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Together for Systems' Innovation

Peer2Peer Exchange: experience-based learning approaches and tools for advisors

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October 24th 2024

AGENDA

1. WHAT IS FIELD PEER2PEER REVIEW?
2. WHAT ARE THE OBJECTIVES OF THE PEER2PEER REVIEW?
3. THE METHOLDOGY AND TIPS FOR THEIR REALIZATION
4. ORGANIZING PEER2PEER REVIEWS UNDER THE CAP: TIPS & IMPLICATIONS

WHAT IS FIELD PEER2PEER REVIEW?

Field Peer2Peer Review consists of the **review** based on an **interactive innovation case** and run **by colleagues (peers)** from another innovation case, with the purpose of learning from **the way how iterative learning processes are developed** and **supported (ISS)**

HOW IS IT CARRIED OUT?

(Preliminary) **Desk analysis and interviews, On-Site visits**, observation and interviews with different actors' groups.

WHAT IS THE OBJECTIVE OF FIELD PEER REVIEW?

The immediate objective of the i2connect Field Peer Review is to analyze *roles and functions* **of advisors** in *supporting interactive innovation processes*, the *effectiveness* of this support and the *enabling context* and *personal competences*.

WHICH OBJECTIVES CAN BE PURSUID IN THE M/L TERM?

- Major *awareness* by the advisors (and farmers) on *interactive innovations*, *functions* and *competencies* to engage in MAA.
- Developing *Critical thinking* and *Learning loops*
- *Networking* leading to *Co-creation* of advisory methodologies/tools to support innovations
- *Exploration* of roles/functions/processes of MA innovations

WHO IS INVOLVED?

Peers

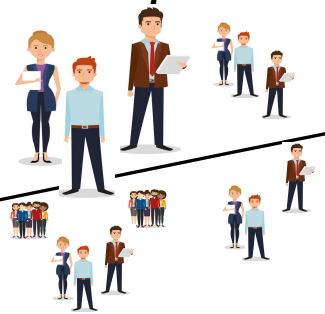
Innovation case

Observer & Facilitator

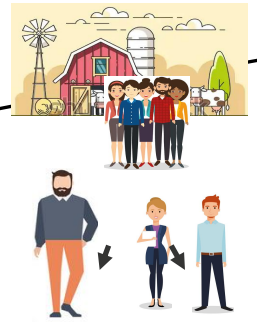
HOW TO ORGANIZE A PEER2PEER REVIEW: 11 STEPS

