SATNET ASIA

Innovation network for food security and poverty reduction

ENGLISH

Writeshops on:
Translating research findings into knowledge accessible and understandable to farmers

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1 Introduction

National governments, regional and international institutions, non-governmental and other civil society organizations, as well as private sector actors involved in rural advisory services, regulatory actions, information and communications technology (ICT) applications and other agricultural extension services, have huge potential to reach farmers with improved technologies developed through research that these farmers need to operate their farms more productively. However, most development practitioners are not necessarily accustomed to academic discourse, and have no time or priority for long and complex analyses. Rather, they need easily accessible, to the point, practical knowledge on how to improve their production, post-harvest and marketing processes.

Too much focus on the technical aspects of technology generation rather than its practicality has contributed to misunderstanding between researchers and development practitioners (CAPSA 2013). Researchers are often under pressure to gain academic credit for publishing their findings in academic journals, which means they may spend less time and energy re-articulating their ideas for development practitioners who might need this knowledge to improve the lives of poor people (Ferguson 2015). This poses a problem because opportunities to put research into practice and the experience of that knowledge application might be lost. However, these are exactly the experiences that bring value to the development process and need to be captured. 'Translational development' has therefore been emphasized to help translate research findings into practical language while also translating the needs of farmers into issues that researchers can address (CAPSA 2013).

The Centre for Alleviation of Poverty through Sustainable Agriculture (CAPSA) of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) based in Bogor, Indonesia, recognizes that effective knowledge transfer requires continuous advancement of capacities and skills. As an important part of the Network for Knowledge Transfer on Sustainable Agricultural Technologies and Improved Market Linkages in South and South-East Asia (SATNET Asia) – a project funded by the European Union (EU) – CAPSA has designed and implemented capacity-building programmes called 'writeshops' to provide opportunities for researchers and agricultural extension workers to learn about how to transfer scientific knowledge into practical information that is needed in the field. This manual complements the writeshops and provides tips for improved writing and knowledge-sharing material. Participants in three writeshops organized by CAPSA validated the information included in this manual and their feedback has been incorporated accordingly.

The writeshop on translating research findings into knowledge accessible and understandable to farmers aims to improve the knowledge gap between the commissioning of research and its practical application. Its main objective is to enhance the capacity of researchers and extension workers to identify the most compelling findings from their work, and process, present and disseminate these findings to the intended audience. While it offers the opportunity to enhance participants' communication skills – by learning to write clearly for a target audience and produce tailored knowledge products – it also encourages sharing of best practices and strengthening research-extension linkages.

The writeshop, as designed and implemented by CAPSA, targets two types of participants:

- **Researchers and scientists** that produce and exchange research-based technical knowledge related to agriculture and improved technologies.
- **Extension workers** that disseminate useful and practical information related to agriculture and engage in practical application of this knowledge to farmers.

Following this section, Chapter 2 explains what a writeshop is. Chapter 3 explains the writeshop methodology. Chapter 4 discusses links between research and practice to enhance participants' understanding of the existing gap. Chapter 5 deals with key principles of effective communication, in particular 'Who, What, Why, How and So What?'. Chapter 6 explains how to deal with jargon and clutter to simplify complex documents. Chapter 7 provides tips on prioritizing and organizing ideas to produce targeted communication products. Finally, Chapter 8 offers guidance on producing knowledge-sharing and learning material such as case studies, success stories, fact sheets and training manuals.

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What is a writeshop?

Writeshop is a participatory process that combines three key elements: (i) improving participants' writing skills; (ii) learning to process information derived from expert knowledge or field experience; (iii) and documenting this knowledge in the form that is easily accessible and understandable by target audience. It is also an opportunity to share best practices, collaborate with peers and provide constructive feedback, and better understand the knowledge needs of different types of audiences. Pioneered by the International Institute of Rural Reconstruction (IIRR), the writeshop is an intense participatory process, designed to develop and revise communication products, and put them into the final form as quickly as possible, taking full advantage of the expertise and knowledge of the various participants (IIRR 2007).

Participants at the SATNET Asia Writeshop in November 2012 undertaking a peer review of case studies produced by other participants.
Source: CAPSA

In a writeshop that targets researchers, participants normally work on their own research cases,

which makes their outcome more authentic. Where the participants are extensionists, they work on cases produced by researchers, which makes their outcome more neutral and unbiased. Participants provide each other mutual support through peer reviews. These, as well as other features, distinguish writeshops from conventional workshops.

Participants at the SATNET Asia Writeshop in June 2013 reviewing fact sheets during a group review. Source: CAPSA

Writeshops are a valuable opportunity for busy practitioners to produce communication products for which they would normally face time constraints. The hands-on-training in writing builds participants' skills to communicate more clearly to their targeted audience, teaches them a range of methods for conducting various training activities, and provides a platform for knowledge sharing and networking.

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Methodology

The writeshop methodology as designed and implemented by CAPSA consists of the following elements:

- Discussing research-practice gaps and issues, and the ways to address them.
- Enhancing participants' writing skills to write for targeted audience.
- Simplifying technical and complex issues for end users.
- Documenting experiences and best practices.
- Producing knowledge materials that are easily understood.
- Identifying appropriate media for knowledge sharing and communication with the target audience.
- Practicing a range of knowledge-sharing techniques such as role playing and peer reviews.
- Strengthening relationships between researchers and extensionists as a basis for networking to continue sharing good practices, knowledge and experience.

Participants are trained in processing and repackaging existing information from research to practice, presenting and disseminating research findings to intended audience. During the process, experiences and best practices are discussed and documented through a combination of knowledge sharing and hands-on training. Below is an example of a writeshop agenda.

Day 1	Day 2	Day 3	Day 4
▪ Welcome ▪ Writeshop introduction ▪ Researchers versus practitioners ▪ Role playing ▪ Principles of effective communication ▪ Making complex documents simple ▪ Reflection	▪ Review of Day 1 ▪ Organizing ideas to produce knowledge-sharing products ▪ Writing effective summaries ▪ Knowledge-sharing tools and methods ▪ Speed round presentations of individual cases for further processing and dissemination ▪ Reflection	▪ Review of Day 2 ▪ Identifying key research findings from case studies ▪ 'Translating' research findings into simple information ▪ Preparation of practical knowledge-sharing products ▪ Peer review of individual products ▪ Reflection	▪ Review of Day 3 ▪ Re-writing based on comments of peers ▪ Finalization of knowledge products ▪ Group review and rating of final products ▪ Final reflection ▪ Evaluation ▪ Closing

Example of a four-day writeshop programme

The key facilitation processes used in the writeshop designed and implemented by CAPSA include:

- **Presentations** with tips for improved written communication supported by relevant examples. Presentations are normally followed by comments, discussion and short exercises (See Appendix 2).
- **Role playing** is an exercise in which participants take on specific professional roles (IDRC 2007). In the context of agriculture, this could be policy makers, researchers, extension workers and farmers. The exercise teaches participants to think from the perspective of the role they are playing and aims to improve the way they work with different stakeholders.
- **Peer review** is an evaluation of work by other people in the same field in order to maintain or enhance the quality of this work. A larger and more diverse group of people usually finds more weaknesses and errors in work of others and is able to make a more impartial evaluation of it than just the person or group responsible for creating the work would (LINFO 2005).
- **Writing** involves intensive hands-on training through exercises, such as: (i) practicing on short extractions from various reports provided by the trainer; (ii) extracting key relevant

information from case studies and research papers brought by the participants and processing it into practical material; and (iii) improving participants' own communication products such as success stories and fact sheets.

