



Pacific  
Community  
Communauté  
du Pacifique

**INTRAACP**  
Agricultural Policy Programme



**PAPP**  
Pacific Agriculture Policy Project



# ABOUT THE WRITESHOP

**A Writeshop was Prepared and Delivered as a Component of  
the Overall Workshop for:**

**Capacity Development Support for Agricultural Policy,  
Research and Extension Services through Applied Knowledge  
Management Tools and Approaches**

**Sub-regional workshop – FSM, Marshall Islands and Palau  
17 – 21 October, 2016  
Pohnpei, Federated States of Micronesia**

The sub-regional workshop was led by the FSM Government's Department of Resources and Development in partnership with the Pacific Community (SPC) through its European Union (EU) supported intra-ACP Pacific Agriculture Policy Project (PAPP), in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA) and the Pacific Islands Rural Advisory Services (PIRAS).

Writeshop publication produced November 2016 and unpublished.

The designations employed and the presentation of material in this information product do not imply the expression of any opinion whatsoever on the part of the Pacific Community (SPC) concerning the legal or development status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The mention of specific companies or products of manufacturers, whether or not these have been patented, does not imply that these have been endorsed or recommended by SPC in preference to others of a similar nature that are not mentioned. The views expressed in this information product are those of the author(s) and do not necessarily reflect the views of SPC.



**Land Resources Division (LRD), Pacific Community (SPC)**

© 2016 by Pacific Community (SPC) made available under a Creative Commons Attribution 4.0 International licence. You may share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material) this work for any purpose, even commercially with attribution. For attribution you must give *appropriate credit, and indicate if changes were made*. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Licence conditions details: <https://creativecommons.org/licenses/by/4.0/>

# Contents

---

<b>1.0 EXECUTIVE SUMMARY .....</b>	<b>4</b>
1.1 Introduction .....	4
1.2 Background and Objectives .....	4
1.5 Scope and Approach.....	5
1.6 Key Outcomes.....	6
1.7 Presentations and Knowledge Products.....	6
1.8 Key Findings .....	6
<b>2.0 WRITESHOP IMPACT .....</b>	<b>8</b>
<b>3.0 WRITESHOP FACILITATION .....</b>	<b>11</b>
3.1 Introduction .....	11
3.2 Planning.....	11
3.3 Methodology and Limitations.....	12
3.4 Agenda and Format .....	12
3.5 Handouts.....	14
<b>4.0 STORIES BY PARTICIPANTS .....</b>	<b>16</b>
4.1 Summary .....	16
4.2 Topics .....	16
4.3 Process .....	16
4.4 Photos .....	16
4.5 Stories.....	17
4.5.1 Group 1 Story: Pacific Community Held Workshop on Applied KM and PRA .....	18
4.5.2 Group 2 Story: Extension and Service Officers applied PRA methodology to understand climate change.....	20
4.5.3 Group 3 Story: Water and Crops Affected by Climate Change .....	22
4.5.4 Group 4 Story: More Food Security for Farmers Growing Climate Ready Crops .....	24
<b>5.0 CONCLUSION.....</b>	<b>26</b>

# 1.0 EXECUTIVE SUMMARY

**This publication provides insights into the Writeshop conducted in the Federated States of Micronesia (FSM) in October 2016. It was part of a broader sub-regional workshop to encourage improved information gathering, documenting and knowledge sharing about agricultural initiatives, such as research for climate-ready crops and participatory agriculture extension processes.**

---

## 1.1 Introduction

About 40 agriculture extension officers and managers, students, farmers and other agriculturalists from the Federated States of Micronesia (FSM), Palau and Marshall Islands participated in a Writeshop, which was part a comprehensive knowledge management workshop held in Pohnpei, FSM, from 17-21 October.

The comprehensive workshop was called: *Capacity Development Support for Agriculture Policy, Research and Extension Services through Applied Knowledge Management (KM) Tools and Approaches* (hereafter referred to as the “KM Workshop”). It was led by the FSM Government’s Department of Resources and Development, Ministry of Agriculture, in partnership with the Pacific Community (SPC) through its European Union supported intra-ACP Pacific Agriculture Policy Project (PAPP), supported by the Technical Centre for Agricultural and Rural Cooperation (CTA) and the Pacific Islands Rural Advisory Services (PIRAS).

The KM Workshop comprised four capacity development components — Writeshop, knowledge management, social media and the Participatory Rural Appraisal (PRA) process — that were seamlessly combined to form one event. The KM Workshop’s Writeshop component was a “face-to-face workshop or meeting with the specific objective of writing a document or publication<sup>1</sup>”, that enabled participants to learn about tools and techniques to assist them write their stories about climate-ready crops and the Participatory Rural Appraisal (PRA) process.

## 1.2 Background and Objectives

SPC’s European Union supported intra-ACP PAPP in collaboration with CTA, are jointly implementing a partnership to support agricultural policy processes, value chains and extension support through stronger

---

<sup>1</sup> Source: KS website: [www.KStoolkit.org](http://www.KStoolkit.org) (downloaded October 2016)



knowledge management (KM) concepts, approaches and tools. The SPC PAPP Intra-ACP CTA collaboration has resulted in the design and implementation of KM workshops and tested regional KM tools and approaches for key stakeholders such as extension and rural advisory services (RAS), research officers and other agriculture officers, to assist them better capture and share research insights and knowledge generated in the field. More broadly, the SPC-CTA collaboration demonstrates how the adoption of a KM framework to guide knowledge sharing, amplified through the use of Information Communication Technology (ICT), supports the development of agriculture that is the economic backbone of many Pacific Island nations. Furthermore, this is being supported in partnership with the Intra-ACP that coordinates valuable inter-regional exchanges between African, Caribbean and Pacific (ACP) countries.

Linking directly with the SPC-CTA partnership objectives is the KM workshop's primary objective; to strengthen KM capacities in the North Pacific while promoting learning exchanges between agricultural officers, farmers and others. This was achieved by providing participants from the North Pacific with KM tools and processes including practical social media training and a participatory Writeshop that focussed on a 'live' PRA facilitation and climate-ready crop trial visitation. Through this process the KM Workshop achieved its secondary objectives; firstly to promote the PRA tools to assess community vulnerability to climate variability and change and, secondly, to use the Writeshop to assist participants share more field-stories including the workshop's PRA experience and climate-ready crops research insights.

In addition to the Writeshop's core objective to assist participant develop stories on PRA and climate-ready crops, participants were also encouraged to disseminate their stories post-workshop to their target audiences via newsletters, media, social media, reports and other communication channels.