1. Selection of innovation cases

2. Selection of peer review panels



3. Engagement of selected cases

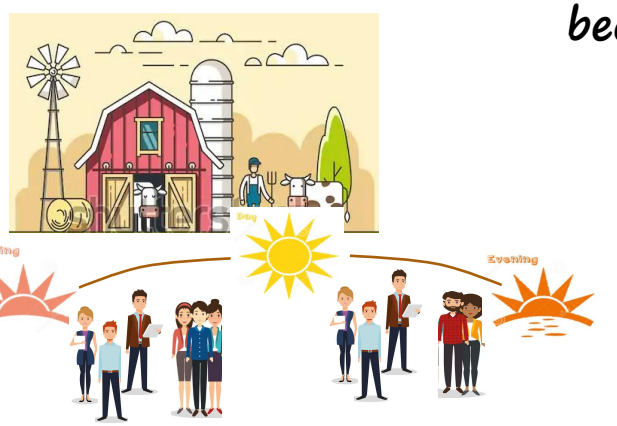


4. Training of pee

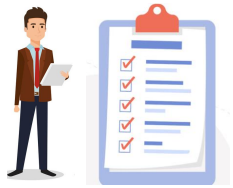
5. Gathering first information

6. Planning / organisation of the field visit

7. Field visit



8. Check whether all all the information has been collected



9. Reflect on findings together

10. Discuss findings with the actors of the case under review to facilitate a collective growth

11. Report the experience

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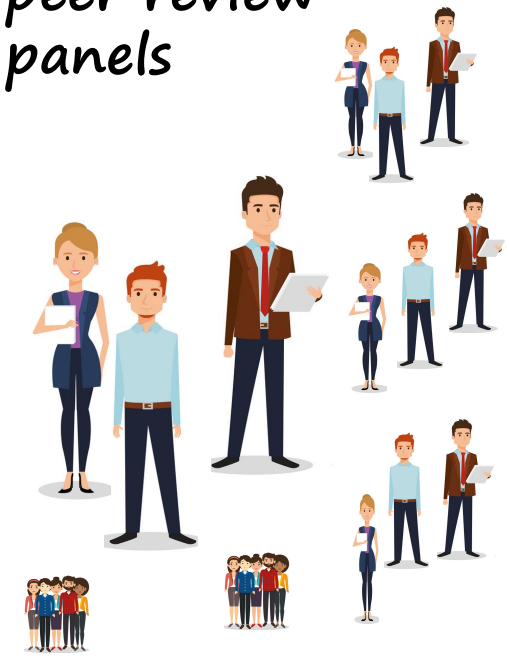
FIRST PHASE: setting the stage for the review

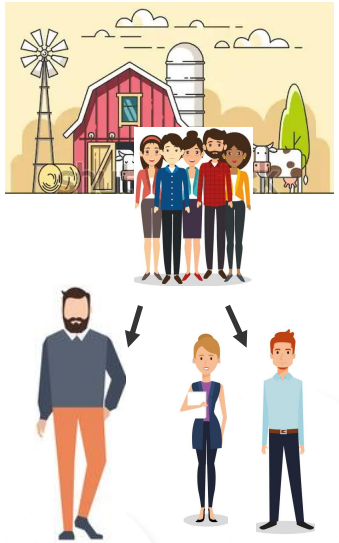
1. Select the innovation cases to be reviewed (e.g. OG)

2. Select the peer review panels



4. Train the peers

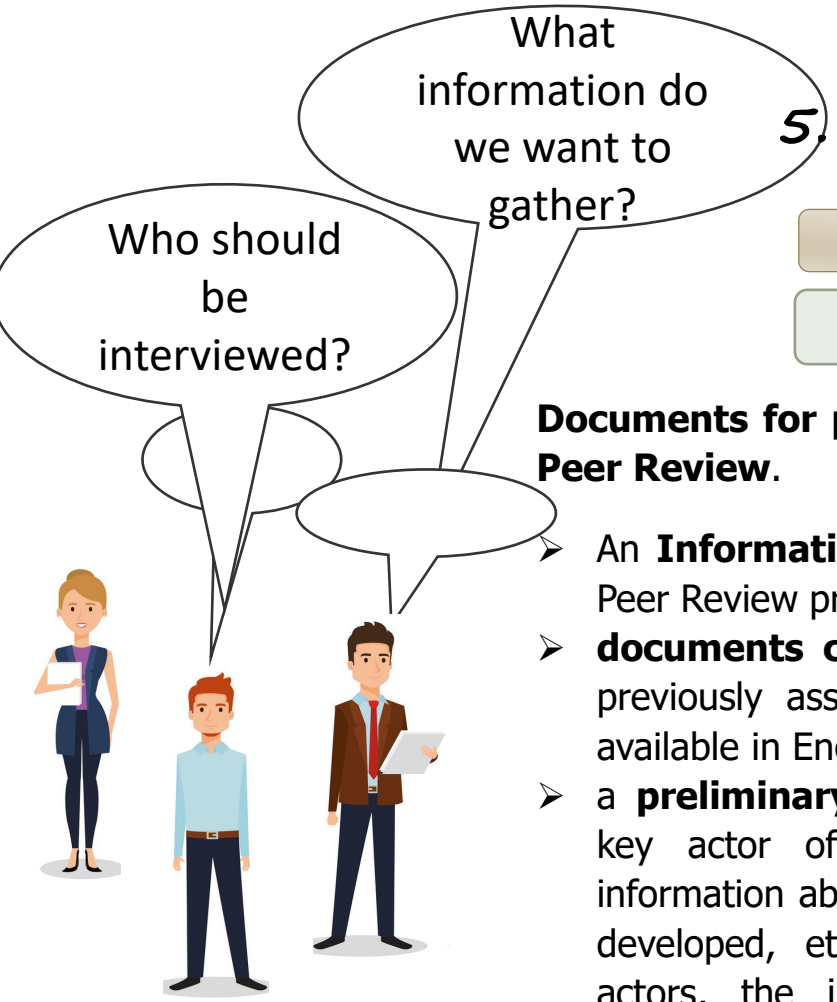
- raise awareness about their tasks
- provide them with the necessary instruments



