AFRICARE
FOOD SECURITY REVIEW

Guidance:
How to Compile a Success Story

Judy C. Bryson[i] and Nicole Eley[ii]

I. Objectives

In developing this guidance, Africare aimed to produce a simple and concise guidance for writing "success stories" to be used by Africare field staff and report writers, as well as relevant staff of other private voluntary organizations (PVO) and cooperating sponsors (CS). A success story illustrates a positive change in a Title II program by telling the "who, what, where, why, when, and how" of an individual, household, or community in an anecdotal story that represents the case of many individuals, households, or communities targeted by the program. This guidance is subdivided into several sections.

- Section II provides the background information that explains the use of success stories and how this came to be a focus for a guidance manual.
- Section III describes the six-step process for identifying a success story during routine project discussion groups.
- Section IV presents a suggested template for writing the success story.
- Section V makes suggestions for using photographs to enhance the success story's impact.
- Annex I provides an exercise for improving on an existing success story drafted for the Uganda Food Security Initiative by applying the guidelines presented in this guidance.

II. Background

Many cooperating sponsors (CS) and private voluntary organizations (PVO) have come to use human interest stories to catch the eyes of potential donors, clients, and partners. USAID Food for Peace (FFP) paved the way for the expanded use of personal anecdotal stories in Title II program reporting, funding, and extension by calling for short narratives on project activities in its CS guidance for Title II results reports. One of the most immediate impacts of the guidance was a substantial increase in the number of Title II CS's that included success stories in their annual reports to the USAID/FFP office (see example in Annex). Given the importance of human interest stories in reporting, fundraising, and education/extension, the intent of this guidance is to offer a set of guidelines that are easy to follow and that will, therefore, ensure use by an increased number of field staff and report writers.

An initial draft of this guidance was prepared by Judy Bryson (Bryson 2005) and distributed to the project coordinators and staff of all Africare's Title II food security programs. This revised guidance takes into account staff feedback regarding "lessons learned" from that first distribution and adoption of the guidance to inform the annual reporting process. This version also incorporated recommendations from the Africare publicity office. For example, one recommendation was to include more detailed guidance on the use of photographs to strengthen the presentation and accessibility of success stories. This revised draft was further reviewed and amended during a Title II workshop in Niamey in September 2007 that was attended by all the Africare programs.

III. Steps to Identifying a Success Story

The "how to" of developing a success story requires the researcher or field staff (those most familiar with the anecdotal stories of beneficiaries) to ask the right questions, questions that will result in a gripping and accurate account, through the eyes of an individual or several individuals, of positive project impact. The key questions and steps are as follows.

Step 1: Selecting a Positive Project Impact (the story topic). This first step focuses on the generalized impact or success. Rather than being about one individual, it is about an impact that has been experienced by a substantial number of the beneficiaries. It is important not to develop a success story out of an experience that was felt by only one or two beneficiaries. Choose one or two indicators from the Indicator Performance Tracking Table (IPTT) with the best positive results. Alternatively, identify one or two ways that beneficiaries are successfully minimizing or responding to risks. In today's climate of HIV/AIDS there may be some important project results regarding assistance provided to HIV/AIDS-affected households that would make useful success stories. Another type of success story to consider is how beneficiaries exceeded or met expectations even when there were program constraints. Indirect achievements or those not anticipated by the project should also be considered.

Step 2: Obtaining the Descriptive Details of the Impact. Who participated in the achievement of the results? Where were they located (including country)? Was a group involved such as a farmer field school or mothers attending a Hearth session? Assemble a group of participants from which to gather more information relevant to the observed positive impact; if the result was due to individual efforts, assemble a group of concerned individuals.

Step 3: Key Questions for the Group Impacted. Lead the group to answer the following questions.
1. What did they do?
2. How did they do it?
3. How long did it take?
4. What did it cost?
5. What were the results?

Step 4: Drafting the Anecdotal Story of One that Represents the Project Impact to Many. Prepare the success story using the responses to the questions. Choose the experience of one of the participants to illustrate what happened. If appropriate fill in details specific to that individual. If the participants in the focus group were speaking confidentially, give the individual in the story an assumed name. The story should be a minimum of 300 words and a maximum of 900 words (2 pages). See the template below in Section IV.

