largely non-literate communities the secretaries, treasurers and chairs of such organisations are almost invariably the literate and numerate few.

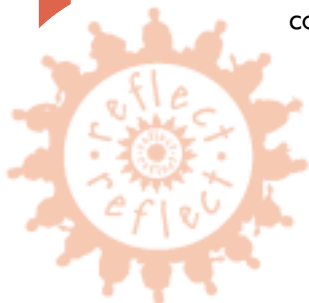
### **Our own power**

As organisations which implement Reflect we are likely to construct an image of ourselves as invisible, neutral facilitators – when in fact we can be powerful social and economic players. This is often evident in the way in which we communicate: the jargon we use; the way we speak to people; write in notebooks; prepare plans and budgets; give out leaflets; use logos; carry briefcases and have pens in our pockets – these aspects make us key agents of the power of communication. How we practice that power will be of critical importance to the wider process.

### **How can these materials strengthen people’s ability to communicate?**

The materials in this pack should be used to:

- Enable people to **assert their right** to communicate (individually and collectively);
- Give people the **space** for **analysis and reflection** so that they can decide what to communicate, to whom and how;
  - Develop people’s capacity to **understand** and **critically analyse** the communication they receive;
  - Enable people to **actively produce** their own materials and **access** appropriate ‘instruments’ of communication.





# Getting Started

This section provides an overview of some of the issues which need to be considered when setting up the structures within which these resource pages can be meaningfully used. As no two contexts are the same, it is impossible to give a clear or absolute guide, but we hope that this gives a sense of the elements involved in getting started with the Reflect approach.

## PREPARING THE GROUND:

### Understanding ourselves

We cannot start working with others using the Reflect approach until we have spent some time reflecting on our own power, and particularly our relationships with those with whom we work. This process should not lead to a denial of our power, as it does not help at all if we pretend to be neutral or invisible. Rather we need to recognise the nature of our power and work positively to transform it. There may be a need for a sustained process using Reflect within our own institution before we are ready to move forward and use the approach with others.

### Understanding the context

It is important to collect basic information concerning the present situation of the potential participants in the Reflect process. This may take many forms, depending on the objectives, the organisation, or the people involved. This information can serve both as a basis for planning and designing the process, and for future monitoring and evaluation. The process of collecting baseline information may be integrated into the early stages of the Reflect process so that participants monitor for themselves.

### Identifying entry points

When considering introducing Reflect into a new area, you will need to decide whether to form new groups or work with existing local groups. This will be self-evident or pre-determined in some contexts. Existing groups may be informal (people who gather in one place but are not a clearly constituted group) or formal (with a constitution, established objectives, existing work) or somewhere between the two. In this case you need to introduce the Reflect process to the group, exploring with them the ways in which it will change and enhance their present work. If new groups are to be created, then more attention needs to be paid to initial mobilisation and the naming and framing of the Reflect approach locally (see sheet in *Written Word* section).

## BUILDING INTEREST:

### Training resource people

An early priority is to seek training for key resource people who will move the process forward. The resource materials here are not sufficient for this. Rather, you should make contact with experienced Reflect practitioners in your area, to develop a training process which will help you adapt the Reflect approach to your own context.



## **Local orientation**

Many people will need to know about Reflect, including local leaders, officials and influential agencies, if they are to help with, rather than hinder, the process. One day or half-day orientation sessions should be sufficient. It is helpful to have a clear sense of what support you might need from different people and what you will do if that is not forthcoming.

## **Mobilisation**

Getting people to join a Reflect group can take many forms. It may be that the demand is already clear, or it may be necessary to hold a public meeting or arrange a theatre show to inform people of the process. By using some form of participatory approach and by breaking some norms and formalities you can give everyone a flavour of what to expect. This initial mobilisation can also be an opportunity to discuss, and agree with local people, the future focus of the process. For example, there may be discussion of: the languages that will be used, the priority issues to be analysed, the skills that may be developed, and the links that could be made with existing processes and organisations.