Prior to the training, a pre-writeshop questionnaire is designed and shared with the participants at least two weeks before the event (see Appendix 5). The questionnaire that can be developed through Survey Monkey serves as a baseline to better understand the writing capacities, needs and issues of participants. This information is used to refine the final agenda.

Following the writeshop, a Knowledge, Attitude, Practice (KAP) Survey is used to evaluate what participants learned and how they are using this knowledge in practice. It enables to assess the training effectiveness and impact after six to twelve months (see Appendix 2). In particular, the evaluation allows identifying any changes taking place after the event and understanding what participants actually did with the knowledge they acquired and how they applied it. The survey may also help identify needs, problems and barriers in programme delivery and solutions for improving future training.

A relaxed and informal setting of the writeshop is ideal to encourage active participation and engagement of all participants, whether quiet or more talkative types. It can be facilitated with both English-speaking and non-English speaking participants supported by an interpreter.

4

Research and practice

Key concepts

Sustainable agricultural development fundamentally depends on innovation, knowledge sharing and learning. Effective knowledge transfer therefore requires continuous advancement of capacities and skills. Traditionally, improvement of yields has been the main focus of agricultural innovation systems. However, much research now concentrates on sustainability and environmental integrity, climate change adaptation and mitigation as well as improving the productivity, profitability, sustainability and resilience of entire farming systems along the food chain. More attention is now also given to non-technological innovations, such as institutions, policy and marketing (CAPSA 2013).

Agricultural extension is the function of providing knowledge in agronomic techniques and skills to rural communities with the objective of improving their productivity, income and quality of life. Agricultural research remains an academic effort unless it is informed by real problems on the ground so that new technologies are accepted and adopted by communities (Syngenta 2010). While research and extension should be functionally linked to transfer technologies developed through research to users, a gap between research and extension continues to exist. Innovative methods of communication could help bridge this gap to deliver key research messages in a way that works for practitioners. While practitioners would benefit from improved practices that would enable them to address the issues they face, researchers would benefit from improved impact of their research and its application as a result of learning from practitioners (Syngenta

2010). This can only happen if the lapses in communication between researchers and practitioners are addressed.

Role playing

The writeshop's role-playing session is an innovative learning method that explores how best to use research-generated evidence to transfer agricultural technologies to smallholder farmers. It also helps participants enhance their understanding of the roots of various barriers and problems in using research evidence in agricultural development, communication issues in particular. External guests can be invited to this session to offer diverse views from different perspectives and to stimulate discussion. This includes senior researchers, local extension workers, private sector actors, and/or farmers themselves.

Two-way communication: translating research into the language of practical development, translating farmers' needs into issues that researchers can address.
Source: LSE

To better understand knowledge needs of diverse development stakeholders, the role playing exercise enables participants to assume assigned roles and helps them think from different perspectives. With twenty people, it is ideal to create three groups depending on the case study to be discussed and the nature of participants: researchers, extensionists, policy makers, private sector actors, and/or farmers. Below are seven steps to facilitate the exercise.

Steps in facilitating role playing (1 hour 30 min)

1. Determine the three roles.
2. Select 6-7 people per group.
3. Appoint a facilitator in each group.
4. Provide a short case study to each group (should be the same for all groups).

5. Discuss the case study in the group according to the questions provided.
6. Get together with the other groups for a discussion led by the writeshop facilitator.
7. Reach a common understanding and determine next steps to effectively transfer the discussed technology to farmers.

In case the writeshop is tailored to researchers, it is possible to create three groups consisting of policy makers, researchers and extension workers (representing the needs of farmers) to identify key knowledge needs of each group of these stakeholders and understand their intended actions based on the given evidence. In case the writeshop is tailored to extension workers who mostly deal with researchers and farmers, it is recommended to create three groups consisting of researchers, extensionists and farmers.

Depending on the target participants in the writeshop – whether researchers or extension workers – the following are some key areas that the groups discuss in relation to the content of the given case study:
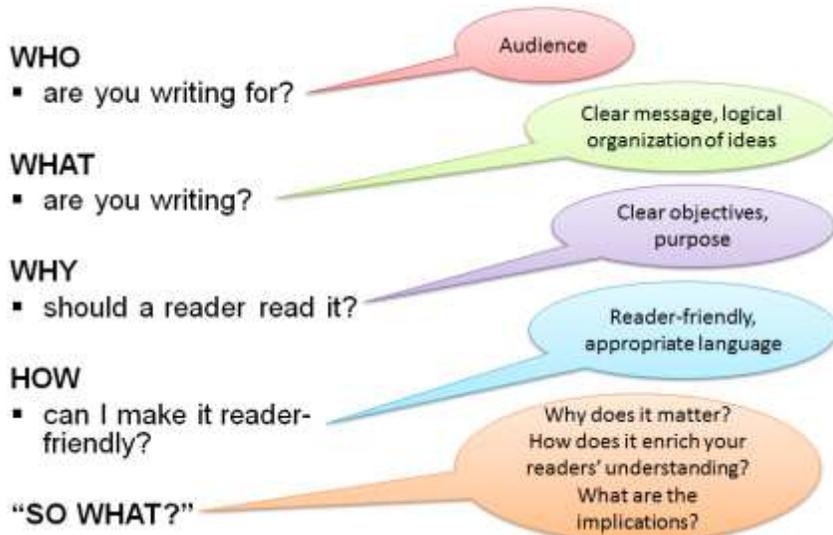
- **Researchers:** "What do we want policy makers and farmers to know? What do we need to know to improve our research?"
- **Policy makers:** "What evidence do we need that could feed into short-term decision making and long-term policy?"
- **Extension workers:** "What do we need to know to make a difference in the lives of farmers, their communities and society as a whole?"
- **Farmers:** "What is the most affordable, profitable, and/or productivity-enhancing solution to our problems?"

After about 40-minute discussion in groups, the three groups get together to discuss the given case related to relevant questions. This is facilitated in the form of a play. The writeshop facilitator takes notes on a board. By internalizing their assumed roles, participants better understand that when communicating, they need to think about sending clear and targeted messages to the audience they are trying to influence or reach. Often, they also realize that in order to put research findings into practice and to have a larger impact, they need a dialogue and consensus with all stakeholders involved.

5 Principles of effective communication

In face-to-face interactions, it is easy to notice when people are upset, puzzled or confused. It is easy to change the words to clarify the message so that people understand. But written communication doesn't allow instant feedback and the words have to do all this work (Mundy, 2012). What words we choose to get our message across, whether technical or more practical, depends on who is going to read or use our communication material.

WHO
- are you writing for? — Audience

WHAT
- are you writing? — Clear message, logical organization of ideas

WHY
- should a reader read it? — Clear objectives, purpose

HOW
- can I make it reader-friendly? — Reader-friendly, appropriate language

"SO WHAT?" — Why does it matter? How does it enrich your readers' understanding? What are the implications?

Writing from the reader's or user's point of view. Source: CAPSA

'WHO, WHAT, WHY, HOW and SO WHAT' are some key guiding principles for more effective writing promoted in the writeshop. These are general principles that can be applied in any type of writing whether technical documents, manuals, fact sheets, case studies, articles, e-mails and letters.

WHO are you writing for?

The reader-centred writing puts the reader before anything else and refers to the writing of clear messages for a targeted audience. This means that different types of people understand what they are reading. For example, while scientists and researchers are accustomed to more technical and academic language, policy makers need more convincing and formal discourse showing evidence. Development practitioners, on the other hand, need simple and practical information conveyed in a more conversational style that can relate to their experience and knowledge (Mundy 2012). To start thinking about your audience, it is important to imagine the person you are writing for and how they will react to your document, whether it is a government official, scientist, extension worker or farmer.