Step 5: Collect Captivating Photos to Represent the Story. Are there any pictures available to illustrate the success story? Can the field team provide photos from other field visits or can the team conducting the interview for the success story take photos on site that would be useful?

Step 6: Use of the Completed Success Story. Put the success story into a text box in the body of the Cooperating Sponsor Results Report following the indicator to which it pertains. If there is no indicator concerned, the success story can be inserted into an annex to the report. If the success stories are going to make the text too long, consider taking them out of the main text and creating an annex of all the success stories.

Section IV. Template for Drafting Anecdotal Story that Represents Project Impact (Success Story)

A. Provide Background Information. Identify the individual, the activity, the location, and the program, its length and size, the sponsor, and its funding source.

Patience Utumo is a participant in the Farmer Field School (FFS) in Kabale, Uganda organized by the Uganda Food Security Initiative Phase 2 (UFSI-2) of Africare. UFSI-2 is funded by the United States Agency for International Development (USAID) with P.L.480 Title II food resources and is a five-year, $7 million program.

B. Describe the activity.

At the FFS, Patience Utumo and 40 other farmers learned techniques for improved cultivation of beans, including how to combat the root rot that has been sharply reducing yields. They were also introduced to improved varieties and taught how to cultivate them. The FFS was carried out on the fields of the farmers.

C. Give Details of What Happened in the Activity.

By the end of the FFS, Patience had learned all the steps in cultivating improved varieties of beans. These included… (*Put in details*).

D. Give the Results Achieved as a Consequence of the Activity, Convert Weights to Pounds (lbs) and Local Currency to US Dollars ($).

In the cultivation season just concluded, Patience applied what she had learned. As a result, her yield of beans increased from 140 kilos (308 lbs.) to 250 kilos (550 lbs.). The value of her bean production increased from UGX 184,000 ($105) to UGX 328,500 ($190).

E. Give a Quote from the Participant.

Patience says of her experience, "*The Farm Field School has taught us how to put famine behind us. Now our children go to bed well fed every night.*"

An example of a Complete "Success Story" using the Template

Mariam Selifoo and her two-year old daughter Grace were participants in a Hearth program in their home village of Lansanyia, in Guinea. When Grace came into the program she weighed only 70% of the standard for her age. The Hearth was organized under the Guinea Food Security Initiative (GnFSI) of Africare. GnFSI is a $7.2 million, 6-year program funded by the United States Agency for International Development (USAID) with P.L. 480 Title II food resources.

The Hearth program involved 15 children. All of the children in the Hearth were like Grace with low weights for age. The Hearth was held in the compound of a specially trained mother. Each day for two weeks Mariam and Grace and the other mothers and children came to the compound bringing with them foodstuffs from their homes. At the Hearth, the mothers were taught how to prepare enriched porridge for the children. When the porridge was cooked, the children were fed. The mothers were delighted with the reaction of the children to the porridge, that they accepted it readily. At the end of the two weeks, the mothers had learned how to make the enriched porridge in their own homes.

By the end of the month that included the Hearth activity, Grace had gained 450 grams (1 lb.). Her weight continued to be monitored each month. Six months after the Hearth, Grace had attained a normal weight for age and was much more lively. She is the picture of a healthy young girl. Mariam Selifoo says of the Hearth activity, "*I don't know if Grace would be alive today had we not attended the Hearth. Look at her now, she is running around with her brothers and sisters in perfect health. I will always be grateful for what I learned in the Hearth.*"

Section V. How to Include Photos in a Success Story to Enhance the Story Impact

One of the main components of many success stories is compelling and touching photographs that portray both the personal nature of the story, as well as the extent of the impact felt by the individual in the story and all the individuals that were impacted by the project's success. In order to produce and distribute success stories with effective photographs it is important for those who collect and record the stories, those who write up the stories, and especially those that will take the photos, to understand the key issues for taking and submitting success story photographs.

Step 1: The Main Components of Photography for Success Stories

Taking the "perfect picture" often means knowing in advance what the picture will be used for (a magazine, a website, a video, or a text report). The final use of the photograph will dictate how the camera needs to be set up in order to capture the image in its correct format, considering both resolution and image size. The four most important considerations for submitting photographs for use by Africare and other international development NGOs are resolution, lighting, framing, and formatting (file type).

Resolution. Magazines and other glossy-paged publications often require specific camera settings in order for the image to come out with a crisp, clean finish. In order to make your photograph meet these standards and become "print-ready," think the *higher* the resolution, the better. Resolution refers to the detail of the photo image. The higher the image detail, the better the image will print.