## 1.5 Scope and Approach

The Writeshop workshop was designed to provide North Pacific participants with easy-to-use tools and processes to identify and document valuable in-field experiences, lessons learned and stories.

In developing the Writeshop content, it was recognized that participants from the agriculture sector in the North Pacific have widely varied experiences and skills in writing and knowledge sharing, with some regularly writing monthly newspaper columns or detailed reports, while others have virtually no writing background. As a result, there was a need to develop a practical 'hands-on' Writeshop for a varied audience, which resulted in the tangible outcome of stories written by participants. For SPC-PAPP the assumption is that: "extension workers have been using knowledge management methods and techniques, but with limited capacity to capture the knowledge generated in the field, (then) document and translate (that) learning, and disseminate for wider adoption<sup>2</sup>."

---

<sup>2</sup> SPC PAPP's Concept Note for the workshop: Capacity development support for Agricultural Policy, Research and Extension Services through Applied Knowledge Management Tools and Approaches

To deliver a tailored approach to best suit the variety of agriculture stakeholders from the North Pacific, international Consultants for SPC and CTA collaborated prior to the event to share, amalgamate and adapt their previous Writeshop and storyboarding presentations and handouts. This resulted in a simplified approach, still anchored in international standards and methodology, that was also customised to reference local media examples.

Furthermore, presenters and trainers responsible for the four components of the overall workshop — social media, KM, Writeshop and PRA — also collaborated to ensure a seamless interface between the components. For example, Writeshop sessions were merged with PRA and research presentations to assist participants develop stories about these topics. The Writeshop sessions also interfaced with social media lessons and activities, and presentations about KM processes and tools, such as ‘KM storyboarding’.

## 1.6 Key Outcomes

Key outcomes of the Writeshop, in addition to the facilitation of the workshop, were that participants wrote their own stories about their experiences from the workshop’s Field Trip to the local FSM village of Pohsoain, where they gleaned insights about climate-ready crops and the PRA process. The stories about about climate-ready crops and PRA were compiled and presented by participants during the workshop. The process of developing the stories, involved participants working in four (4) groups, resulting in four stories - two versions for both topics (refer to *Section 4 Participant Stories*). An Impact Story about the Writeshop process has also been prepared and included in this publication (Section 2).

Most importantly, participants provided feedback that the Writeshop had assisted them to improve their ability to recognise a valuable in-field experience or story, then provided them with simple tools and processes to gather, document and share that information.

## 1.7 Presentations and Knowledge Products

The participants’ stories were published and accessed via the PAFNet portal: [www.spc.int/pafpnet](http://www.spc.int/pafpnet) and also uploaded to the new Pacific Agricultural Information System which is an online and offline repository for research and extension materials. The presentations from the overall workshop, including the Writeshop, are available online on the SPC website: <http://pafpnet.spc.int/our-events/icalrepeat.detail/2016/10/17/21/-/knowledge-management-tools-and-approaches-to-support-agriculture-policies-research-and-extension-services>

## 1.8 Recommendations

The following notes detail some of the participant feedback and subsequent recommendations. It is recommended that:

- The SPC-CTA partnership investigate the option of replicating the workshop in other parts of the Pacific Islands given participants’ positive comments and some requests for country-based hosting of

the overall KM Workshop and its four key components: social media, knowledge management (KM), Participatory Rural Appraisal (PRA) and the Writeshop capacity development sessions.

- Timing of the KM Workshop should be further reviewed and refined before future events, including ways to increase the content linkages between the four components of: social media, KM, PRA and the Writeshop. This review would be in addition to the significant time dedicated by facilitators prior to the FSM event to cull, amalgamate and interface sessions.
- Introductory sessions to the overall KM Workshop, and including the Writeshop, provide more explanation about the intended content, objectives and outcomes of the different components – social media, KM, PRA and Writeshop – and how these are inter-linked.
- The social media preliminary event be incorporated into the workshop, and investigate how best to implement ‘live’ social media posts by participants dependent on venue facilities and capacities.
- Participant numbers by capped, especially for the Writeshop, to increase the facilitator’s capacity for more one-on-one assistance plus increased ‘per participant’ time to make presentations and to have discussions.
- Pre-Writeshop homework should encourage participants to source and bring their own laptop, if possible.
- Writeshops in the Pacific should still encourage participants to focus on a ‘protagonist’ for their story, but also explain that this approach is not necessary for those ‘new’ to story writing.
- The introduction for the Writeshop outlines more contextual issues to proactively address possible concerns or misconceptions of participants, such as ensuring that knowledge sharing approaches respect Traditional Knowledge, local culture and content.

# 2.0 WRITESHOP

## IMPACT

**Following is an Impact Story providing an insight into the process and outcomes achieved by the Writeshop. The story is called: ‘Writing to better share agriculture lessons and benefits’.**

---

### **IMPACT STORY: Writing to better share agriculture lessons and benefits**

Agriculture extension officers are typically the main link between remote farming communities and government, and to others working in the agriculture sector.

Their job is to talk with local farmers about clever solutions to problems, compelling initiatives and lessons learned in their communities.

These stories contain valuable information that could benefit other villages, communities and possibly even national or regional projects.

But across the Pacific Islands it is often difficult to share this information across disparate communities. Important information is often not reaching those who could benefit most from it.

To address this, a writing workshop has helped agriculture extension officers to better document and share case studies and lessons from the field.

“I didn’t realise before how important it is to document some of the great farming initiatives we have, to share and help other communities,” said Mr Benjamin Ludwig, a farmer and workshop participant.

Mr Ludwig was one of about 40 participants, made up of rural advisory service (RAS), research and extension officers, plus farmers, students, agri-entrepreneurs and managers from the Federated States of Micronesia (FSM), Palau and Marshall Islands.

While face-to-face transfer of information is most effective<sup>3</sup>, documenting and disseminating local stories means this knowledge reaches far more people.

The writing workshop, known as a Writeshop, developed the participants’ skills in capturing valuable information and writing about it so that knowledge can be more easily shared.

---

<sup>3</sup> NFI Research global survey referenced in CIO Digital Magazine, March 2007, downloaded 11/11/16:  
<http://www.cio.com/article/2441851/it-organization/the-importance-of-face-to-face-communication-at-work.html>



Before the Writeshop, many participants had not documented their activities except for the basic data inputs required for Field Reports. By the end of the Writeshop, all participants had written stories - for some it was their first.

Stephen Lepton, Marshall Islands Agriculture Extension Agent, who wrote his first media release during the Writeshop, said: "I learnt a lot from this and when I go back I will do some local press releases or some media communication so people in the Marshall Islands can take what I have learned."