Always bear in mind the people you are writing for: not your boss, but the end users – people that you would like to influence or have an impact on in some way (IFAD 2011). These tips are applicable to all kinds of writing, whether technical reports, manuals, fact sheets, case studies, articles, e-mails, letters. You can enhance their impact by writing clearly. The reader-friendly writing offers a number of benefits:

- Stimulates the reader's interest.
- Stirs the reader's imagination.
- Makes the reader feel the text is aimed directly at him/her.
- Presents believable evidence.
- Gives good reasons for action.
- Saves time for the reader as he/she will understand faster.
- Wins your reader's cooperation.
- Enhances writer's professional image.

Below are some other important tips to help you reach your target audience.

WHAT are you writing?

When you are processing content of a technical paper or research study, try to see the subject matter from your readers' point of view. Most development practitioners and farmers are not accustomed to academic language, and have no time or priority to try to understand long and complex analyses. Whether you are a researcher, transferring knowledge on improved technologies and skills to extension staff, or you are an extension worker providing feedback on farmers' issues that researchers can address, try to be practical in the use of clear and simple language as well as logical organization of information. Think about what your target group wants to read.

The users of your documents probably want to see something new, the latest development that can make a difference in their lives and in the lives of their families and communities. They react to practical knowledge, photographs and simple drawings of how new technologies work and how to get a job done effectively. They also react to testimonies of how these technologies worked for others. Don't overestimate their knowledge, interest or patience, make it simple for them (IFAD 2011).

Senior scientists from Pakistan playing the role of extension workers. Source: CAPSA

WHY should you write it and WHY should they read it?

The purpose of most written communication is to influence action. This includes extension manuals or other communication and learning material such as newsletters and fact sheets that aim to inform their intended audience about latest development, research and innovations that can be introduced in the local context. The document should therefore be as specific as possible. It should state a clear purpose and reason WHY this document is being prepared and what the author is trying to accomplish. For example, "The purpose of this manual is to provide instructions designed for development and installation of solar dryers."

To determine WHY extension workers or farmers should pay attention to this document, it is important to analyse their knowledge needs and attitudes. Here are some questions that you need to ask yourself if you are 'translating' research of a particular technology into a practical language:

■ What could they already know about the technology?
■ What do they need to know?
■ How much technical information do they understand?
■ How can they benefit from the technology?

Sometimes it might be difficult to determine how much your target audience already knows about the subject that you are writing about. It helps, however, to begin your document with information that you think is familiar to them and then move to specific areas. Whenever possible, place your key message on the top.

HOW can I make it reader-friendly?

Most readers are too busy to search long documents for information of their interest. It is therefore important to place the most important information at the top page of your document whenever possible, i.e. what would be most interesting for them, not for you. This is particularly important for success stories. Similarly, the most interesting information should come at the beginning of every section, paragraph and page, not in the conclusion. For example, if you are writing a technology manual or a fact sheet, start by a short introduction describing the key features of a particular technology including its advantages and disadvantages. If you are writing a story for a newsletter, start by stating key results and benefits. The details can come later. This could stimulate more interest and you will not lose your readers.

The more effort you put into processing information to produce a practical document, the less effort will be needed by the person who will use it.

Useful tips

- **Avoid repetition**, it slows readers down and is only good in speeches.
- Use **short and powerful sentences** of about 25 words maximum. Long, unclear text discourages readers.
- Focus on **one idea** in each sentence.
- Eliminate unnecessary words and phrases, such as 'moreover' and 'in addition to'.
- Clarify **ambiguous** wording and constructions.
- Use **plain words**.
- Reduce the length of paragraphs aiming for an average paragraph length of three to four sentences. Cover **one topic** in each paragraph.
- Provide **links** to access more detailed information.
- Replace abstract language with **concrete** words.
- Avoid **overusing words** such as: aspects, concepts, elements, factors, functions, inputs, operations, outputs, processes, resources, sectors, structures, systems, variables; and try to find alternatives.
- Avoid **jargon** in documents intended for general audiences. Use jargon appropriately in technical materials, and define specialized terms or include a glossary.
- Spell out **abbreviations** such as Ministry of Agriculture (MoA) the first time you mention them and minimize the use of acronyms such as Mr. and etc.
- When **editing** your own work, you can easily reduce it by half. When editing others' work, you can often reduce it to a third of its original length.

Source: IFAD 2011

"So what?" test

Ask yourself "So what?" as a test for everything you write or information you process. This will enable you to think beyond of only describing features of a technology or a process (IFAD 2011). Asking "So what?" will remind you why you care that your knowledge reaches end users and why should others care. Whoever will use your document is interested to know what is in it for them. For example, what difference does a particular agricultural technology that is being shared make on rural people's lives?

If you start with results, you are more likely to note important details you may have omitted. For example, you learn about some interesting agricultural research to help rural people improve their sanitary conditions. So what? What does it mean for these people? How is it changing their lives? This means that poor rural people will finally have improved sanitary conditions, as opposed to the conditions they lived in before. This will improve hygiene and limit the spread of disease (IFAD 2011). There is no need to provide too much detail. Details can be provided in analytical reports. Ask yourself: "Does the reader really need to know this?"

6 Making complex documents simple

What is making documents so complex and unclear to understand? Jargon and clutter are two terms used to describe words that can create a barrier in our communication with intended audience.

Jargon refers to special words or expressions used by a profession or group that are difficult for others to understand (Oxford Dictionary 2013). By being used in areas such as in science, business, governments and development, or other groups that share a common interest, it often includes impressive words to make documents and their authors appear important.

> **"Scientists use language to give authority to their work, but if the words become jargon, they can end up alienating the audience instead of convincing them."**
>
> Erika Wright

For example:
The shift in farm production technology that takes the form of substituting machines for labour connotes the presence of prior changes in the traditional production mode.

Can simply say:
Before farmers start using machinery, they usually make other changes in how they grow crops.

Source: Paul Mundy

Let go of fancy jargon, keep it simple!
Source: ASPA 2012

When referring to writing, **clutter** refers to unnecessary words, roundabout constructions, pompous decoration, superfluous sentences and meaningless jargon. The more educated, higher-ranking people, the worse it gets (Mundy 2012).

Jargon and clutter cause a major barrier to communication between those who use this kind of language and those who are not familiar with it. In many cases, this miscommunication happens with development practitioners who are interested in practical knowledge simply and concisely stated in various communication products.

For example:

At a time when serious financial and security crises have simultaneously afflicted the country and 40 per cent of the population is seriously impacted by food price rises and inflation, measures to institutionalise and consolidate development gains may appear remote in attainment but nevertheless form part of a process that is necessary not only in the long term but to build communities' confidence in their ability to deal with the current crisis.

Can be simplified as:

The country is facing serious financial and security crises. At the same time, increased food prices and inflation are greatly affecting about 40 per cent of the population. These issues are slowing down the development efforts that are important for building communities' confidence and abilities to deal with the current crisis.

Why should we deal with clutter?

Removing clutter makes the message more concise and clear. More importantly, it shows that as a writer you care about the person who will read and use your document. You respect their time, which you do not want them to waste with long, confusing and unnecessary communication that buries your message. This is especially true when communicating with farmers who are busy in the fields to provide food and source of livelihoods for their families.

How do we deal with clutter?