Make sure that the digital camera is set to take the largest file size possible: a minimum of 300 dpi. DPI is digital photography language for the amount of "dots per inch" that make up a picture. *The more dots, the better the image.* DPI is often hard to determine for most amateur photographers, but there is an option on every digital camera (via its menu options) to adjust for resolution settings. Make sure that everything (photo size/quality) is set to HIGH. The difference is clear, as illustrated below. Africare and many other PVOs prefer **high-resolution 'print-ready' photographs** (300 dpi/ jpg), since they can be easily altered later to any other format or size needed.

Photo Credit: A. Fink

Low Resolution   *High Resolution*

Photograph quality/lighting. At the fundamental level, cameras require light in order to take a photograph. Too little light leaves your pictures dark and grainy, while too much light leads to overexposure and washed-out images. The key is to strike a balance.

Natural light (sunlight) is always a plus, but hard to control. Avoid sunspots and silhouettes (or shadows) over your subject by NOT shooting directly into sunlight. Artificial "indoor" lighting can be controlled, but it's often not strong enough to produce a clear/sharp picture. Make sure there are multiple lights available near or around the subject of the picture: Preferably a backlight and a front light. The flash on the camera may assist in adding additional light.

Photograph framing. Framing refers to how the subject's face or body is positioned within a picture--much like a picture frame on a wall. The concept of framing in photography should be applied to build a natural boarder around the focal point of your picture, drawing attention to the main object or subject. Application of this concept can turn an ordinary picture into a captivating work of art. See illustrations below.

Photo Credit: S. Schreiberg

Framing Technique NOT Applied   *Framing Technique Applied*

The pictures above demonstrate the power of applying framing techniques to your photographs. The picture on the left makes it hard for the viewer to identify the subject of the photograph. Nothing is driving your attention toward any one person or object, and the viewer's eyes are left to wonder around the photograph. However, the picture on the right identifies a clear subject and uses support objects to drive your attention to it. The gentleman in the green shirt and the one in the red hat serve as a natural border and direct your attention to the speaker in the photo. The solutions to photo framing are simple.

> *Quick fixes for framing:*
> Zoom in or zoom out
> Tilt up or tilt down
> Pan left or pan right
> Reposition your body (different angle)
> Reposition the object

Optimal framing can be achieved by making basic adjustments to your shot. Before taking a picture, take note of the *angle* and *depth of field.* Often all it takes to make a good picture great is a quick readjustment of the way the object is positioned through the lens of your camera. For example, the picture above was adjusted by shifting the camera to the right and zooming in to focus on the subject of the photo. Remember, as the photographer, you must command the attention of your viewer and direct their eyes to the focal point of your picture.

Formatting. The JPEG (".jpg") is a commonly used method of compression for photographic images. Many cameras have JPEG as their default camera setting. This file format is preferred by Africare (and many other PVOs) for publication materials because it is common and easy to deal with. By no means should the

JPEG photographs be embedded into a word document. The image quality of the picture is lost when files are embedded into text documents. Take special care to send all photographs separately.

In summary, photos that are high resolution, with sufficient and appropriate lighting, framed as close ups, and formatted as JPEGs are preferred for use in success stories.[iii]

<u>*Step 2: Labeling Pictures and Writing Captions*</u>

File names. Your photograph file name should reflect details about the picture. Default file names like "001.jpg" or "Africare1.jpg" do not convey useful information about the picture. At a minimum, label your picture files with the following information:

Country.Photo Description. PhotographerInitial.LastName.Date.PictureID.jpg

For example, three pictures taken by Harold Tarver of graduates from the Africare/Nigeria WISE program in December of 2006 can be labeled as followed.

Picture #1:   *Nigeria.WISE Graduation. H.Tarver.1206.1.jpg*
Picture #2:   *Nigeria.WISE Graduation.H.Tarver.1206.2.jpg*
Picture #3:   *Nigeria.WISE Graduation.H.Tarver.1206.3.jpg*

Note that information is separated by periods ("."), and the date is labeled by month and year (December, 2006 is coded 1206).

Captions. As a rule of thumb, every picture should be accompanied by a caption. However, since digital photographs are separated as individual compression files (i.e., JPEG), a list of pictures and captions must accompany the pictures in a separate word document. In order to identify the picture properly, begin each caption with the picture file name that you used to label the picture.