Tobias Tamerian, FSM Pohnpei Extension Agent, said the new tools and techniques he learned at the Writeshop would be useful for his work. "Before I got information to farmers in my own way but now I have some guidelines... that I am going to apply."

The Writeshop participants wrote about real examples, based on a field trip to local Pohsoain Village.

On the field trip participants learnt, then wrote, about either: the facilitation of a 'live' Participatory Rural Appraisal (PRA) process to help the villagers better analyse and plan solutions for their current water shortage issues; or research to determine climate-ready and disease tolerant crops that can be grown by local people to help improve food security. The Pohnpei-based research is testing the resilience of nine varieties of cassava and taro to climate change, and also testing the resilience of 11 taro varieties to Taro Leaf Blight (TLB).

The Writeshop facilitators recognised that participants had varied levels of experience and skill in writing and knowledge sharing; some wrote regularly while others had virtually no writing background.

As a result, the Writeshop was pitched to all levels to be practical and 'hands-on', largely replicating a similar writing workshop conducted in Vanuatu last year for agriculture extension and field officers.

All participants wrote and presented a story during the workshop.

Facilitators also understood that agriculture extension workers already use knowledge management methods in their daily work, but with extra guidance officers can use their skills more systematically and effectively, to better document experiences.

At the conclusion of the Writeshop, participants better understood the importance of documenting field-based knowledge, and of sharing that information with others. They learned how to recognise valuable stories, how to easily capture stories from the field, and developed new writing skills to help document those stories.

"What I like about the Writeshop is that I learn more and now I can write more stories and the hints were really useful," said Bryan Wichap, Pohnpei Agriculture Intern, adding: "The way it's going to help me is now I can question more farmers to give me more ideas so I can write up stories."

"Some of the stories are not coming from us," continued Trebkul Tellei, Palau Senior Extension Officer. "It's coming from the farmers sharing their success stories, so the Writeshop is going to help us improve on writing and doing the newsletters of what we are doing in Palau".

Rosalinda Silbanuz, Pohnpei Assistant Extension Officer said: “For the Writeshop I find it very useful so whenever I go to the communities I will be able to come back and do my success stories of what happened there.”

The Writeshop was one of four components of a broader workshop – the other three being social media, the PRA approach to Community Supported Agriculture (CSA), plus knowledge management - called *Capacity Development Support for Agriculture Policy, Research and Extension Services through Applied Knowledge Management Tools and Approaches*.

The comprehensive workshop was a first of its kind in the Pacific, and was led by the FSM Department of Resources and Development, Ministry of Agriculture, in partnership with the Pacific Community (SPC) through its European Union supported intra-ACP Pacific Agriculture Policy Project (PAPP) in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA).

ENDS

# 3.0 WRITESHOP FACILITATION

**The content and facilitation of the Writeshop was developed specifically for the context of the North Pacific, and around the varied capacities of the large number of workshop participants.**

---

## 3.1 Introduction

This section aims to provide an outline of the Writeshop's context, content and facilitated delivery. This explanation of the Writeshop's facilitation is not intended to be a comprehensive guide for replication, nor a set of guidelines. The objective is to provide an insight into the Writeshop's proceedings in FSM.

The Writeshop sessions were designed to provide North Pacific participants with easy-to-use writing tools and processes to identify and document valuable in-field experiences, lessons learned and stories.

As detailed in *Section 2.3 Methodology and Limitations*, the methodology for the FSM-based Writeshop differed to the formalised approach detailed in the IFAD-supported IIRR<sup>4</sup> guidelines in that, rather than gathering specialized actors best suited to collaboratively write a specific publication, the focus was more on capacity development to assist participants to improve their varying levels of story writing skills.

## 3.2 Planning

A key aspect of the Writeshop's success was the adaptation of content to best suit the context of the North Pacific and its participants, while also linking with the other components of the KM Workshop — social media, KM and PRA — and the expectations of the event organisers, SPC and CTA.

With the Writeshop being one of four components of the broader KM Workshop, it was essential to coordinate and interface content with the other three capacity development aspects, namely: social media, KM and PRA. To enable this, the Writeshop Facilitator worked closely with the KM and Social Media Facilitator. For example, the Writeshop's 'master template' presentations, handouts and group activities were adjusted to best link with the KM and social media components. Furthermore, the PRA component of the broader workshop was absorbed into the Writeshop's story writing group activities, becoming one of the two topics for which participants developed a story.

---

<sup>4</sup> A Guide to Organizing Writeshops - Writeshops: A Tool for Packaging and Sharing Field Experiences, by Julian F. Gonsalves and Ric Armonia, for the International Institute of Rural Reconstruction and International Potato Centre - UPWARD (Users' Perspectives With Agricultural Research and Development). Downloaded Sept 2016: <http://www.mamud.com/index.php/component/booklibrary/487/view/53/Communication/71/writeshops-a-tool-for-packaging-and-sharing-field-based-experiences>

The Writeshop's 'master template' was created by Inform Public Relations and has been used as the basis for capacity development sessions in Australia, Fiji, Vanuatu and now the North Pacific. For each of these workshops, the Writeshop content has been adjusted by Inform according to the contextual parameters of participant capacity, location, facilities, expected outcomes, and other factors. The Inform approach focusses on providing hints, techniques and paper-based tools to assist people identify interesting stories from the field; then gather the core information needed with minimum effort; then transfer that information into basic stories that include the most essential elements including impacts and outcomes.

In summary, the approach is to assist people who are not professional writers, such as agriculture extension officers, to have the confidence, willingness and tools to more simply identify and document their field experiences and stories.

### 3.3 Methodology and Limitations

The Writeshop sessions were designed to provide North Pacific participants with practical writing tools and processes to document their valuable in-field experiences and stories. A similar workshop was also conducted in Vanuatu last year (and previously in Fiji), through different projects also targeting agriculture and field officers to improve knowledge sharing and 'diffusion of innovation'.

The methodology for these agriculture Writeshops differed to the formalised approach detailed in the IFAD-supported IIRR<sup>4</sup> guidelines in that, rather than gathering actors dedicated to collaboratively producing a specific publication, the focus was more on capacity development to improve actors' writing skills and techniques culminating in participants writing their own stories during the workshop. Secondly, the selection of participants differed to a regular Writeshop as, rather than selecting specialists or key stakeholders from target organisations and areas of expertise (e.g. facilitators, editors, artists, etc), the focus was on inviting agriculture extension officers, researchers, farmers and other stakeholders who would most benefit from an increased capacity to better document field experiences and knowledge. This was a fundamental difference in methodology, which also influenced the content of the paper-based tools, facilitated sessions and, in particular, the focus of handout-based Group Activities and discussions.