3. Engage the selected cases

- Identify **interactive innovation** cases that benefitted by **ISS**
- Inform about the **goals** of the Field Peer Review and other details
- Select at least **one farmer and one advisor** to act as peer reviewers of other cases
- Identify a field peer review **facilitator** of the Field Peer Review
- Collect **expectations for further follow-up by participants**
- Ask to fill the **Initial information sheet**

SECOND PHASE: Collect preliminary information



5. Gather first information from

Preliminary documents

Preliminary interview

Documents for preliminary information to prepare the Peer Review.

- An **Information Sheet** concerning relevant data for the Peer Review procedure
- **documents concerning the practical case**, including previously assessments and reviews, which are already available in English language,
- a **preliminary interview** with the contact person or a key actor of the practical case to collect relevant information about the case (who had the idea, how it was developed, etc.), roles and functions of the different actors, the interactions between them, the advisory services that were provided in each phase, strengths and weaknesses.

6. Plan/Organise

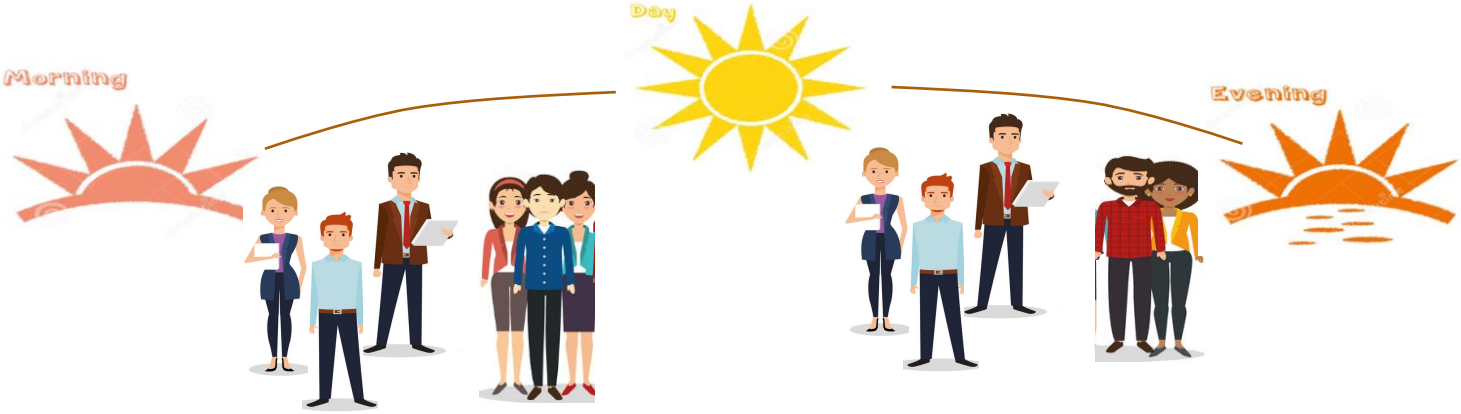
Peer Review Visit

Based on the documents, the Peers carry out an initial analysis of data (and a first assessment) and develop a **review plan** which defines:

- ✓ the subjects to be interviewed (specific actors or typologies);
- ✓ the questions to ask to each actor or group of actors, according to their role in the different phases of the innovation process.
- ✓ the methods of collecting information (e.g. how many individual / group interviews, guided visits, etc.).
- ✓ the estimated time for the visit

THIRD PHASE: Field peer2peer review

7. Field visit



- Interview the different actors individually or in small homogeneous groups (max. 5 people)
- Keep the interviews quite short (max 90 minutes)
- Try to group the people taking into account possible language difficulties (and translation needs)
- Follow the flow of structured questions: "Question flow & guided reflection tool"
- Ask for a guided farms'/facilities' visit and observe
- Ask for (making) pictures and videos

FOURTH PHASE: Critical Mirroring and Reflection

8. Check if you have collected all the information

9. Reflect together on what your findings are

⚠ WARNING

- Essential for Peers have enough time for **analysis**, **discussion** and understanding the information gathered, for **evaluation** about reliability and relevance, for discussion of the different **perspectives** and opinions and to agree on common conclusions.
- At the end of the Peer Review, the Peers schedule a ***feedback session*** during which they share their results with the reviewed practice case. This might lead validation with direct comments from the reviewed case and a request for further **explanation** - as well as an **exchange** between the Peers and the reviewed case.