Using the examples from above:

Picture #1:   *Nigeria.WISE Graduation.H.Tarver.1206.1.jpg*
Caption #1:   Three graduates of the Africare/Nigeria WISE program stand with
                     Country Representative Wangari Mwangi at graduation ceremony
                     held on December 1, 2006. Photo credit: H. Tarver.

Picture #2:   *Nigeria.WISE Graduation.H.Tarver.1206.2.jpg*
Caption #2:   Two graduates embrace in a hug after a ceremony to
                     commemorate their graduation from the Africare/Nigeria WISE
                     program on December 1, 2006. Photo credit: H. Tarver.

All captions should include information about: who, what, when, and where. Remember, with digital pictures it becomes increasingly important to identify captions with the correct file name and the name of the photographer. Inserting the name of the photographer is critical and can avoid embarrassing situations (such as using a non-Africare colleague's picture without his/her permission). In the absence of a clear caption, neither the Africare headquarters office nor the USAID/FFP office can use the photo outside of routine reporting. Given the critical importance of captions and verifying the source of the photo, double check to make sure your picture file names and captions match up.

Guidance for Submitting Success Stories, Pictures, and Videos

Each PVO/NGO should produce an internal guidance for submitting success stories (see Eley 2007 for Africare example of internal guidance). This internal guidance would include many of the elements outlined above, but would also include detailed instructions for exactly how to submit success stories and photographs (email addresses, carbon copy requirements, etc.). The internal guidance for each PVO may vary slightly in the above recommendations if the organization deems it necessary. This is particularly

important given the conditions of slow email connections overseas when dealing with high resolution photo that result in very large file sizes. Whatever the instructions, they should be clearly outlined and well-distributed to ensure minimal confusion and useful and effective success stories. It is the responsibility of field and program staff to check with their respective headquarters office to obtain a copy of this and/or the internal guidance for developing a success story and submitting photographs.

Additional Guidance and References

Bryson, Judy C. 2005. *Success Story Guidelines.* Unpublished Internal Guidance. Washington DC: Africare/Headquarters.

De Ruiter, Frank and Jenny C. Aker. 2007. *Human Interest Stories: Guidelines and Tools for Effective Report Writing.* Washington DC and Baltimore: American Red Cross and Catholic Relief Services.

Eley, Nicole. 2007 (Draft revised August 27). *Africare Success Story Manual: A Guide to Preparing, Writing and Submitting Project Success Stories from the Field.* Washington DC: Africare/Headquarters.

Annex I
Exercise for Improving Success Stories

Objective of Exercise

This annex has been added to the Africare Success Story Guidance to expand upon the instructions by providing an example of how a draft success story can be improved by applying the above guidance. This exercise is ideal for training new program staff on how to apply the guidelines presented in this guidance. Annex I.A provides a draft success story from the Uganda Food Security Initiative (FY06 Results Report) BEFORE it was edited following the guidelines above. Annex I.B. is the Uganda success story AFTER the recommendations from the guidance had been applied.

The following changes were made to the draft of the Uganda Success Story (the final version is Annex I.B).
- The title was changed to be about the specific story of the village and not about all project villages in general.
- The introductory sentence was made more story-like and personal by immediately introducing the subject of the success story (Mr. Anaclet Owomugisha) and then by moving the physical description of the village to this sentence. It was also improved per the guidance by including a brief description of the context of the story (the project name, location, type-see A on page 2 of the success story guidance).
- In describing the intervention of Africare, the wording was changed to be from the perspective of the subject (Mr. Owomugisha), rather than reading like a summary of the response of all beneficiaries.
- In the rest of the story, anywhere that general terms (such as beneficiaries, villagers, community members) were used they were replaced with the subject's name, making it a story about him.
- The last sentence (which was a general statement for the communities in which Africare intervenes) was changed to be specific to the subject's experience.

Annex I.A: Example of Success Story BEFORE Revisions based on Guidance

Africare Communities Find Micronutrient Supplements in Gardens Other than Pharmacies

Rugarama is one of the villages where Africare began working in Fiscal Year 2004. With its beautiful, serene, undulating hills and valleys overlooking each other, like many other villages in the region, Rugarama lacked skills in small-scale agro-processing. Post-harvest losses were high and nutrient-rich foods of both plant and animal origin were lacking. Rugarama's knowledge in different forms of food presentations to help boost consumption of the celebrated nutritious foodstuffs was limited. Sweet potatoes, for example, were only eaten boiled (figure 1) and no other cooking method was used.

