

Themes	Objectives	Process and participants homework	Expected Results
<b>Component 1: Strengthen knowledge management capacities for Northern Pacific</b>	<p><i>i.</i> To create awareness of KM for ARD, its processes, approaches and addressing needs for KM in the Pacific</p> <p><i>ii.</i> To discuss and validate KM scan results, Inventory of existing KM resources and investment demands, in groups, and discuss whether or not action is needed</p>	<ul style="list-style-type: none"> <li>• FSM participants will be given a questionnaire (organisational KM scan) to complete via email. The questionnaire will have section A to E – building foundation, developing knowledge processes, optimising internal enablers, operating with a given environment, creating value by providing products and services</li> <li>• All participants will be requested to complete the inventory of knowledge products and services</li> <li>• Results will be analysed and presented to participants</li> <li>• Participants will be divided into groups to discuss and validate the KM scan/questionnaire results</li> <li>• Facilitators will present the knowledge management process, concepts and tools</li> </ul> <p style="color: red;">Note: Country KM prioritisation will not take place Noted: Countries will be requested to bring their policy documents and plans (this will be uploaded on the policy bank upon return to SPC office) – we will be collecting all the docs</p> <ul style="list-style-type: none"> <li>• Brainstorming session: <ul style="list-style-type: none"> <li>○ Creating a culture of knowledge worker</li> <li>○ Focusing on improving linkages between agriculture officers, research, advisory services and farmers</li> </ul> </li> <li>• The brainstorming session will be an intro to the PRA</li> </ul>	<ol style="list-style-type: none"> <li>1) FSM Organisational KM completed</li> <li>2) FSM Organisation scan and results presented/validated with discussions on next steps</li> <li>3) Complete list of KM inventory for countries (KM products and services) – FSM, Palau, Marshall Islands, Nauru</li> <li>4) Awareness of KM concepts, approaches and tools</li> <li>5) Participants have presented ideas of how they can create a knowledge culture within their organisation and across sectors (participants to provide examples which will be linked to the learning journey and documentation process through social media and videos)</li> <li>6) Participants to provide examples of improving linkages within their organisation and with sector (example, using ICT platforms such as e-discussion forums to encourage knowledge sharing such as PAFPnet e-discussion)</li> </ol>
<b>Component 2: Promote Participatory Rural Appraisal (PRA) tools to assess</b>	<p><i>i.</i> Research and extension officers trained on PRA tools to assess community vulnerability to climate variability and change</p>	<ul style="list-style-type: none"> <li>• Participants will be presented with the methods and approaches</li> <li>• Pax will be introduced to SPC Climate Change Vulnerability Assessment Framework</li> <li>• Participants will go through practical application of PRA tools in a Community</li> </ul>	<ul style="list-style-type: none"> <li>• Participants have an understanding of PRA approaches and tools that can be applied to assess community vulnerability and project intervention designs</li> </ul>

<p><b>community vulnerability to climate variability and change</b></p>	<p>ii. Pilot a selected community in Pohnpei to apply skills gained to assess impacts of climatic variations and change on food production systems (including staple crops)</p>	<ul style="list-style-type: none"> <li>• Group presentations will be done on community assessments</li> <li>• Participants will be asked to apply KM approaches and concepts in the field as well</li> </ul>	<ul style="list-style-type: none"> <li>• Participants able to document it as a learning journey</li> </ul>
<p><b>Component 3: Using a write shop as a knowledge management tool to harvest at least two stories from the participatory rural appraisal community assessment</b></p>	<p>i. Feedback on the PRA methodology for adoption by field practitioners and vulnerability analysis results</p> <p>ii. Feedback responses from farmers on the PRA approach to help them understand climate change, their vulnerability and in identifying possible adaptation options good practices and lessons learned</p> <p>iii. Highlighting ongoing 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 (this will ensure that the national Agriculture and Research and Extension Services (NARES) have applied the knowledge, adopted and disseminated new extension approaches such as climate change crop technologies)</p>	<ul style="list-style-type: none"> <li>• Using writeshop to promote knowledge exchange and transfer – applying KM tools to support community assessments</li> <li>• Bringing the stories back to the workshop and preparing participants to document what they have learnt. Preparing at least 2 stories: <ul style="list-style-type: none"> <li>○ Feedback on the PRA methodology for adoption by field practitioners and vulnerability analysis results</li> <li>○ Feedback responses from farmers on the PRA approach to help them understand climate change, their vulnerability and in identifying possible adaptation options</li> <li>○ Applying observations from field and sharing experience</li> <li>○ Story on the 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</li> </ul> </li> </ul> <p><b>Note: Follow the PAPP impact narrative</b></p>	<p><i>i.</i> Participants have an understanding of writeshop</p> <p><i>ii.</i> Capturing of the KM learning journey</p> <p><i>iii.</i> Participants have collected, collated and formulated at least 2 stories on:</p> <ul style="list-style-type: none"> <li><i>a.</i> Feedback on the PRA methodology for adoption by field practitioners and vulnerability analysis results Feedback responses from farmers on the PRA approach to help them understand climate change, their vulnerability and in identifying possible adaptation options</li> <li>a. 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 (this will ensure that the national Agriculture and Research and Extension Services (NARES) have applied the knowledge, adopted</li> </ul>

			extension approaches and disseminated new information and knowledge generated from the exercises.
<b>Component 4: Using knowledge management techniques to promote learning exchange between agricultural officers, farmers, youths and women</b>	<ul style="list-style-type: none"> <li>i. Using video documentation/interviews</li> <li>ii. Using social media to promote the learning exchange</li> </ul>	<p>This will be ongoing throughout the workshops:</p> <ul style="list-style-type: none"> <li>• Documenting the KM process – country KM results/analysis – doing interviews with countries (learning journey – capturing their thoughts and observations on KM concepts and how it applies to their organisation. Interviewing participants to provide examples of the results of analysis and how it can be achieved, improved or strengthened</li> <li>• Documenting PRA process and also community assessments – interviewing participants and farmers on whether or not they understood the PRA process and how it can be applied in the context of climate change and adaptation (participants to provide examples)</li> <li>• Writeshop – interviewing participants on the writing process (their thoughts and also how they have applied the learning process in documenting their story – from concepts/theory to practical and community based examples</li> <li>• Agricultural students to promote the learning journey through social media (adding quotes and visuals/videos via PAFPnet facebook page and twitter account)</li> </ul>	<ul style="list-style-type: none"> <li>i. Documentation of knowledge management techniques to promote learning exchange between agricultural officers, farmers, youths and women</li> <li>ii. Key stories on best practices</li> <li>iii. Key stories on lessons learned</li> <li>iv. Interviews conducted to document the learning exchange – what they learned, how was information, skills and experience applied and what was new knowledge</li> <li>v. Change behaviour</li> </ul>