## **FACILITATORS:**

### **Recruiting facilitators**

Finding good facilitators must be given the highest priority, as facilitators are the single most important factor in making the Reflect process effective. When building on existing groups, the facilitators may already be determined. In other cases people can be encouraged to volunteer as potential facilitators at the initial mobilisation.

Where possible the future participants in the process should have a say in who will be their facilitator. Ideally it should be someone from the same community as participants, sharing their identity and status, respected and respectful. They should have an interest in, and some awareness of, power issues and be open to new ideas. There are, however, no absolutes: some organisations have found that there are advantages to having facilitators from outside the community where they work, as it can be easier for them to raise controversial issues.

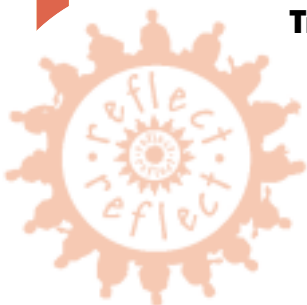
### **Motivating facilitators**

One of the most difficult questions concerns the payment of facilitators. Ideally the prime motivation of facilitators should be commitment to social justice and equity. This may be enough where the organisation using Reflect has a strong local identity or political vision, or where voluntary commitment attracts high social status. However, in most contexts some material incentive may be needed. Too often we find that organisations will pay everyone from managers down to trainers, and then refuse to pay facilitators on the grounds of sustainability, leaving the poorest people with the least reward.

The modest amounts paid to facilitators in these processes will rarely be sufficient to motivate facilitators in the long term and other incentives need to be explored. One option is to look at the ongoing learning of facilitators themselves, access to training in different issues, skills and media, which they can then also use to reinforce the Reflect process locally. Facilitators' forums certainly play a key role in helping facilitators to feel that they are part of something bigger.

### **Training facilitators**

The focus of facilitator training should be on the process rather than the content. Reflect principles and processes should be fully applied, respecting



the existing knowledge and experience of the participants, using participatory processes and engaging in a power analysis of issues arising. The intention should be to achieve a level of internalisation and ownership of the approach. Practical experience should be encouraged and simulation or artificial exercises avoided. One option is to have 'sandwich workshops', with two periods of training either side of a period of practical experience in the participants' own communities. In the training process, facilitators can make new adaptations of Reflect and produce local resource materials to help guide them.

### **Peer support**

It is important for facilitators to receive intensive support in the first weeks of a Reflect process. It can be easy for facilitators to get disillusioned, as things that seemed easy in the training workshop prove more difficult in practice and unexpected problems and obstacles arise. The best support for facilitators will be each other, as they will have a shared experience and will understand each other.

Exchange visits between facilitators to offer practical support should be encouraged, but regular facilitators' forums can be even more effective, meeting regularly with rotating facilitation from within the group. The forums can echo the Reflect circle process, identifying problems and finding practical solutions. They may offer space for facilitators to develop new ideas for participatory tools and other resources that can be of practical use in their circles. The sharing and review of their experiences can also lead to them identifying and discussing common issues arising across local circles. In some cases the forum may decide to do further research on an issue, or develop joint actions.

### **Ongoing training**

It is important to hold refresher training workshops at least once a year, preferably more often. The focus of these refresher workshops might be defined through the facilitators' forum meetings, through ongoing participatory monitoring by participants or through support visits to circles by local coordinators or other resource people.

## **SETTING THE SCENE:**

### **Naming and framing**

The term "Reflect" may be relevant as a means of building a shared identity between practitioners across different institutions, countries or regions, but the local process should be given a locally relevant name. Developing a local name for the Reflect approach can deepen ownership, especially if it is something in a local language that captures elements of local significance. This name will be crucial in framing people's initial expectations of the approach and so must be selected with care. (See resource page on 'Naming and Framing Reflect' in the *Written Word* section).