10. Discuss your findings with the actors of the case under review to facilitate a collective development

FINAL PHASE: Reporting and learning

11. Report the experience

The results of the field peer review could be reported in different ways depending on their informative purpose. For example, **short videos** produced using a smartphone, highlighting key aspects of the innovation process and the role of the advisors in facilitating it, could be highly functional to deliver messages to other advisors and/or actors in other innovation programmes/projects, besides being easy to realise by peers (and not too time-consuming).
The **report** is the main format used in i2connect

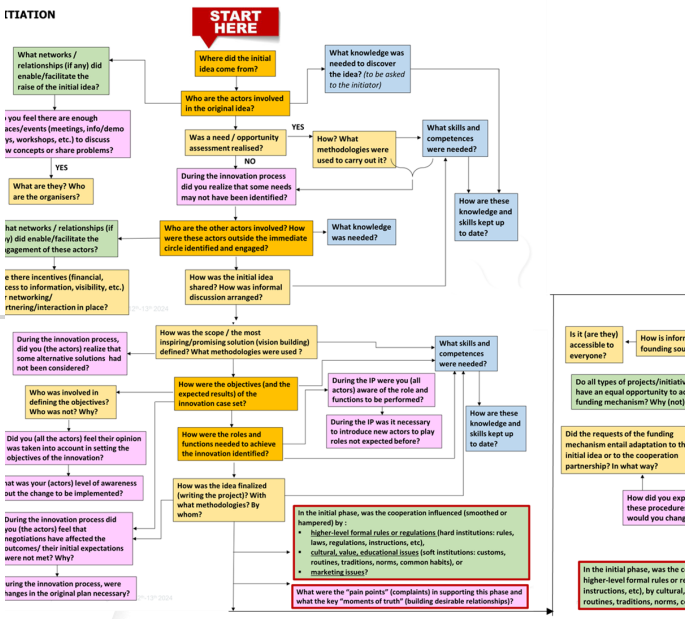
i2connect
INTERACTIVE INNOVATION

Question flow & guided reflection tool

The **pink questions** aim to understand the *perceptions of the actors* involved in the case under review about the innovation support functions that have been performed. Therefore, they help to assess *whether the innovation support functions have been effective*.