Firstly, think about who will read and use your document and ask yourself: "Will they understand the technical terms?" "Is this word needed?" De-cluttering often refers to the Plain English Campaign (2007) which describes the use of Plain English as "information that gets its meaning across clearly and concisely to its intended audience. It must do this with the necessary impact and the most suitable tone."

Use verbs

A simple way to be clearer in writing is to turn nouns into verbs. A common mistake in writing is to use 'nominalizations' – nouns formed from verbs. This includes words ending with "-ion" and/or two or three words instead of using one, such as: 'evaluation – evaluate', and 'come to an agreement – agree'. Verbs can improve unclear text. This applies in English as well as other languages. The example below shows English and Bahasa Indonesia version of how nominalizations are used and can be turned into verbs.

English version

The proliferation of nominalizations in a discursive formation may be an indication of a tendency toward pomposity and abstraction.

Can simply say:

Writers who overload their sentences with nominalizations tend to sound pompous and abstract.

Source: Helen Sword, University of Auckland

Bahasa Indonesia version

Perkembangan nominalisasi dalam sebuah formasi yang tidak bersambungan satu dengan yang lain dapat mengindikasikan suatu kecenderungan kearah yang berlebihan dan abstrak.

Bisa disederhanakan:

Penulis yang terlalu banyak menggunakan nominalisasi dalam kalimat mereka cenderung menjadi berlebihan dan tidak jelas.

Translated by CAPSA

So change:

	To:	
Through the implementation of….		Implementing…
In the provision of…		Providing…
Came to conclusion…		Concluded…
Conduct an evaluation…		Evaluate…
Perform an assessment of…		Assess…
Come to an agreement…		Agree…
Through the demonstration of…		Demonstrating…
It is an indication of…		It indicates…

Use active voice, not passive

Another simple way to be clearer is to use verbs in the active voice rather than the passive. Passives can make sentences longer, confusing, impersonal and bureaucratic. Actives name the person who carries out the action, and this makes the sentence clearer.

For example:

Active sentence: The farmers (subject) adopted (verb) the irrigation schemes (object).

Rather than:

Passive sentence: The irrigation schemes (object) were adopted (action) by the farmers (subject).

So change:

	To:	
A recommendation was made by the Minister that…		The Minister recommended that…
The technology was adopted by tribal communities.		Tribal communities adopted the technology.
Technology adaptation is hindered by little interest.		Little interest hinders technology adaptation.
Eco-friendly practices are promoted by the project.		The project promotes eco-friendly practices.
Herbal pesticides were developed by the scientists.		The scientists developed herbal pesticides.

You can make an exception when:

■ There is no need to indicate who was responsible for the action, as it is obvious e.g. "All target groups are encouraged to adopt improved technologies".

- You don't know who is acting e.g. "The technologies have already been transferred to some farmers."
- The receiver of the action is more important than the actual actor e.g. "One of the lead farmers has been contacted by the media".
- You want to avoid assigning blame e.g. "The advice on using the new system for sharing knowledge has been disregarded". (IFAD 2011).

Use positive verbs, not negative

Emphasize the positive or try to avoid grammatical constructions revolving around the word "not". This is because negative sentences give readers problems. They can confuse the reader. Psychologists can actually measure the delay in properly understanding a sentence with the word "not" in it. You will find that a construction such as "Not only this, but also that" can almost always be turned into "Both this and that". Readers will find it much clearer (IFAD 2011).

For example:

Not even government offices can escape from health and safety requirements.

Can simply say:

Even government offices have to take into account health and safety requirements.

So change:

	To:	
The business will implement stand-alone home solar systems in poor remote households in villages where the grid will not reach.		The business will implement stand-alone home solar systems in poor remote households in villages that are off the grid.
Not only does the project promote the development of rural infrastructure, but it also contributes to the development of local tourism.		The project promotes the development of rural infrastructure and contributes to the development of local tourism.
Farmers will not adopt the technology unless it meets certain criteria.		Farmers will adopt the technology only if it meets certain criteria.

Use short words and remove necessary words

Big, long words, especially used for extension material to train farmers should be replaced by simple, short words that farmers can easily understand. Plain English Campaign provides alternative words from A-Z that can be used in any type of writing (Plain English Campaign 2001). For example, you can change:

	To:	
Remainder		Rest
Numerous		Many
Sufficient		Enough
Particulars		Details
Remunerate		Pay
Magnitude		Size
In close proximity to		Near
Despite the fact that		Although
For the purpose of		To
In view of the fact that		Because
Is equipped with		Has, posses
Prior to		Before
Subsequent to		After
New innovation		Innovation
In the Indonesian context		In Indonesia
Referred to as		Called

While it is important to think about the person who will read and use your document, you also need to think about yourself as the person who writes and/or processes existing information. Removing clutter is the smartest way to get what you want. By clearly stating your intention and purpose and focusing on important facts, you are more likely to get support and make your work more effective (Action Words 2013). If you are an extension worker, think about the farmer for whom you are 'translating' an interesting research case on an agricultural technology into a manual that the farmer will use. Imagine how much easier your job will be with clearly presented communication that is likely to win farmers' interest in the technology and that would lead to local adoption.

Bullet lists

Using a list, or bullet points, is one of the best ways of breaking down complex information into a manageable piece of information. There are different ways to punctuate lists. If the bullet points are full sentences, start each point with a capital letter and finish with a full stop (IFAD 2011).

Example:

In developing countries, poor people often bear the burden of disasters for the following reasons:

- They live in areas that are more vulnerable to floods and hurricanes.
- They lack access to formal risk-sharing mechanisms such as insurance.

The project addresses these issues through its disaster management component.

If they are not complete sentences, start each point with a lower case letter and finish with either no punctuation at the end or semi-colon. It is important to be consistent in the way you present the first letter. If you start with a verb such as "planning", the first word in the following bullet should also be a verb +ing (the gerund form known as continuous form). If you start with a verb such as "plan", the first word in the following bullet should also start with a single verb. Also, please note that it looks better when a list is closed with another sentence or a paragraph.

Example:

Sri Lanka, a net importer of both rice and wheat used several policies to stabilize food prices, such as:

- lowering of import tariffs for a number of food items critical in the Sri Lankan consumer food baskets
- granting of duty waivers on high-demand food such as sugar, dhal, big onion, dried chilli, potatoes, gram and canned fish
- imposing food price ceilings; and
- maintaining lower fertilizer prices

The government managed to reduce the transfer of high food prices from international to domestic food prices.

Source: Weerahewa and Kodituwakku, 2010

Abbreviations

Use abbreviations only when they are really necessary or where they are better known than the spelled-out form. Even when the latter is the case, use the spelled-out form the first time it appears in the text, with the abbreviation in brackets immediately afterwards. Thereafter, use the abbreviation. Abbreviations mentioned for the first time, such as ICATAD (Indonesian Center for Agricultural Technology Assessment and Development), might mean something to the author, but might mean nothing to the reader. Try to avoid them. Don't assume the reader will understand them so spell them out the first time you mention them.

When referring to a specific project, component or technology, spell out the name first and use "the project", "the component" or "technology" thereafter, rather than the abbreviation.

Example:

The disaster management component of the project focuses on mitigation of the effects of disasters caused by extreme weather linked to climate change. The component will specifically address disasters linked to draught that can be the most important cause of poverty.

Quick drying equipment can accelerate the drying process of soybean and improve the quality of soybean seed at the farmer level. The technology can be used in any seed processing place.