### **Layout and group dynamics**

The layout of space has very significant power implications. It is vital to ensure that the space where the group meet can be used for two purposes with relative ease. One large area is needed for participatory activities, for example where graphics can be constructed on the ground or on a large surface, with space for participants to move around. Secondly there needs to be an area where the group can sit in a circle, ideally so that each participant can make eye contact reasonably easily with every



other participant. It is helpful to have places where completed graphics can be hung up. In particular, if materials can be kept on display this can help cross-referencing and the building up of a cumulative analysis. It may be good to involve participants in designing, agreeing or arranging the use of space – always reflecting on the power issues involved.

### **Negotiating ground rules**

In the first proper meeting of the group it is important to negotiate some basic rules and norms. Appropriate ways should be found of discussing the importance of the circle being a democratic space, exploring what this means to participants and how it can be put into practice. It may be possible to discuss directly some of the power relationships that are present between participants and how these may affect the atmosphere or dynamic of the group. Visualisation approaches as outlined in these resource pages may be used to structure such reflection. In these discussions the facilitator should be prepared to acknowledge her or his own power as the facilitator. A written or clear visual record should be kept of any of the basic norms or rules agreed.

### **Initial discussion**

In different contexts, different issues will need to be addressed at an early stage. Much depends on the priorities of the organisation using the approach and what has been discussed and agreed in the initial mobilisation and training of facilitators. However, it can be good to open up for discussion even things that appear to be fixed or obvious – as each group will have different priorities and some deeply-held assumptions may be mistaken. One early discussion may concern participants' expectations and aspirations. Each participant should be given an opportunity and means to share their opinions on this. These expectations may be recorded for future reference and used as a basis for ongoing monitoring. In a multi-lingual environment it may also be important to agree which languages the group will use for different activities and whether the learning of a language may form a part of the process. (See resource pages on 'Language and Power' and 'Teaching a Second language' in the *Written Word* section.)

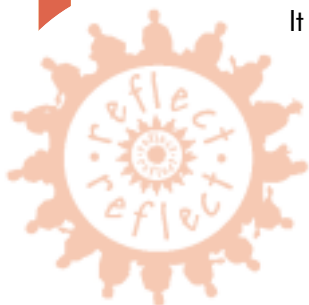
## **MATERIALS AND RESOURCES:**

### **Developing local resources**

Reflect is in a continual process of being adapted to the local context by all those involved. It can be useful to regularly pull together resource materials, which facilitators can refer to. As local circles develop their rhythm of work, facilitators will learn from each other, sharing ideas of what worked in one circle and adapting them for others. Ideally, each facilitator will have a folder in which they can keep materials produced in workshops, their own notes and ideas and relevant materials from other organisations. It may be useful to have some structure to these folders (for example, practical ideas for sessions; notes on actual sessions; wider reading; relevant information etc.), though facilitators should be encouraged to develop their own structure as much as possible.

### **Basic materials**

It is likely that the following range of materials will be needed, though alternatives can be improvised and many additional materials may be used at different moments:



- large sheets of paper, flipchart paper, wallpaper or manila sheets;
- large marker-pens and felt-tips, ideally many of them and with a good range of colours;
- sticky tape or masking tape;
- coloured paper or card which can be cut to make smaller cards as needed;
- a store of locally available or common objects for the flexible construction of graphics (eg bags of different beans or seeds, leaves, stones, pebbles, string, coloured dye).
- A blackboard or white-board, with chalk or pens, is likely to be useful.

In terms of materials that each participant might bring see the resource page on 'Naming and Framing Reflect'. It is important to avoid school-style exercise books and instead use stationery that sends out appropriate social messages.

## NETWORKING AROUND REFLECT:

### Linking Reflect groups

From the very start it is important to consider the links that can be made between participants in different circles, so that their analysis and actions are not reached in isolation. Circles may be paired or clustered so that they visit each other or have some regular points of contact. There may be 'participant forums' where representatives from each circle in an area come together to identify common threads in their analysis, common obstacles or opportunities for action. Wider assemblies, rallies or festivals might also bring participants together. This helps to ensure that circles feel part of a wider process of change. At key moments they may be able to call on a wider source of support, and benefit from a sense of solidarity. This can also give participants their own base to challenge the institution that is implementing Reflect locally, something that should be encouraged if the agency is genuinely committed to changing power relationships.