Photo 1: Boiled sweet potatoes, the only form in which they were mainly consumed.

This inadequate knowledge about food is contributory to the high levels of malnutrition in the region and country atlarge, especially among children under five and women of reproductive age. Vitamin A deficiency, Iron deficiency anemia and iodine deficiency disorders are some of the most prevalent micronutrient problems in Uganda. Rugarama village is home to Mr. Anaclet Owomugisha, one of the Africare beneficiaries in the community.

In view of the above problems, when Africare took on work in the community, micronutrient-rich orange-fleshed sweet potatoes growing alongside backyard vegetable gardening were promoted as a food-based approach to improved dietary quality and quantity through diversification. The ultimate aim was to achieve and maintain adequate intake of micronutrients. Through community trainings, production of these foods increased but consumption did not move in tandem with production, especially for orange fleshed sweet potatoes.

To expose the beneficiaries to small scale/household- based agro- processing methods, Africare in partnership with the Gender Informed Nutrition Agriculture (GINA) project organized a farmer's field visit. Anaclet was one of the 18 Africare beneficiaries from the southwestern Uganda districts of Kabale, Kanungu, and Rukungiri who participated in the field visit to central Uganda. Farmers acquired hands-on skills in processing orange- fleshed sweet potatoes into nutritious and immune-boosting products like juice, bagiya, crisps, doughnuts, wine, flour, chapatti, soap, and body lotion. Farmers were further trained on how to process vegetables from orange-fleshed sweet potato vines and how to mix orange-fleshed sweet potato juice with *aloe vera* to make an immune-boosting drink for people living with HIV/AIDS.

Photo 2: Anaclet in one of the community training sessions

When Anaclet came back to the community with the acquired skills, Africare facilitated him to make an action plan for training and for passing on the skills to the rest of the community members (figure 2) as a community-based sustainability strategy.

He has so far trained 42 community members around him, including non-Africare members, in making juice, doughnuts, crisps, flour, bread, and vegetables from orange fleshed sweet potatoes. This has immensely increased consumption of beta-carotene- rich sweet potatoes in the area.

When the Africare nutrition section head visited the area, the chairperson of the group, Mr. Babunkiza Michael, could not hold back his appreciation for the organization:

> "May God, the Almighty high, grant all Africare staff a place in heaven." Africare trained our own Anaclet who also trained all of us. Had it not been for the balanced diet we were trained to maintain, we would not eat orange fleshed sweet potatoes as staple, use its vines as sauce and consume its rich- colored juice for a drink. Potatoes all through for a complete meal!" Babunkiza Michael.

Winfred Kyomuhendo, an expectant mother, with two other children and a member of Rugarama Africare community also testified to increased household consumption of nutritious foodstuffs (figure 3) and was visibly mesmerized by the experience:

> "Our children love the products made from orange fleshed sweet potatoes because of the attractive and appetizing color. Juice is very marketable when we prepare it at home and adults like it too. We have started adding it to weaning diets for our children so that they can grow healthy and strong. We currently access and provide vitamin supplements to our children through the diet other than pharmacies. All these have been possible because Africare trained Anaclet." Kyomuhendo Winfred.

Photo 3: A mother feeds her child on orange-fleshed sweet potato juice.

In 2000, Uganda had 28% of children below five years and 52% of the women in reproductive age as vitamin A deficient. Increased consumption of vitamin A –rich and home-made products is a big stride in the right direction. The beauty of this approach is that communities are empowered to autonomously conduct such practical sessions. This makes the approach sustainable, a practice that will continue when Africare withdraws from the community.

Annex I.B: Example of Success Story AFTER Revisions based on Guidance

Rugarama Village Find Micronutrient Supplements in Gardens Instead of Pharmacies

Mr. Anaclet Owomugisha lives in Rugarama, a village in southwest Uganda with beautiful, serene, undulating hills and valleys and is one of 244 villages in which Africare intervened as part of Phase II of the Uganda Food Security Initiative (FY02-FY06). Like many other villages in the region, people in Rugarama lacked skills in small-scale agro-processing. Post-harvest losses were high and nutrient-rich foods of both plant and animal origin were lacking. Village members' knowledge about different forms of food preparations to help boost consumption of the celebrated nutritious foodstuffs was limited. Sweet potatoes, for example, were only eaten boiled (Photo 1) and no other cooking method was used.