In developing the Writeshop content, it was recognized that participants from the agriculture sector in the North Pacific have widely varied experiences and skills in writing and knowledge sharing, with some regularly writing monthly newspaper columns or detailed reports, while others have virtually no writing background. As a result, facilitators provided a practical 'hands-on' Writeshop for a varied audience, to ensure all participants wrote and presented a story during the workshop.

### 3.4 Agenda and Format

A general overview of the Writeshop agenda follows, including combined sessions that mixed aspects of the Writeshop with social media, PRA and knowledge management capacity development.

*Day 1 Monday, 17 October*

11.00am-3.00pm: Preliminary workshop session about social media incorporating the importance of knowledge management and use of communications and storytelling techniques.

*Day 2 Tuesday, 18 October Presenter*

3:45pm-5:00pm: Writeshop introduction and preparation for the next day's Field Trip to Pohsoain Village. Participants were provided with the handouts: 'Ideas for a Story', 'Field Trip to Gather Information for Two Stories', and 'Writing a Story or Media Release – Helpful Hints'. A brief Group Activity was conducted focussing on the 'Ideas for a Story' handout, which outlines the '5Ws' (who, what, when, where, and why), to encourage participants to identify and document aspects of a field story from their work experience. The KM Facilitator also introduced the CTA approach to Storyboard as a KM Technique.

*Day 3 Wednesday, 19 October*

9:00-5:00pm: Field Trip to the Pohsoain Village, to experience a 'live' PRA facilitation and to learn about the communities' climate-ready crops being trialled.

*Day 4 Thursday, 20 October - WRITESHOP*

9.00-10.00am: Welcome to the intensive writing part of the Writeshop. Introductory session about promoting knowledge exchange and transfer through the Writeshop – a knowledge management tool to support learning from community visits.

10:00-5:00pm: Writeshop – participants were divided into four (4) groups, with two groups self-nominating to write a story about the PRA process and methodology, and the other two groups choosing to write a story about climate change and climate-ready crops.

- Individual Activity - Each participant shared their experiences of writing, giving examples of how often or how rarely they write media or other stories, and what their expectations are from the Writeshop.
- Group Activity – Using the information gathered from the Pohsoain Village Field trip to complete the 'Ideas for a Story' (5Ws) template, combined with further presentations about climate ready crops.
- Group Activity - Storyboard as a KM Technique; participants used their previous storyboard learnings from Tuesday, coupled with the handout 'CTA KM story structure and writing template' to start drafting their story.
- Writing session – For several hours participants focussed on writing their stories, breaking for afternoon tea during which the facilitators edited the draft stories, so that by the end of the afternoon all stories were written, edited and finalised ready for presentation on Friday morning.

*Day 5 Friday, 21 October*

Participants presented their stories, followed by feedback and reflections on the process. This included the KM Facilitator conducting a feedback activity whereby participants were given 'post-it notes' to write their ideas, recommendations and comments about the different aspects of the overall KM Workshop.

### 3.5 Handouts

Information gathering was the focus of the initial handouts, 'Ideas for a Story' and 'two Stories to Write'. The next handout, 'Writing a Story or Media Release – Hints and Tips', aimed to assist with information planning. It was followed by the 'Storyboard as a KM Technique' session and the final handout, CTA Story Structure and Writing, that provided a tool to assist with story planning. In practise, the handouts helped participants to plan their story starting with gathering information from the field - what information needed to be collected and from whom – then the step-by-step process of extracting information collected from the field, to develop their story in a structured format.

It was explained to participants that the handouts were intended as guidelines, and were not compulsory nor the singular approach required to write a story. Additionally, participants were given the option to write their story for any purpose, such as an impact story for inclusion in a monthly report, newsletter story, media release, Facebook post, staff email, field story for inclusion in a grant application or any other communications channel. Three groups chose to write media releases and one wrote a newsletter story.

(For more details, refer to: *Section 2.0 for the Writeshop Impact Story* or *Section 4.0 for Participant Stories*).

**TABLE: Summary of Writeshop Handouts and Templates**

HANDOUT	CONTENT	EXTRACT (only a partial ‘thumbnail’ representation – available separately)																								
1.Ideas for a story	<p>(Information gathering)</p> <p>What makes a good story? Who is doing, or planning to do, what differently? To get content for this story ask five questions - known as the ‘5Ws’ - who, what, when, where and why? Also, ask “how’ and get one (1) comment or quote.</p> <p>In total that is only seven (7) sentences, but enough for a basic story for a report, newsletter or media release.</p>	<p>TEMPLATE – IDEAS FOR A STORY</p> <p>WHAT MAKES A GOOD STORY? WHO IS DOING, OR PLANNING TO DO, WHAT DIFFERENTLY? How has the MOA or an Extension Officer project made a difference to a local community, family or local person – what is their story? How are they thinking or behaving differently because a project or, alternatively, how have they used their experience to make a difference to the lives of others?</p> <table><tr><td colspan="2">STORY TITLE:</td></tr><tr><td colspan="2">P</td></tr><tr><td colspan="2">STORY SUBJECT: WHO is doing WHAT differently? (ie Who is doing/ thinking / planning differently?)</td></tr><tr><td>Project:</td><td></td></tr><tr><td>Who (person and/or community using service):</td><td></td></tr><tr><td>What (behaviour change):</td><td></td></tr><tr><td>Where (village, province, ward)</td><td></td></tr><tr><td>Where (country)</td><td></td></tr><tr><td>When (date or timeline):</td><td></td></tr><tr><td>Why:</td><td></td></tr><tr><td>How:</td><td></td></tr><tr><td>Any person who could be quoted or interviewed (e.g. farmer from community)?</td><td></td></tr></table>	STORY TITLE:		P		STORY SUBJECT: WHO is doing WHAT differently? (ie Who is doing/ thinking / planning differently?)		Project:		Who (person and/or community using service):		What (behaviour change):		Where (village, province, ward)		Where (country)		When (date or timeline):		Why:		How:		Any person who could be quoted or interviewed (e.g. farmer from community)?	
STORY TITLE:																										
P																										
STORY SUBJECT: WHO is doing WHAT differently? (ie Who is doing/ thinking / planning differently?)																										
Project:																										
Who (person and/or community using service):																										
What (behaviour change):																										
Where (village, province, ward)																										
Where (country)																										
When (date or timeline):																										
Why:																										
How:																										
Any person who could be quoted or interviewed (e.g. farmer from community)?																										