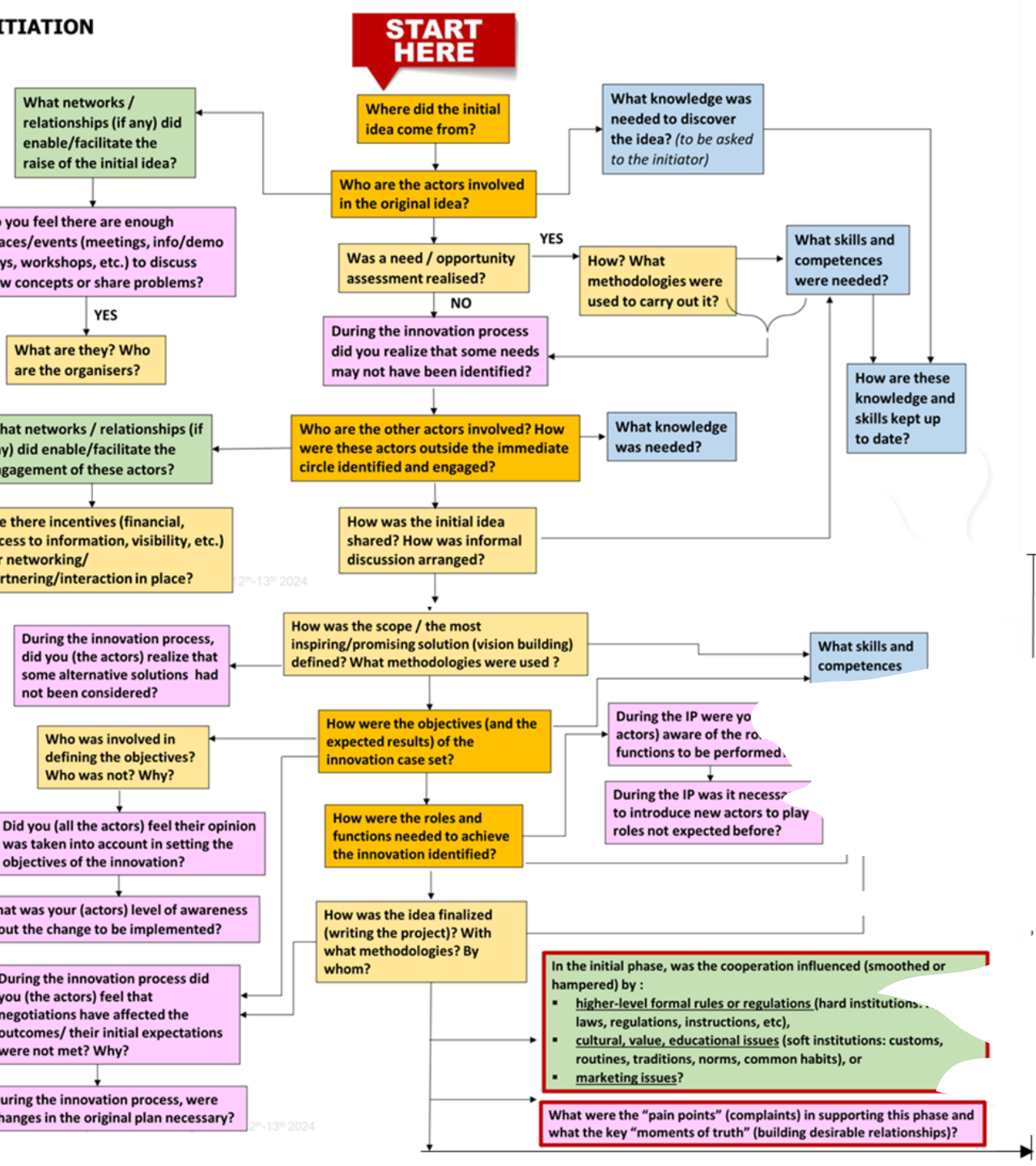
The **green questions** focus on the *drivers* and *inhibitors* from the external environment

The **red circled questions** are the ones that conclude each phase



The **yellow** and **orange questions** aim to investigate which *interactive innovation support functions* have been performed in the reviewed case and by whom. Orange questions can be asked through a preliminary interview, even remotely, with a contact person from the case under review. This will help save time during the peer review and allow you to get the big picture before going into the field (thus, also figuring out who are the right actors to interview on the field

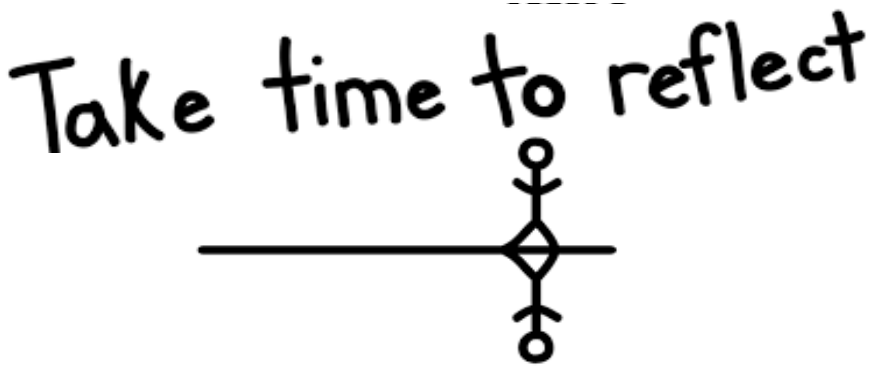
The **blue questions** aim to investigate what *competences* and *skills* are needed to support innovation processes



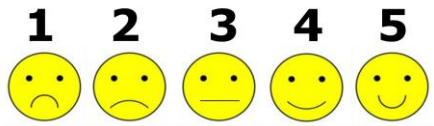
Question flow & guided reflection tool

Initialization phase

COLLECTIVE ASSESSEMENT on INITIAL PHASE



...on what happened during this phase of the innovation process and provide a judgment ...