7

Organizing ideas to produce targeted communication material

Think about your audience

For most people, one of the hardest parts of writing or processing existing information buried in long, complex reports and studies, is getting started with organizing materials and ideas. Before you start, consider the needs and preferences of the person who will be reading or using your document. It is helpful to anticipate the information and ideas that readers may want or need to know about the subject. Imagining and considering the possible questions that they may have about the topic help to generate possible content and provide a direction for further research. So start by asking questions:

- **What is my purpose/reason for producing this material?** Think of the reason why you are writing or processing existing information. For example, do you want to inform, explain, describe, convince, assess or recommend something to the reader?
- **What results do I expect from producing this material?** Think about how you are expecting your audience to react. For example, do you want them to give you feedback, to apply the technology you are proposing, to use the information to train other farmers, or do you want them to be simply informed?
- **What might my reader want to know right away?** Think from the perspective of your reader. If you were a farmer struggling to survive and provide food for your family, what information would you need to know?

Different strategies to sort the ideas and information that has been gathered exist in order to identify key points, make connections and allow space for providing details. Firstly, it is important to choose your style and distinguish between inductive and deductive styles of writing.

Choose your style

Strong paragraphs usually contain only one idea – key point – developed through supporting points. In case of some communication products, there is a preference for the main point to be stated early in the paragraph and then developed, hence to move from specific to general. This kind of writing is called deductive. However, there are communication products that move from general to specific. This style of writing is called inductive (Warwick 2013). The figures below demonstrate two pyramids that contain deductive and inductive writing with listed communication tools that prefer a particular style.

DEDUCTIVE WRITING: From specific to general	INDUCTIVE WRITING: From general to specific
Success stories (in newsletters, publications and websites) Case studies Proposals Executive summaries Abstracts Fact sheets Policy briefs Training material (for those who already know something about the subject)	Research reports Technical reports (extension material) Progress reports Proposals Concept notes Case studies Training material (for those who are new to the subject)

Different academic disciplines and topics use different styles. In law and academic research, for example, a case is usually built up inductively. Nevertheless, a preference for a more deductive

style of writing is growing. If all of your paragraphs are inductive, then the reader might become impatient and may be thinking: "Get to the point!" (Warwick 2013).

Identify your key points, supporting points and details

When translating research findings into practical material, it is important to identify the main idea and its effects. For example, an agricultural technology has been identified as potentially sustainable, productivity-enhancing and suitable for the poorest and most vulnerable people. Development practitioners see its potential for reducing poverty and scope for transferring this knowledge to as many farmers as possible. Based on existing research they start processing this information from general to specific to produce text that will feed into different communication products such as success stories, briefs, fact sheets and training material. They want to focus on key information needed by their target audience.

Participants from Myanmar at the November 2012 Writeshop working together on identifying key points to produce a technology fact sheet.

To deal with long and complex texts and translate them into a compact presentation of a large number of ideas, it is important to first identify:

1. Key points.
2. Supporting points.
3. Details.

This can be done, for example, by using highlighters of different colours such as yellow for key points, blue for supporting points. The figure below demonstrates how to prioritize information in terms of problem, action and result. This method works backwards – processing large amount of data and information available to specific.

	Key points	Supporting points	Details
Problem	What was the problem?	How serious is the problem? What caused it?	Any other details related to the problem e.g. detailed location
Action	Who are the key actors? What did they do about the problem?	How did they tackle the problem? What other problems did they find?	How did they get involved? Who else was involved? How were they involved?
Results	What happened as a result?	How many people have benefited? Can the approach be used elsewhere?	What problems still remain? How will these be addressed? How will results be disseminated?

Prioritizing: problem, action, result

The following are six steps in identifying key and supporting points, as well as prioritizing information (Writing power 2008):

1. Get to know the material you will summarize, take time to become comfortable with it.
2. Read and review it repeatedly, breaking down the material into sections. It is often helpful to summarize smaller sections as you go (mini-summaries or sub-headings) to help you better understand the material.
3. Think about the text's structure, its key points, supporting points, and details. Then prioritize the information.
4. Decide what to include, and how much of it, based on how much space you have to construct the summary. Always choose to include the main points. Depending on the space available, present your supporting points and include some details.
5. Use the notes and 'mini-summaries' (rather than the original text) that you constructed during the second step. This will make it easier to put the points into your own words.
6. Check your summary against the original for accuracy. You might also use this review to check for subjectivity and remove it.

By practicing to organize information based on large, complex technical reports, you can learn to be more concise, accurate and objective. These skills are useful for any kind and purpose of writing and processing information. In particular, the skills can be used to produce abstracts, conclusions, executive summaries, fact sheets, briefs, posters, standfirsts (leads) in stories as well as training material.

8 Producing knowledge-sharing and learning material

Sustainable agricultural development requires knowledge and capacity of actors such as government officials, researchers, extension workers, farmers and local communities to enable all stakeholders to participate in decision making and to put in place appropriate strategies that lead to the desired changes (SATNET 2012). Through targeted knowledge-sharing and learning material, combined with relevant training, it is possible to motivate stakeholders into action, facilitate shared learning and support decision making.

Examples of knowledge-sharing and learning material.

While communicating research findings is important to benefit those who need new knowledge, communication can be costly and time consuming. Information that is irrelevant often ends up in trash rather than people's heads. It is therefore important to be strategic and communicate what is relevant to the right people, through appropriate tools and in timely manner. You should therefore:

- **Plan** your communication tools and processes (see Appendix 3 for recommended format of a communication plan) to clarify your purpose, audience and means of communication.
- **Know your audience**: Who are you writing for? Define your audience. If possible, agree with stakeholders about who needs to receive what kind of information and through what means.
- **Have a purpose**: Why should you share what information with whom.
- **Be relevant**: share relevant information with the right people.
- **Use different media**: written (case studies, success stories, fact sheets, guidelines and manuals), verbal (meetings, workshops), visual (graphs, charts, photos).
- **Ensure clarity** of your message for specific audience.
- **Agree on the frequency** for communicating information.
- Ensure **timely and systematic** communication.
- **Choose appropriate communication tools**.

The following section provides tips for producing case studies, success stories, fact sheets and training manuals as possible tools for supporting capacity-building initiatives for smallholder farmers.

Case studies

Case study is "a detailed account of the development of a person, a group of people or a situation over a period of time" (Oxford Dictionary 2013). It can also be defined as a study of a particular case which should address two questions: What is the case? What does the case study demonstrate or prove? Case study involves extensive research and interviews to understand a certain issue better. For example: How are women affected by the new technology adoption? Did the technology have any negative impact on the community? The end purpose is to document evidence of a particular issue or situation – problem, reactions, actions and results. A case study can show a correlation between two factors, whether or not a causal relationship can also be proven. Its main features that distinguish it from a success story are the following (IFAD 2010):

- To the point analysis.
- Description of successes or failures (challenge).

- Detailed analysis of how and why.
- A process of undertaking initiatives to come up with a solution.
- Focus on outputs and outcomes (results).
- The length can be unlimited. However, for presenting only highlights of a case study for dissemination, it is recommended that the study has maximum 1,200 words.

The following is an example of a structure for a case study (IFAD 2010):

Headline
To make a good headline, think about three key words and remember to include WHO, WHAT and WHERE. Offer as much info as possible in 6-10 words, possibly in one line and make it active. For example: "Farmers made a fortune from vegetable farming in Cambodia".

Photo + Caption

Standfirst/Lead paragraph
Standfirsts are little adverts under the headline (usually bold) that stand out from the rest of the case/article. They tell the reader what the case is about, what happened and what the results are. Standfirsts should be persuasive and should stimulate people's interest to read the whole case.