HANDOUT	CONTENT	EXTRACT (only a partial ‘thumbnail’ representation – details in Appendix 5.2)								
2. Gather Information for Two (2) Stories	(Information gathering) This handout provided the specific details of the topics, from which participants could choose to write their story. Namely, the PRA process and climate-ready crops (e.g. research on cassava and taro). These topics were nominated by the event organisers. The handout also provided helpful hints for taking photos and interviews.	<b>HANDOUT: GATHER INFORMATION FOR TWO (2) STORIES</b>  1. Story about the PRA methodology for adoption by field practitioners and vulnerability analysis results. To include feedback responses from farmers on the PRA approach to help them understand climate change, their vulnerability and in identifying possible adaptation options.  2. Story about research and development of climate-ready crops (such as cassava, taro leaf blight etc) that are vulnerable to climate change and applying change in knowledge.  For both stories consider: How could an agriculture ministry in another country use this knowledge to improve its effectiveness.  <b>HELPFUL HINTS</b> <b>IMAGES</b> Ideal pictures and images: • Social media, newsletters, brochures = people action pics • TV = moving pictures (MUST plan ahead) • Newspaper = people sell papers • Radio = sounds • Online (ie social media) = people pics Photography hints: • Faces work best • Action is great • Combining faces and action is perfect • Full-frontal group pics and handshakes • Lighting – make sure the light (e.g. sun) is behind the camera (not in front = over exposure) • Try different angles for boring photos • Other hints • Get 1 great shot but ideally 4-5 (social media)  <b>INTERVIEW TIPS</b> • Remember the “sakau conversation” or kava talanoa – hear the best stories after the meeting!								
3. Writing a Story or Media Release – Hints and Tips	(Information planning) This handout provided further clarity about the importance of the 5Ws (who, what, when, where, why) and how they may be incorporated into a story or a media release, including a story sample.	<b>HANDOUT: Writing a Story or a Media Release – Helpful Hints</b>  Content to include:  1. Who 2. What 3. When 4. Where 5. Why 6. How  General formula for a Media Release (can also be used to write a story):  Start with a one sentence “lead” introduction followed by 1-2 sentences explaining the five (5Ws): who, what, when, where, why and ideally how). Then introduce the person you will quote; then minimum 2 sentences quote. In summary:  1 <sup>st</sup> sentence, or par (paragraph), provides a “teaser” mini-introduction (about 20 words). 2 <sup>nd</sup> par gives a bit more details. 3 <sup>rd</sup> par introduces the person who will be quoted and includes part of their statement. 4 <sup>th</sup> par is a quote, 1-2 quotes is ideal to add “colour” and excitement to the story.  For example:  The Participatory Rural Appraisal (PRA) tools (WHAT) are being successfully trialled to assess community vulnerability to climate variability and change (WHY) near Pohnpei, Federated States of Micronesia (FSM), (WHERE)  Posa Nauluvula, SPC Participatory Extension Specialist based in Pohnpei, (WHO) explained the trial has been operating for XX months (WHEN) as the result of a multi-partner partnership (HOW) committed to assisting local farms and communities become more resilient to the impacts of climate change.  “I am proud of local farmers who have been assisted by our Extension Officers to trial and implement the PRA tools, and at the same time assist with research and development of climate-ready crops such as cassava and taro,” said Mr Nauluvula.  Notes for a Media Release: • 1 sentence = 1 paragraph								
4. CTA Story Structure and Writing	(Story planning) Once participants know what type of story they are writing, and have gathered information from the field, the next step is to plan how to write the story. Many participants commented on this template being helpful as it provided them with a systematic way of "inserting" or planning their story, using the 5Ws information they had gathered.	<b>CTA KM story structure and writing template</b>  <table><tr><td>1.1</td><td>Lead (e.g. human interest) Subject... and, but... therefore...</td></tr><tr><td>1.2</td><td>What is the situation before? (Describe the general context, problems, opportunities, and trends on, for example, sales of fresh produce or production of cassava and taro?)</td></tr><tr><td>1.3</td><td>What did the project do, specifically what did the Extension Officers do? (Describe the various tools, techniques and methods that were used to overcome or improve the situation. What were some of the lessons learned or ideas?)</td></tr><tr><td>1.4</td><td>Situation after: what was the impact of your activities? Who is now doing what differently?</td></tr></table>	1.1	Lead (e.g. human interest) Subject... and, but... therefore...	1.2	What is the situation before? (Describe the general context, problems, opportunities, and trends on, for example, sales of fresh produce or production of cassava and taro?)	1.3	What did the project do, specifically what did the Extension Officers do? (Describe the various tools, techniques and methods that were used to overcome or improve the situation. What were some of the lessons learned or ideas?)	1.4	Situation after: what was the impact of your activities? Who is now doing what differently?
1.1	Lead (e.g. human interest) Subject... and, but... therefore...									
1.2	What is the situation before? (Describe the general context, problems, opportunities, and trends on, for example, sales of fresh produce or production of cassava and taro?)									
1.3	What did the project do, specifically what did the Extension Officers do? (Describe the various tools, techniques and methods that were used to overcome or improve the situation. What were some of the lessons learned or ideas?)									
1.4	Situation after: what was the impact of your activities? Who is now doing what differently?									

# 4.0 STORIES BY PARTICIPANTS

**A key outcome of the Writeshop was that participants wrote and presented stories about the two topics covered in the workshop's Field Trip, namely climate-ready crops and the PRA process.**

---

## 4.1 Summary

Stories were developed and presented by participants as a key outcome of the Writeshop. In total, four stories were written and presented by participants during the workshop, about two pre-determined topics.

## 4.2 Topics

To help guide participants and to meet the knowledge sharing requirements of event organisers, two story topics were nominated by SPC-CTA:

1. The PRA process and its methodology, and how this was demonstrated during the Field Trip.
2. Research on climate-ready crops especially cassava and taro (for Taro Leaf Blight)

## 4.3 Process

Participants were divided into four groups – two groups to prepare a story for the first topic and two groups to prepare a story for the second topic. Part of the process of dividing the groups, was to prioritise access to laptops, as only two of the 37 Writeshop participants had laptops (the other two laptops were loaned from SPC Consultants).

Prior to the writing sessions – the key component of the Writeshop – participants joined several capacity development sessions to learn about tools and processes (Refer to Section 3.0 Writeshop Facilitation).

Handouts were central to the Writeshop, with participants joining several sessions to learn about new tools (handouts) and then using these directly to write their stories (for Handouts, refer to Section 3.4).