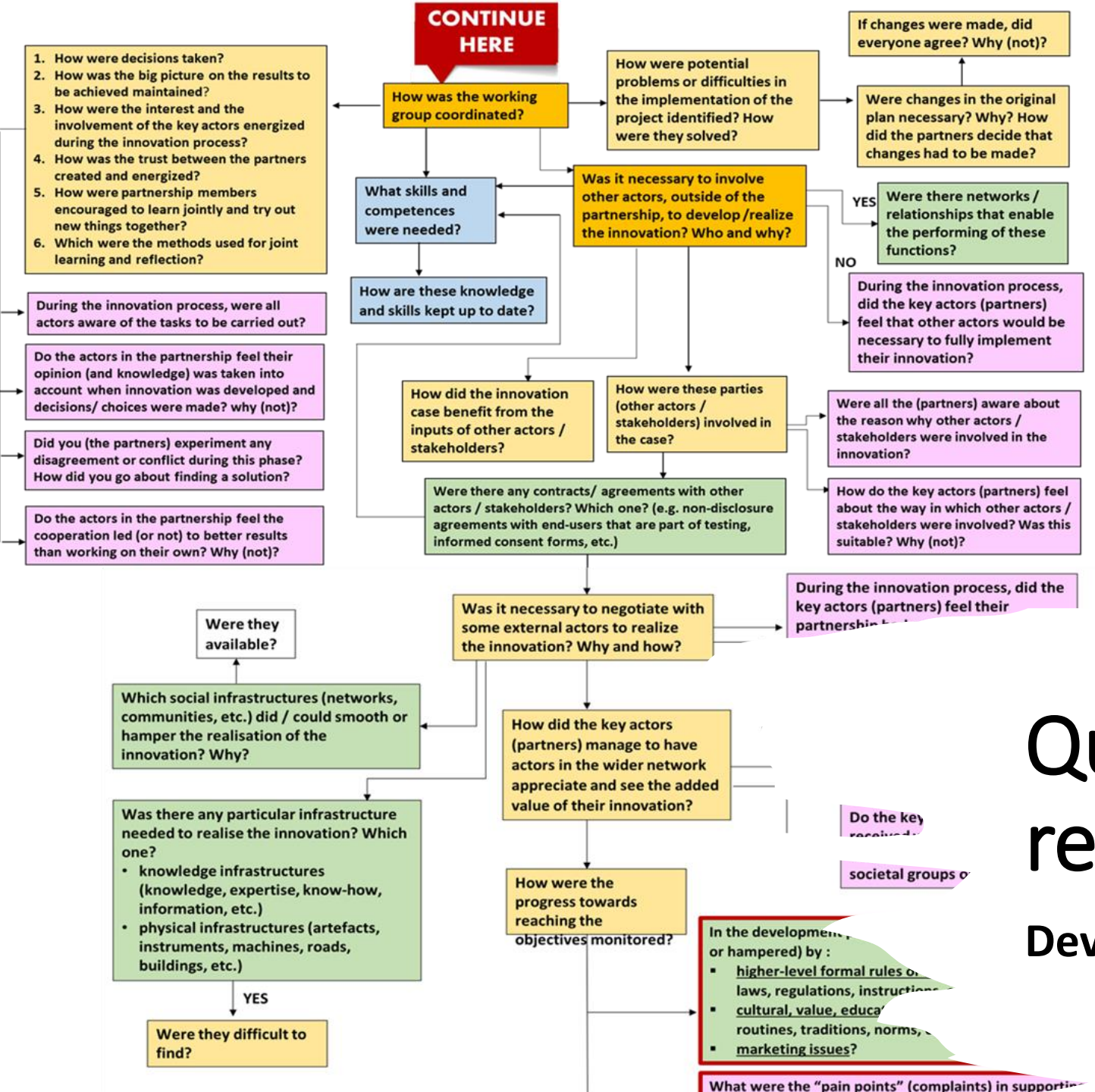
1 = Not at all
2 = A little (not sufficient)
3 = Quite enough (sufficient)
4 = To a good extent
5 = Excellently