Case/Issue/Challenge
What is the case/issue/challenge we need to understand better? What is/was the problem?
This section should tell readers about a particular issue or situation that someone, a group or a village faced. It should focus on one dominant problem. This part should cause a reaction in readers: "I can relate to that". Readers should be able to see themselves in that situation.

Initiative/Action
How was the issue addressed? What happened?
This section should describe what action was taken in response to the situation and by whom. If possible, it should follow a chronological sequence.

Results
What was the end result?
The benefits of the action to the end users should be described here. What changes took place? What were the positive/negative effects of the change? Use both quantitative and qualitative information in terms of changes in social relations, empowerment and attitude. Quote!

Lessons learned
This section should focus on generating lessons from your case. What did we learn from it? How can we apply this learning to other activities and in other contexts?

Any other supporting points and details
This section might include any other points that are relevant to the study, for example, information about the location where the study took place.

Name and contact of the author

Useful tips in writing case studies (IFAD 2010):

- Keep your audience in mind.
- Use quotes wherever possible. What was the life like before the intervention? How has the daily life changed after the intervention?
- Keep it real and relevant.
- Include a photo and caption.
- Don't exaggerate the problem, intervention, results.
- Use a conversational tone, avoid jargon and unusual words.
- Close your case study by including a sentence about future plans to take the case further. So what? Why does it matter? For example, include plans and/or recommendations for scaling up, demonstrations (study tours), or other possibilities for dissemination.
- Remember to provide contact/author name(s) for further reference.

Success stories

Success stories share cases that have proved to have positive impact on people's lives as a result of an action or a change. Some of the key criteria for success stories include (IFAD 2010):

- The story should have measurable results (such as people are earning higher incomes compared to the beginning of an action)
- There must be documented results (evidence), such as a report, case study, evaluation, as a source.
- It must be clear who did what (communities, extension workers, researchers) and what results can be attributed to their intervention.
- There should be a human interest aspect or testimonial in the form of a quote from the people affected by or involved in the action.
- Specific photos of the action together with a caption (description) need to be included for a better visual impact.

The following is an example of a structure for a success story (IFAD 2010):

Headline (see the case study example for details).	**Photo + Caption**
Standfirst/Lead paragraph Summary of what happened and what the result was (see the case study example for details).	
Story – the most important / key points What was the problem? How was it addressed? What happened as a result?	
Examples: Testimonial in the form of quotes from those involved.	
Background - the least important part providing supporting points and details.	
Name and contact of the author.	

Fact sheets

Getting the facts out to our intended audience quickly and efficiently can be done in a number of ways. One of the simplest and easiest ways to do it is through a fact sheet (or factsheet as it can also be spelled). A fact sheet is a two- or four- sheet presentation of data in a format which emphasizes key points concisely. The layout is simple and often standardized, e.g. using a table, bullet points and/or headings.

There is no one way to make a fact sheet. However, some common principles apply. Before you start producing a factsheet, think:

- What message do you want the facts to convey?
- Who is going to read it?
- Why do you want them to read it?
- So what?

Examples of fact sheets

How to make a fact sheet (CHPP 2013):

- One page is best, two-four pages maximum.
- Basic information or series.
- Include the main facts.
- Verify the facts.
- Make it readable.
- Keep the text brief.
- Keep the most important information.
- The fact sheet must be self-contained.
- Use bullets when you can.
- Leave some white space.
- Provide references for more information to enable your readers to access all tools they need to take action.

Things to avoid when making a fact sheet (University of Kansas 2013):

- Don't overdo percentages. For example: "Rural business activities exclude 66.2% of women." You can make it clearer by saying, "Rural business activities exclude over two thirds of women."
- Don't stretch the truth. Exaggerating makes you look dishonest. It is possible to round a figure to the nearest whole number or to use averages, but be sure you do so accurately.
- Avoid unscientific surveys. If using results surveys, stick to the ones that have used sound research methods.
- Don't be repetitive. The reader may get bored and stop reading if you do this.
- Don't inundate the reader with too many facts. Select the facts you see as most important and leave out the rest. If you have too many facts, prioritize them by using the techniques stated in the previous section or think about making a series of fact sheets.

Training manuals

While the communication material mentioned above can all be used to inform different audiences and serve as reference material during training, a training manual serves to provide a set of detailed instructions to follow by the people who are instructed to use specific skills or adopt a specific technology or a system. A manual provides an overview of a topic before a specific training takes place, an outline to follow during a training course, a subject matter reference for post-training, and a general reference (Wiki How 2013). A training manual on the use of a particular technology is designed and developed in a structured and logical sequence. There is a logical flow of events to enable trainees to learn when and why to use the technology

or skills. A systematic workflow process can make them see the big picture of how the technology works or how new skills can be used. Each step should build on the previous step.

The ten basic steps in producing a training manual include (Wiki How 2013):

1. **Know your audience.** Research the level of knowledge and experience of your audience regarding the system, skill or technology the training manual addresses. Use simple language (as described in the previous sections) and provide background information for people new to the content. Use higher level terminology and less background information for people already familiar the technology. Existing users of the technology may only need to know about new features added.
2. **Write an outline.** An outline helps organize the information. It also helps you make sure that all the key points of the technology, skill or system are covered within the training manual.
3. **Write chapters.** Depending on the type of a training manual, it is useful to begin each chapter with an overview of the information presented in the following pages. Use headers to organize the information into smaller sections within each chapter. Start each step or direction with an **active verb** (see the previous section on the use of verbs).
4. **Keep directions short and to the point.** Communicate any background information in separate note boxes to keep the directions together and help users see the process from start to end.
5. **Alert users of any alternative ways of performing the steps**. If there is more than one way to complete the action, note that in the training manual.
6. **Include photos, drawings and boxes**. Such visual aids can complement the text instructions and make users better understand the subject.
7. **Compose individual session summaries.** If possible, write a brief overview of the main points of the information contained in each section. Insert the section summary after the end of each chapter. Create an appendix or reference section at the end of the manual and include all of the section summaries there, if possible.
8. **Perform test training**. Select a group of participants that resembles the group that will be using the final training manual. Have the group use the training manual and provide you with feedback on readability, areas for improvement and sections that need more or less detail.
9. **Edit the manual**. Use the feedback received from the test group to make changes to the content or flow of the manual. Send the manual to an editor or a colleague to have them edit and proofread the document for grammar and punctuation.
10. **Include a feedback form with the training manual**. Users of the training manual can have a way to send in any suggestions or changes after the training.

Using visual aids

The use of visual aids such as pictures, diagrams, photos and boxes in communication material, is very important in order to be able to better focus the audience's attention and connect with the reader/trainee. Visual aids in training materials are particularly important to reinforce the written or verbal message, stimulate interest and illustrate factors that are hard to visualize (University of Aberdeen 2013).

For example, the poster below teaches people in Uganda about the benefits of sending a text message such as: "My bananas are sick". This is part of an initiative of Grameen Foundation trying to create a more effective two way communication channel between rural farmers and the world of agricultural experts, development agencies, traders and commercial players. Through this initiative, smallholders would be given livelihood-saving agricultural information generated by experts and farmers that would keep them informed about the conditions of their farms from the adoption of best practices to the time of sale of their produce (Grameen Foundation 2010).

Poster demonstrating the use of ICTs in agricultural extension.
Source: Grameen Foundation

The Manual for Training of Extension Workers and Farmers on Alternatives to Methyl Bromide for Soil Fumigation developed by the Food and Agriculture Organization (FAO) of the United Nations and the United Nations Environment Programme (UNEP) uses a number of drawings to illustrate various steps in instructions (FAO & UNEP 2001). Diagrams, sketches, and other kinds of drawings are inexpensive to make and can be designed to illustrate points exactly like on the picture (McGraw-Hill).