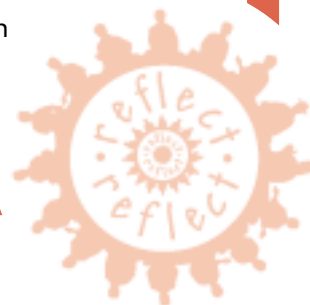
### Reflect trainers' forums

In the same way that facilitators benefit from regular contact with their peers, trainers and other resource people need to seek ongoing contact with and support from their peers. In a large programme this may be feasible internally but in many cases it will be helpful to make links with other institutions using the Reflect approach. Even where institutions are working in very different contexts or with very different objectives, exchange can be very beneficial. Indeed some of the most creative learning may emerge from people coming together across institutional divides.

These regional or national facilitators' and trainers' forums should be conceived as an integral part of the Reflect process, applying the same principles and approaches to their meetings as are used in local Reflect work. The participants should be given space and time to reflect on and analyse their experiences. They may seek access to new information to help them advance their understanding of a certain issue or define common actions. Meetings may be hosted by different institutions in rotation, with some part of each meeting involving practical exposure to and support for the host agency's work.

### Networking

There are inter-institutional national Reflect networks or forums developing in many countries. Some of these are loose, informal groups of people; others are more formal involving many organisations and holding regular meetings. They are spaces for practitioners to share experiences and problems about using Reflect or to apply the Reflect approach to national level issues. These national networks are also part of sub-regional or regional networks, as well as the International Reflect Circle (CIRAC).



CIRAC brings together Reflect practitioners from across Africa, Asia, Latin America and Europe, providing a space for the continuing spread of innovation, for critical reflection and analysis and for the development of common resources. If you are not presently in contact with other practitioners we urge you to seek out that contact. The CIRAC website ([www.reflect-action.org](http://www.reflect-action.org)) offers a list of contacts who can put you in touch with practitioners near you.

## **MONITORING AND EVALUATION:**

### **Monitoring the process**

The role of monitoring the Reflect process should not be seen as the preserve of any one group of people. Certainly participants must be at the centre of monitoring their own progress, proposing their own objectives, indicators and modes of measurement. However, facilitators, trainers and other resource people are also participants in the process and need to establish their own objectives and indicators, to be revisited in the light of their experience and the changing nature and direction of the process.

Ideally, in all contexts, this monitoring should form an integral part of the Reflect process; the cycle of action and reflection leading to new action and new reflection. Documenting and recording the process from different perspectives is not a neutral or detached activity, but one that forms part of the continuing flow of the process.

It is important to be aware of the power dynamics involved in monitoring and to include reflection on that as part of the monitoring process.

### **Evaluation**

There are many different reasons for evaluations. Some are required by donors or are part of organisational procedure. Where this is the case, the terms of the evaluation may be determined from outside, but as much as possible the nature of that power relationship should be unveiled as one part of the evaluation process. In other cases, evaluations are for internal learning and can be used as an opportunity to enrich the process, with all participants in the process standing back to gain some perspective and see the larger picture. A review of 13 external evaluations of Reflect programmes published in 2001 by CIRAC highlighted the poor quality of many attempts to do external evaluations and offers some useful recommendations for improving practice (see website).

## **CONCLUSION:**

This has been a lightening tour of how to get started with a Reflect process. Some of the points will not seem appropriate to your own context, but hopefully others will. We can all benefit from a process which strengthens our capacity to communicate, and one of the emerging truths about good communication is that it is better to be concise than exhaustive. These resource materials seek to be concise at all times, not only in this introductory session but also in the practical pages themselves. We hope that you find them of practical value and look forward to your feedback and future contributions.