Photo 1: Boiled sweet potatoes, the only form in which they were consumed. (Source: UFSI II Archive)

This inadequate knowledge about food contributes to the high levels of malnutrition in the region and country at large, especially among children under five and women of reproductive age. Vitamin A deficiency, Iron deficiency anemia and iodine deficiency disorders are some of the most prevalent micronutrient problems in Uganda.

Anaclet (and all the other beneficiaries of Africare UFSI II interventions) received information through community trainings on how to focus production on the micronutrient-rich orange-fleshed sweet potato growing alongside backyard vegetable gardening. Africare's ultimate aim was to achieve and maintain adequate intake of micronutrients. Although the community trainings resulted in Anaclet producing a high volume of sweet potatoes, his consumption did not increase with this increase in production.

To expose Anaclet to small scale/household-based agro-processing methods, Africare in partnership with the Gender Informed Nutrition Agriculture (GINA) project organized a farmer's field visit. Anaclet was one of the 18 Africare beneficiaries from the southwestern Uganda districts of Kabale, Kanungu, and Rukungiri who participated in the field visit to central Uganda. He acquired hands-on skills in processing orange-fleshed sweet potatoes into nutritious and immune-boosting products like juice, bagiya, crisps, doughnuts, wine, flour, chapatti, as well as soap and body lotion. He was also trained on how to process vegetables from orange-fleshed sweet potato vines and how to mix orange-fleshed sweet potato juice with *aloe vera* to make an immune-boosting drink for people who were living with HIV/AIDS.

When Anaclet came back to the community with the acquired skills, Africare assisted him in making an action plan for training and passing on the skills he had learned to the rest of the community members (Photo 2) as a community-based sustainability strategy. He has so far trained 42 community members, including non-Africare members, in making juice, doughnuts, crisps, flour, bread, and vegetables dishes from orange-fleshed sweet potatoes. This has immensely increased consumption of beta-carotene-rich sweet potatoes in his village.

When the Africare nutrition section head visited the area, the chairperson of the group, Mr. Babunkiza Michael, could not hold back his appreciation for the organization:

> "May God, the Almighty high, grant all Africare staff a place in heaven. Africare trained our own Anaclet who also trained all of us. Had it not been for the balanced diet we were trained to maintain, we would not eat orange-fleshed sweet potatoes as staple, use its vines as sauce and consume its rich-colored juice for a drink. Potatoes all through for a complete meal!"

Winfred Kyomuhendo, an expectant mother, with two other children and a member of the Rugarama Africare community also testified to increased household consumption of nutritious foodstuffs (Photo 3) and was visibly mesmerized by the experience:

Photo 2: Anaclet in one of the community training sessions. (Source: UFSI II Archive)

> "Our children love the products made from orange-fleshed sweet potatoes because of the attractive and appetizing color. Juice is very marketable when we prepare it at home and adults like it too. We have started adding it to weaning diets for our children so that they can grow healthy and strong. We currently access and provide vitamin supplements to our children through the diet other than pharmacies. All these have been possible because Africare trained Anaclet."

In 2000, Uganda recorded that 28 percent of children below five years and 52 percent of the women in reproductive age were vitamin A deficient. Increased consumption of vitamin A –rich and home-made products is a big stride in the right direction. The beauty of this approach is that communities are empowered to autonomously conduct such practical sessions. Anaclet possesses the knowledge to train his fellow community members even after Africare withdraws, making the chances for continued improvements in nutrition likely.

Photo 3: A mother feeds her child on orange-fleshed sweet potato juice. (Source: UFSI II Archive)

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[i] Judy C. Bryson was director of the Africare Food for Development Unit for over a decade. During that time she service as chairman of the FAM (Food Aid Management) Consortium as well as several FAM committees.

[ii] Nicole Eley is media relations manager for Africare.

[iii] Pictures used for the web and in some video applications do not require a high resolution setting. Additionally, different formats (other than JPG) are often required (i.e., GIF, PNG files). However, many photo editing systems today are equipped with the technology to convert resolution settings and file formats.