When using photographs, it is important to choose those that make a point and complement the written material. Some readers start by looking at the pictures first. While a photograph might be obvious, it is important to always use an interesting caption to grab readers'/users' attention. The caption usually gives the reader a message, something that is not obvious. Remember the principles of effective communication and the use of active verbs! An interesting fact is that 80 per cent of magazine readers look only at the pictures (IFAD 2011).

Examples of various training manuals demonstrating how photographs, figures and drawings can be used in training manuals are provided in Appendix 4.
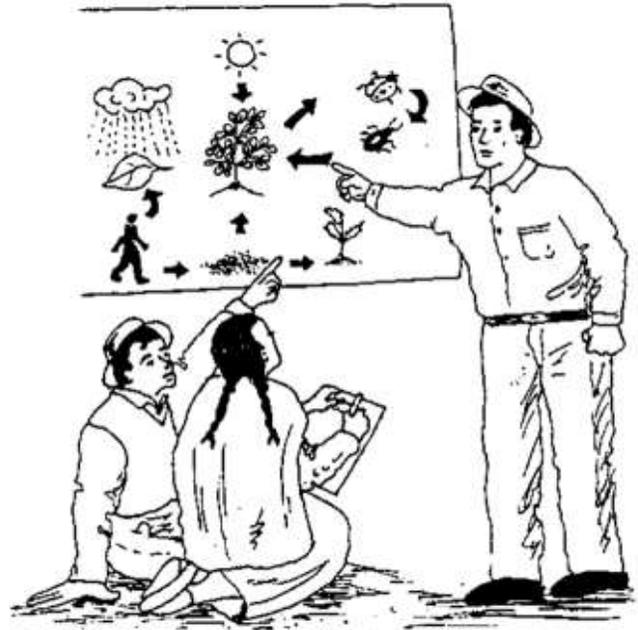
An example of a drawing used in training.
Source: FAO and UNEP.

Warming eggs in the sun.
Source: IFAD

Chapter

9

Conclusion

This manual has been designed to complement writeshops on translating research findings into knowledge accessible and understandable by farmers targeted at researchers and agricultural extension workers. The skills that the manual is helping to build range from making participants better understand the gap between research and practice, to learning about how to communicate more effectively through written communication, how to process complex technical information and make it more practical for the end users, how to prioritize and organize information, how to produce different knowledge products, as well as how to facilitate such writeshops.

These skills are particularly important for researches and extension workers – researches as the producers and suppliers of knowledge, and extension workers as intermediaries working directly with farmers. By helping them better understand each other, enhance their communication skills and promote their collaboration, the writeshop ultimately aims to reach farmers with improved technologies and the knowledge they need to be more productive and lead better lives.

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Appendix

1	**Pre-writeshop Questionnaire**

Part 1: General Information

Name:
Organization:
Country:

1. What is your highest degree obtained?

Undergraduate Degree	☐
Master's Degree	☐
Ph.D.	☐
Other:	☐

2. What is your category of employment?

Researcher	☐
Agricultural extension worker	☐
Development professional (please specify):	☐
Support staff (please specify):	☐
Other (please specify):	☐

Part 2: Writing experience

3. What is your experience in writing?

E-mails / letters	☐
Research papers	☐
Technical reports	☐
Extension material	☐
Case studies	☐
Stories for newsletters, publications and websites	☐
Other (please specify):	☐

4. The writeshop will deal with two kinds of information – research-based (evidence found in scientific and research publications, government reports, newspapers, evaluations, case studies, etc.) and practice-based (personal experience, perceptions, feedback, intuition, etc.). What is the frequency with which you use **research-based information** to…

	Never	Sometimes	Often	Always
Achieve a better understanding of work-related issues	☐	☐	☐	☐
Satisfy your intellectual curiosity	☐	☐	☐	☐
Improve your professional practice	☐	☐	☐	☐
Justify/validate your actions and decisions	☐	☐	☐	☐
Resolve problems in your practice	☐	☐	☐	☐
Develop new activities, programmes, proposals	☐	☐	☐	☐
Develop training materials	☐	☐	☐	☐
Train others	☐	☐	☐	☐

If you have experience training others, please specify who you train:

5. How would you rate **your ability to use research-based information** in terms of…

	Weak	Fair	Good	Excellent
Reading and understanding research publications	☐	☐	☐	☐
Using information and communication technology	☐	☐	☐	☐
Assessing the quality of research-based information	☐	☐	☐	☐
Identifying key findings from your research	☐	☐	☐	☐
Translating research findings to practice	☐	☐	☐	☐
Writing clearly	☐	☐	☐	☐
Organizing ideas on paper	☐	☐	☐	☐
Disseminating research findings to intended audience	☐	☐	☐	☐

Please list maximum **three abilities that you feel you need to improve** to transfer research findings to practice more effectively (these might come from the above list or be different):

6. Putting research into practice is often influenced by organizational factors such as an enabling environment. How would you rate **your organizational environment** in terms of…

	Weak	Fair	Good	Excellent
Availability of time to read research publications/articles	☐	☐	☐	☐
Availability of information and communication technology	☐	☐	☐	☐
Incentives (e.g. financial, in kind)	☐	☐	☐	☐
Opportunities to challenge established habits/customs	☐	☐	☐	☐
Human resources (e.g. availability of qualified staff)	☐	☐	☐	☐
Your involvement in a research project	☐	☐	☐	☐
Opportunities to discuss research findings with the research team and colleagues	☐	☐	☐	☐
Demonstrations/examples about how to apply research recommendations in practice	☐	☐	☐	☐
Opportunities to train farmers in the use of new technologies	☐	☐	☐	☐

Please list any other organizational factors that may influence your use of research-based information in practice:

THANK YOU.

Source: Concordia University, http://doe.concordia.ca/cslp/Downloads/PDF/QURB_Eng.pdf

Appendix

<table>
<tr><td>**2**</td><td>Knowledge, Attitude, Practice (KAP) Survey</td></tr>
</table>

1. Has the training equipped you with the right knowledge to improve the way you work?

Yes	No

If 'not', why not?

2. After the workshop/training, how would you rate your *...(here key expected learning outcomes need to be evaluated)*

	Excellent	Good	Average	Weak
e.g. Understanding of research-extension gap				
e.g. Skills to simplify complex documents				

3. What is the key learning that you are taking away from this workshop/training? Please list maximum five lessons.

4. Did you fully understand all workshop/training content?

Yes	No

If not, please specify what elements you did not understand:

5. Is there an area that you expected to learn about but the workshop/training did not cover?

Yes	No

If yes, please specify what area:

6. What are you going to change in your daily work and long term work plan as a result of this workshop/training?

7. How much of what you learned (knowledge and skills) will you be able to use in your work?

All	Most of it	About half	A little	Nothing

If you answer "a little" or "nothing", please give the reasons why:

8. What new practices and skills are you planning to adopt/apply in your work?

9. Are you planning to act as a trainer to train others in using any of the new knowledge and skills?

Yes	No

If 'yes', please specify who (what target group) you are likely to train and what content (knowledge, skills and practices) you will probably include in the training.

If 'not', why not?

Thank you for your inputs!

Knowledge, attitude, practice
(To be filled in six to twelve months after a workshop/training)

Trainee information

Name: *Not obligatory*
Organization type:

	Government ministry
	Non-governmental organization/civil society
	University/research institute
	International organization
	Private sector
	Other (please specify)

Country:

Gender:

Male	Female

Knowledge, attitude, practice

1. Did the workshop/training equipped you with the right knowledge to improve the way you work?

Yes	No

If 'not', why not?