## 4.4 Photos

Participants provided photos with each of their stories, however, due to a lack of equipment owned by participants these photos were mostly provided by facilitators.

## 4.5 Stories

Following are the stories written by participants:

4.5.1 Group 1 Story: Pacific Community Held Workshop on Applied Knowledge Management

4.5.2 Group 2 Story: Extension and Service Officers applied PRA methodology to understand climate change

4.5.3 Group 3 Story: Water and Crops Affected by Climate Change

4.5.4 Group 4 Story: More Food Security for Farmers Growing Climate Change Ready Crops

Also, there were “sample stories” prepared by the facilitator using the Writeshop tools and processes, including templates (handouts), which are available separately to this publication:

- Facilitator sample story for PRA: Villagers finding their own solutions to shortages in water and vegetables
- Facilitator sample story for climate-ready crops: Climate-ready crop research in FSM to address food security concerns in the North Pacific

In addition, the Writeshop Facilitator also prepared an impact story about the Writeshop intervention and impact through consultations and feedback from representatives of participating countries and partners (Section 2.0).

## PARTICIPANT STORIES

### 4.5.1 Group 1 Story: Pacific Community Held Workshop on Applied KM and PRA

#### MEDIA RELEASE

##### Pacific Community Held Workshop on Applied Knowledge Management

**Pohnpei, Federated States of Micronesia (27 October, 2016)** – About 40 agriculture officers, students and other agriculturalists from the Federated States of Micronesia (FSM), Palau and Marshall Islands participated in a workshop on knowledge management at the Island Food Community of Pohnpei, FSM, from October 17-21, 2016.

The workshop was officially opened by the Acting Secretary of FSM National Government's Department of Resources and Development (DRD), Ms Alissa Takesy, Acting Secretary, Department of Resources and Development, FSM Government. Acting Secretary Takesy welcomed the participants highlighting the importance of knowledge sharing amongst key agencies and with target groups, especially "directly involving community farmers in the Participatory Rural Appraisal (PRA) Methodology."

She concluded her remarks by encouraging all to take active roles in the discussions and wished participants a successful workshop.

The workshop was supported by the FSM DRD in partnership with the Pacific Community (SPC) through its European Union (EU) supported intra-ACP Pacific Agriculture Policy Project (PAPP) in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA) and the and Pacific Islands Rural Advisory Services (PIRAS.)

The week-long workshop involved presentations on knowledge management, writing and the application of the PRA, which assumes that every community member has knowledge and experience on subjects that affect their livelihoods and they can collaboratively plan solutions.

A field trip to Pohsoain village in Kittu, Pohnpei, enabled workshop participants to conduct a hands-on application of the PRA tool to help the community members analyze key issues and identify possible solutions. They then wrote about their learnings.

"We are very appreciative of the process because by separating the community members by gender, each of us was able to express our individual concerns," said Pohsoain community member, Mrs. Hebel.

In using the PRA method, the community was able to highlight their needs and concerns, prioritize them and devise possible mitigation measures. A major issue identified by the community was the lack of sufficient water for domestic and farming needs.

"The impact of climate change on household farming is a wake-up call. Although Pohnpei is known to have abundant water there is a shortage of water in Pohsoain Village," commented Village Chief Semes. As a result of the PRA session, and the community input and planning, Mr. Semes indicated that Pohsoain village members will be meeting soon to devise their own action plans to address their water shortage issue.

The workshop was formally entitled *Capacity Development Support for Agricultural Policy, Research and Extension Services Through Applied Knowledge Management Tools and Approaches*. Workshop presenters included experts from Fiji, Australia, Cameroon and the Federated States of Micronesia.

By attending the workshop's PRA training, agriculture officers and others were provided with a reliable process to use in their target communities, to help facilitate the gathering of members of a village to discuss, identify and analyse their key problems being caused by climate change, then collaboratively plan for solutions.

Using the PRA's process and tools for a Community-based Vulnerability Assessment helps people in a village better understand and agree on local climate variations to which the community is exposed, its sensitivity and ability to adapt to the impacts of climate change, such as changes in temperature and rainfall patterns.

For example, some of the PRA tools used during the Pohsoain Village included the Seasonal Calendar document where villagers listed how much seasons are changing locally and the magnitude of hazards such as landslides and droughts, plus how this is impacting on the behaviour of local animals and plants such as changes in mating seasons or planting and fruiting seasons. Another tool used was the Climatic Hazard Ranking that helped the villagers compare and prioritise their most critical local climatic hazards such as floods, landslides, fire, earthquakes or health epidemics impacting people. In addition, the Historic Trend Analysis tool was used to assess the impacts of the prioritised hazards while the Livelihoods Assets Prioritisation tool assessed the adaptive capacity of communities. Issues discussed throughout the process were revisited and the Cause and Effect Analysis tool was used to identify adaptation options.

In summary, the PRA process empowers communities to be able to assess, analyse and understand their situation, threats and impacts of climate change and identify solutions and technologies to adapt to the adverse impacts of climate change and other non-climatic factors. The process also allows the community to explore and mobilise their own potential and resources to address some of the challenges faced. For media queries or interviews contact: [insert name, email, phone]



Caption: The community took time to talk with each other and the workshop participants about their water shortage issue.



Caption: Women from the village are struggling to grow their gardens in the absence of a consistent water supply.

## **4.5.2 Group 2 Story: Extension and Service Officers applied PRA methodology to understand climate change**

### **MEDIA RELEASE**

#### **Extension and Service Officers applied PRA methodology to understand climate change**

---

**Pohnpei, Federated States of Micronesia (21 October 2016)** - Climate change is a serious concern in Micronesia Islands. Extension officers fear their islands face a high threat with climate variability and change. Their lands could be swallowed by rising sea levels and wrecked by more severe cyclones.

Therefore, they sought to understand climate change via a Participatory Rural Appraisal (PRA) methodology introduced to them during the workshop: Capacity Development Support for Agricultural Policy, Research and Extension Services through Applied Knowledge Management Tools and Approaches, held in Pohnpei from October 17-21, 2016.

The workshop brought together about 40 extension service agents, local farmers, and other agriculture related agencies from FSM, Palau and Marshall Islands to learn about knowledge management and PRA tools, advance discussions around climate change vulnerability, assess their exposure to it, their impacts and explore together opportunities for adaptation.

The PRA promotes the local skills, knowledge and interests of disadvantaged groups as they also participate in the community discussion process. PRA comprises of many tools used to collect data and information to be utilized by extension service agents and communities.

“The learning from the workshop will help improve services we provide to communities to help them make decisions and plan to address situations participatorily,” said one of the participants Valentino Orhaitil from Yap, FSM.