2. ……… (six-twelve) months after the workshop/training, how would you rate your….

	Excellent	Good	Average	Weak
e.g. Understanding of research-extension gap				
e.g. Skills to simplify complex documents				

3. What are the key abilities that you acquired in this workshop/training that enable you to translate your knowledge to practice more effectively?

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4. What did you change/improve after this workshop/training?

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5. How much of what you learned (new knowledge and skills) did you actually use in your work?

All	Most of it	About half	A little	Nothing

If you answer "a little" or "nothing", please give the reasons why:

6. What new practices and skills did you adopt/apply in your work?

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7. Did you train others in using any of the new knowledge and practices?

Yes	No

If 'yes', please specify who (what target group) you trained and what content (knowledge, skills and practices) you included in the training:
If 'not', why not?

8. Do you have any comments on the usefulness of the training and its actual application?

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Thank you for your inputs!

Appendix

<table>
<tr><td>**3**</td><td>## Example of a communication plan</td></tr>
</table>

Type of product/event: e.g. Newsletter / Annual workshop

Title: e.g. SATNET Asia Update

Opportunity: Every three months, the organization has an opportunity to share project activities and results with stakeholders…

Purpose: The newsletter is a knowledge management tool adopted by the organization in response to increased needs to document and share experiences, capture innovations and build new partnerships…

Desired outcomes: To share project results, experiences, ideas and learning with stakeholders more effectively, and ultimately to achieve:

- scaling up of successful approaches
- improved communication with stakeholders
- enhanced partnerships

Audience: The newsletter aims to inform the following audience:

- national and international research centres
- governments
- NGOs and civil society
- donors

Format: The content of each issue has the following structure:

Roles and responsibilities: The organization undertakes the following steps in the preparation of the newsletter:

- Communication officer will…
- Editor will…

- Translator will…

Timelines:	The newsletter will be produced every three months…
Budget:	The production of the newsletter will be funded by/through…
Distribution:	Internet, global mailing list, hard copies upon request…
Feedback mechanisms:	Feedback will be captured through….
Evaluation:	The impact of the newsletter will be monitored through annual surveys, interviews, etc…

4   Examples of communication products

Case studies

Businesses introduce new products and form cooperatives to increase market reach, USAID
http://transition.usaid.gov/stories/bangladesh/cs_bd_exports.html

Case studies – Africa, Caribbean & Pacific, European Commission, Development and
Cooperation – Europe Aid, http://ec.europa.eu/europeaid/multimedia/case-
studies/acp/acp_en.htm

Case studies in Asia-Pacific, International Fertilizer Industry Association (IFA),
http://www.fertilizer.org/ifa/HomePage/Case-studies/in-Asia-Pacific

Gender in Agricultural Partnership (GAP), Case study – Niger, The Global Forum on Agricultural
Research (GFAR) http://www.egfar.org/documents/gender-agricultural-partnership-gap-case-
study-niger

The Vanuatu Organic Cocoa Growers Association (VOCGA): A Case Study of Agriculture
Growth in the Pacific, http://www.fao.org/docrep/013/am013e/am013e00.pdf

Success stories

A Thai Village's Ecological Success offers important lessons, East-West Center,
http://www.eastwestcenter.org/news-center/east-west-wire/a-thai-villages-ecological-success-
story-offers-important-lessons

ICT in Agriculture: A Success Story of Optiserve Technology in the Philippines, iDISC,
http://www.idisc.net/en/Article.39324.html

Linking Farmers to Markets: Some success stories from Asia-Pacific Region, Asia Pacific
Association of Agricultural Research Institutions, http://www.apaari.org/wp-
content/uploads/2009/05/ss_2008_01.pdf

Organic Agriculture in Uganda, United Nations Environment Programme, http://www.unep.org/greeneconomy/SuccessStories/OrganicagricultureinUganda/tabid/29866/Default.aspx

Telling our story – guidelines, USAID. http://transition.usaid.gov/stories/guidelines.html

Fact Sheets

APEC and Food Security, Asia-Pacific Economic Cooperation (APEC), http://www.apec.org/About-Us/About-APEC/Fact-Sheets/APEC-and-Food-Security.aspx
Fact Sheets, Centre for Alleviation of Poverty through Sustainable Agriculture (CAPSA), http://www.uncapsa.org/FactSheet.asp

Fish and Aquaculture Fact Sheets, Food and Agriculture Organization (FAO) Factsheets http://www.fao.org/fishery/factsheets/en

Food Security and Economic Development Factsheet, World Vision Bangladesh, http://www.ifad.org/pub/factsheet/women/women_e.pdf

Impact of Climate Change on Agriculture – Factsheet on Asia, International Food Policy Research Institute (IFPRI), http://www.ifpri.org/publication/impact-climate-change-agriculture-factsheet-asia

Life is calling. How far will you go? Fact Sheet. Peace Corps, http://files.peacecorps.gov/multimedia/pdf/about/pc_facts.pdf

US Export Factsheet, International Trade Administration, Department of Commerce, United States of America, http://www.trade.gov/press/press-releases/2012/export-factsheet-march2012-030912.pdf

Training manuals

A Practical Manual for Producers and Exporters from Asia – Regulations, Standards and Certification for Agricultural Exports, Food and Agricultural Organization (FAO), http://www.fao.org/docrep/010/ag130e/ag130e00.htm

Agribusiness Trainers' Manual on Cotton for District Farmer Associations, Zambia Agribusiness Technical Assistance Centre (ZATAC Limited), All Agricultural Commodities Training Programme, Food and Agriculture Organization (FAO) and European Union (EU), http://www.coton-acp.org/sites/default/files/documents/downloads/agribusiness_trainers_manual_cotton_zambia_final.pdf

Cyber Extension, Kementerian Pertanian, Badan Penyuluhan Dan Pengembangan Sumber Daya Manusia Pertanian, http://cybex.deptan.go.id/

Farmers' Association Training Materials, China Canada Agriculture Development Program Farmers' Association Development Strategy and Training Program, Centre for the Study of Co-operatives, University of Saskatchewan, http://usaskstudies.coop/pdf-files/FarmersAssocTrainingfinal.pdf

Farmers' Training Manual, Participatory Training and Extension in Farmers' Water Management, Food and Agricultural Organization (FAO), ftp://ftp.fao.org/agl/aglw/fwm/Manual_PartA.pdf

FLO Training Guide 4.0 for Small Farmers' Organizations Developing and Implementing Internal Control Systems with Focus on Fair Trade Environmental Standards, Fair Trade, http://www.fairtrade.net/fileadmin/user_upload/content/4.0_FLO_Training_Guide_for_Small_Farmers_on_Internal_Control_Systems.pdf

Manual for Training Extension Workers and Farmers on Alternatives to Methyl Bromide for Soil Fumigation, Food and Agriculture Organization (FAO) and United Nations Environment Programme (UNEP), http://www.unep.fr/ozonaction/information/mmcfiles/3547-e.pdf

Training for Rural Development: Agricultural and Enterprise Skills for Women Smallholders, City & Guilds Centre for Skills Development, http://www.skillsdevelopment.org/PDF/Training%20for%20Rural%20Development-%20FINAL.pdf

Training manual on agricultural microfinance, APRACA FinPower, http://www.ruralfinance.org/fileadmin/templates/rflc/documents/74526_Paper.pdf

Photos and captions

Fresh Apples, All Year Round, USAID
http://transition.usaid.gov/stories/moldova/pc_md_apples.html