Part of the workshop was to pick a community in the State of Pohnpei and apply the PRA methods and tools. The community selected was Pohsoain Village in the Municipality of Kitti. Before the PRA approach the community was having a water shortage issue but they had not taken the time to prioritize it.

As result of the PRA the workshop participants were able to use the PRA tools to help the people of Pohsoain Village to discuss, plan and set an action plan to address their water situation. Some suggestions were discussed, and there will soon be a follow-up community meeting at Pohsoain.

The workshop was led by the FSM National Government’s Department of Resources and Development in partnership with the Pacific Community (SPC) through its European Union (EU) supported intra-ACP Pacific Agriculture Policy Project (PAPP) in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA) and the Pacific Islands Rural Advisory Services (PIRAS).

By attending the workshop’s Participatory Rural Appraisal (PRA) training, agriculture officers and others were provided with a reliable process to use in their target communities, to help facilitate the gathering of members of a village to discuss, identify and analyse their key problems being caused by climate change, then collaboratively plan for solutions.



Using the PRA's process and tools for a Community-based Vulnerability Assessment helps people in a village better understand and agree on local climate variations to which the community is exposed, its sensitivity and ability to adapt to the impacts of climate change, such as changes in temperature and rainfall patterns.

For example, some of the tools used during the Pohsoain Village PRA included the Seasonal Calendar document where villagers listed how much seasons are changing locally and the magnitude of hazards such as landslides and droughts, plus how this is impacting on the behaviour of local animals and plants such as changes in mating seasons or planting and fruiting seasons. Another tool used was the Climatic Hazard Ranking that helped the villagers compare and prioritise their most critical local climatic hazards such as floods, landslides, fire, earthquakes or health epidemics impacting people. The Historic Trend Analysis tool was used to assess the impacts of the prioritised hazards while the Livelihoods Assets Prioritisation tool assesses the adaptive capacity of communities. Issues discussed throughout the process were revisited and the Cause and Effect Analysis tool was used to identify adaptation options.

In summary, the PRA process empowers communities to be able to assess, analyse and understand their situation, threats and impacts of climate change and identify solutions and technologies to adapt to the adverse impacts of climate change and other non-climatic factors. The process also allows the community to explore and mobilise their own potential and resources to address some of the challenges faced.

**For media queries or interviews contact:** [workshop participant's first name, surname, email, phone with area code]



CAPTION: Interaction of workshop participants and villagers from Pohsoain.

### 4.5.3 Group 3 Story: Water and Crops Affected by Climate Change

#### REPORT STORY

#### Water and Crops Affected by Climate Change

**Pohnpei, Federated States of Micronesia (26 October 2016)** – Water shortage and accessibility is a major problem in Pacific Island countries including FSM, yet there are solutions that have not been accessed by the farmers to address the problem.

Many farmers in Micronesia are encountering a shortage of water believed to be caused by climate change. One good example is Pohsoain Village in Kitti municipality, Pohnpei, Federated States of Micronesia (FSM).

Residents of Pohsoain Village told the participants of a recent agriculture knowledge sharing workshop, that about five years ago good quality water was readily available to everyone, but now the local farmers are experiencing difficulty accessing enough water to farm.

During the village visit, about 40 workshop participants sat with the villagers to help them discuss, analyse and plan solutions to their water issue – facilitating this collaborative village approach is known as a Participatory Rural Appraisal (PRA) process. Participants were also shown the village's climate-ready pilot crops; the result of an earlier participatory process whereby Pohnpei agriculture extension officers and SPC technical advisors visited the community to gather information and on its needs, then provide advice that included assisting the community to identify crops that can tolerate hot climate.

Pohsoain Village was provided with technical advice, seedlings and planting materials from the FSM and Pohnpei agriculture department and SPC's European Union (EU) supported intra-ACP Pacific Agriculture Policy Project (PAPP) in partnership with the College of Micronesia CRE and United States Department of Agriculture (USDA) NRSC, and with financial support from FAO.

Resulting from this and other partner projects, the residents of Pohsoain and other communities are growing more resilient crop varieties including cassava, taro, yam and breadfruit, as well as crop varieties bred to be more climate change resilient, such as some sweet potato and banana varieties.

Local farmers will be also encouraged to join the next phase of a Pohnpei-based research project testing the resilience of varieties of cassava and also of taro, against Taro Leaf Blight (TLB), through a participatory breeding process and selection of suitable and desirable varieties. SPC PAPP is involved in the research, supported by the College of Micronesia with the FSM and Pohnpei Agriculture Departments.

Through the research, it will be the first time FSM's varieties of cassava and taro are to be collected and documented and, in addition, tested for their resilience against climatic stresses and other growing conditions alongside introduced varieties to identify climate change ready crops best suited to the North Pacific.

Central to the research is ensuring the participation of farmers, especially in the next stage that involves on-farm testing and then ongoing adoption of more climate change ready crops such as in Pohsoain.

The technical advisors from SPC and the national and state's agriculture officers have encouraged the Pohsoain farmers to share the lessons they learned about the yam intercropping, and as a result they invite nearby farmers to visit and discuss their new method of planting.

Ensuring information about such Community Supported Agriculture (CSA) and climate change initiatives is shared and replicated across agriculture extension officers, farmers and others in the sector was the focus of a workshop held in Pohnpei, FSM, from 17-21 October. During the week, about 40 workshop participants visited Pohsoain Village.

The workshop, *Capacity Development Support for Agriculture Policy, Research and Extension Services through Applied Knowledge Management Tools and Approaches*, was led by the FSM National Government's Department of Resources and Development, in partnership with SPC PAPP and the Technical Centre for Agricultural and Rural Cooperation (CTA) and Pacific Islands Rural Advisory Services (PIRAS).

### **Recommendations from the workshop's PRA and field trip to Pohsoain**

As a result of the workshop's field trip and the PRA, several recommendations were discussed by the participatory group including the need to grow even more crops that can tolerate warm climate, so less water is used.

Other recommendations focussing on the water issues including: to build water lines, faucet, and possibly a water tank. These recommendations will have associated costs which will burden households in the short term but have long term benefits- conserve clean water that is accessible to every households. Funding for the water project may be initiated through the mayor's office, the state or national government.

A final recommendation was that CR crop knowledge and lessons from Pohsoain and other communities, should be shared through SPC's portal called PAFPNET: [www.spc.int/pafpnet](http://www.spc.int/pafpnet)

### **Evaluating research for more climate-ready crops**

Since the establishment of SPC's Climate-Ready (CR) Collection supported under ICCAI, around 5,500 climate resilient plants of banana, cassava, sweet potato, taro, swamp taro, yam, and breadfruit have been distributed to 11 countries for evaluation. It is now important to evaluate these CR crops and varieties on farm in order to fully test their performance and farmer acceptability. Farmer field trials will be undertaken in three countries including FSM to evaluate the CR crops in relation to water logging, drought and salinity tolerance. For example, Cook Island and Tonga the CR collection will be evaluated at sites selected for specific climatic characteristics (water-logging and drought). The pilot projects (ICCAI) have been implemented in the state for gene pool enhancement (Gene Bank). The project is generating lot of interest in the communities. For example, Pohsoain village in Kitti is requesting some of the CR crops.

For more details contact: *[insert your name, last name, phone, email -this is for local media or other extension officers or farmers to contact someone for more information]*

#### 4.5.4 Group 4 Story: More Food Security for Farmers Growing Climate Ready Crops

##### MEDIA RELEASE

##### More Food Security for Farmers Growing Climate Change Ready Crops

**Pohnpei, Federated States of Micronesia (26 October 2016)** – Mr Koaroamw en Pohnsoain is one of the farmers from Pohnsoain Village in Wone Community, Pohnpei State, FSM, who had been planting the local varieties of yams for his subsistence living and basic income.

He experienced that the local varieties of yams had been decreasing and some were dying due to a rise in temperature believed to be caused by climate change.

He went to the Pohnpei office of the Pacific Community (SPC) and the Pohnpei State Agriculture Department for technical advice and help. They recommended that he intercrop climate change resilient yam varieties new to Pohnpei, from Vanuatu and Palau, together with the local varieties all in one crop location.

Now he is applying the recommendation from SPC and the agriculture department and is noticing the local variety is no longer dying because of intercropping the new varieties with the local varieties. Now he has enough yam for his family and to sell at the local market to earn a good income.

“Before the weather in Pohnsoain was normal, now the temperature has changed, during summer it’s very hot and during rainy season it’s very cold,” he said.

“Before we can work in the farm all day.

“But now we can only work in morning and late in the afternoon from around 4:00 o’clock on.”

A Community Supported Agriculture (CSA) process was used to address the problem impacting Koaroamw and the farmers of Pohsoain village, whereby the agriculture department and SPC Pohnpei sent Agriculture Extension services to the farms to do a site assessment then interview and talk with the farmers. After the site assessment and interview they came up with a recommendation to the farmers to plant the new varieties of yam resistance to climate change, mixed with local varieties in one area.

The FSM and Pohnpei agriculture department and SPC’s European Union (EU) supported intra-ACP Pacific Agriculture Policy Project (PAPP), with the College of Micronesia CRE and USDA NRSC, provided the village with technical advice, seedlings and planting materials with financial support from FAO.

Resulting from this and other partner projects, the residents of Pohsoain and other communities are growing more resilient crop varieties including cassava, taro, yam and breadfruit, as well as crop varieties bred to be more climate change resilient, such as some sweet potato and banana varieties.

Local farmers will be also encouraged to join the next phase of a Pohnpei-based research project testing the resilience of varieties of cassava and also of taro, against Taro Leaf Blight (TLB), through a participatory breeding process and selection of suitable and desirable varieties. SPC PAPP is involved in the research, supported by the College of Micronesia with the FSM and Pohnpei Agriculture Departments.

Through the research, it will be the first time FSM's varieties of cassava and taro are to be collected and documented and, in addition, tested for their resilience against climatic stresses and other growing conditions alongside introduced varieties, to identify climate change ready crops best suited to the North Pacific.

Central to the research is ensuring the participation of farmers, especially in the next stage that involves on-farm testing and then ongoing adoption of more climate change ready crops such as in Pohsoain.

The technical advisors from SPC and the National and state's agriculture officers have encouraged the Pohsoain farmers to share the lessons they learned about the yam intercropping, and as a result they invite nearby farmers to visit and discuss their new method of planting.

Ensuring information about such Community Supported Agriculture (CSA) and climate change initiatives is shared and replicated across agriculture extension officers, farmers and others in the sector was the focus of a workshop held in Pohnpei, FSM, from 17-21 October. During the week, about 40 workshop participants visited Pohsoain Village.

The workshop, *Capacity Development Support for Agriculture Policy, Research and Extension Services through Applied Knowledge Management Tools and Approaches*, was led by the FSM National Government's Department of Resources and Development's Ministry of Agriculture, in partnership with SPC PAPP and the Technical Centre for Agricultural and Rural Cooperation (CTA) and the Pacific Islands Rural Advisory Services (PIRAS).

For more details contact: [insert name, last name, phone, email]



**CAPTION: Pohsoain Village's Secondary Chief, Mr Koaroamw en Pohsoain, stands in a field of climate ready cassava being grown in the village.**

# 5.0 CONCLUSION

**The Writeshop was deemed by participants to be a success, and one that can be continuously reviewed and improved to best suit the context of the Pacific Islands.**

---

The direct outcomes and participant feedback for the Writeshop were positive, with requests already forwarded to SPC from national representatives to host similar events in-country.

The Writeshop was one of four components of a comprehensive KM Workshop, with the other three components being knowledge management, social media and the Participatory Rural Appraisal (PRA) process, which were all seamlessly combined to form one event.

During the Writeshop participants were equipped with tools, processes plus ‘helpful hints’ on how to more easily gather, document and share their valuable in-field experiences, lessons learned and stories. Participants used the approaches and capacity development sessions to prepare their own stories about climate-ready crops or the PRA process, which they wrote and presented during the workshop. Following the Writeshop, some participants also distributed their story to the media resulting in it being published in the local newspaper.

There were also learnings from the Writeshop including ideas and recommendations to further improve future workshops, as detailed in *Section 1.8 Key Findings*. For example, it would be useful to provide greater clarity and explanation about the term ‘Writeshop’ and, similarly, the other components of the broader workshop plus details on how these interlink. Other considerations include timing such as allowing more time for Group Activities; limiting the number of participants to enable more effective one-on-one training; and encouraging participants to bring their own laptops and other equipment. If the Writeshop was to again be facilitated as part of the broader workshop, there should also be further review and refinement of the content and an investigation of possible ways to increase the content linkages between the four components of: social media, KM, PRA and the Writeshop. This review would be in addition to the significant time dedicated by facilitators prior to the FSM event to cull, amalgamate and interface sessions.

In conclusion, the Writeshop was deemed to be a success by participants, and an event that may be continuously reviewed and improved to best suit the context of the Pacific Islands.