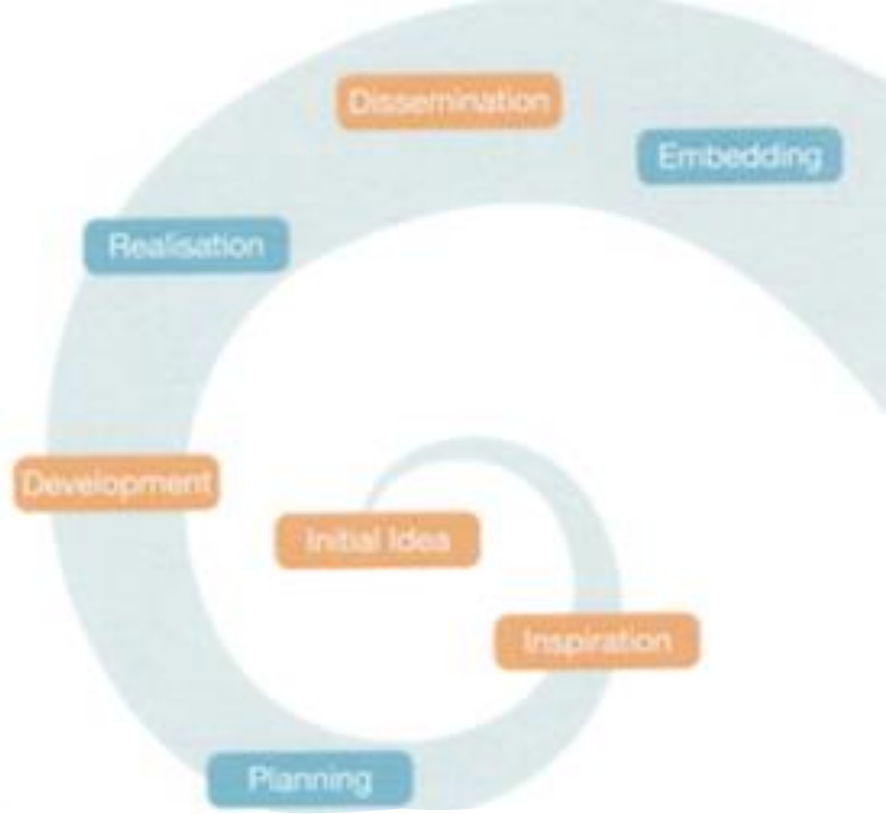
- Did advisors hold adequate knowledge and skills? Why (not)?

Were the following support functions played during the initial phase of the innovation process? Why (not)?

- need/opportunity assessment
- organisation of initial contacts with people from outside the immediate circle
- identification of key actors
- identification of roles and functions
- finalisation of the idea
- identification of the objectives of the innovation case
- identification of the sources of funding

- To what degree were support functions effective? Why (not)?
- Was the addressed problem/opportunity compelling for the different types of actors? Why (not)?
- Was the addressed solution the most suitable one for the different types of actors? Why (not)?
- Was the opinion of all the actors taken into account in setting the objectives of the innovation? Why (not)?
- Were all key roles identified? Why (not)?
- Were all actors aware of the role and functions to be performed? Why (not)?
- Were initial expectations of all the actors met? Why (not)?

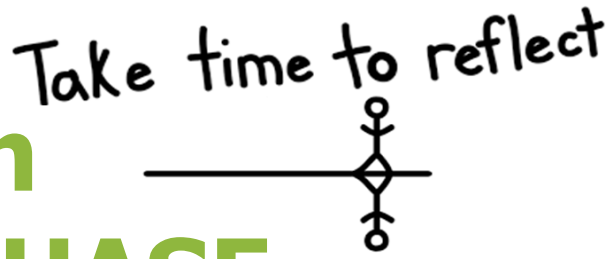




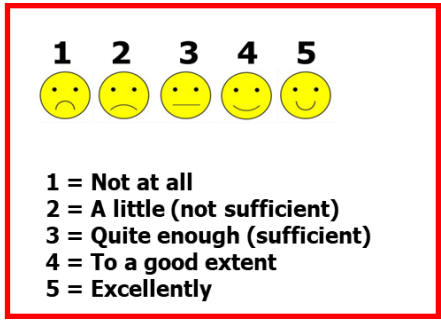
Question flow & guided reflection tool

Development phase

COLLECTIVE ASSESSEMENT on DEVELOPMENT PHASE



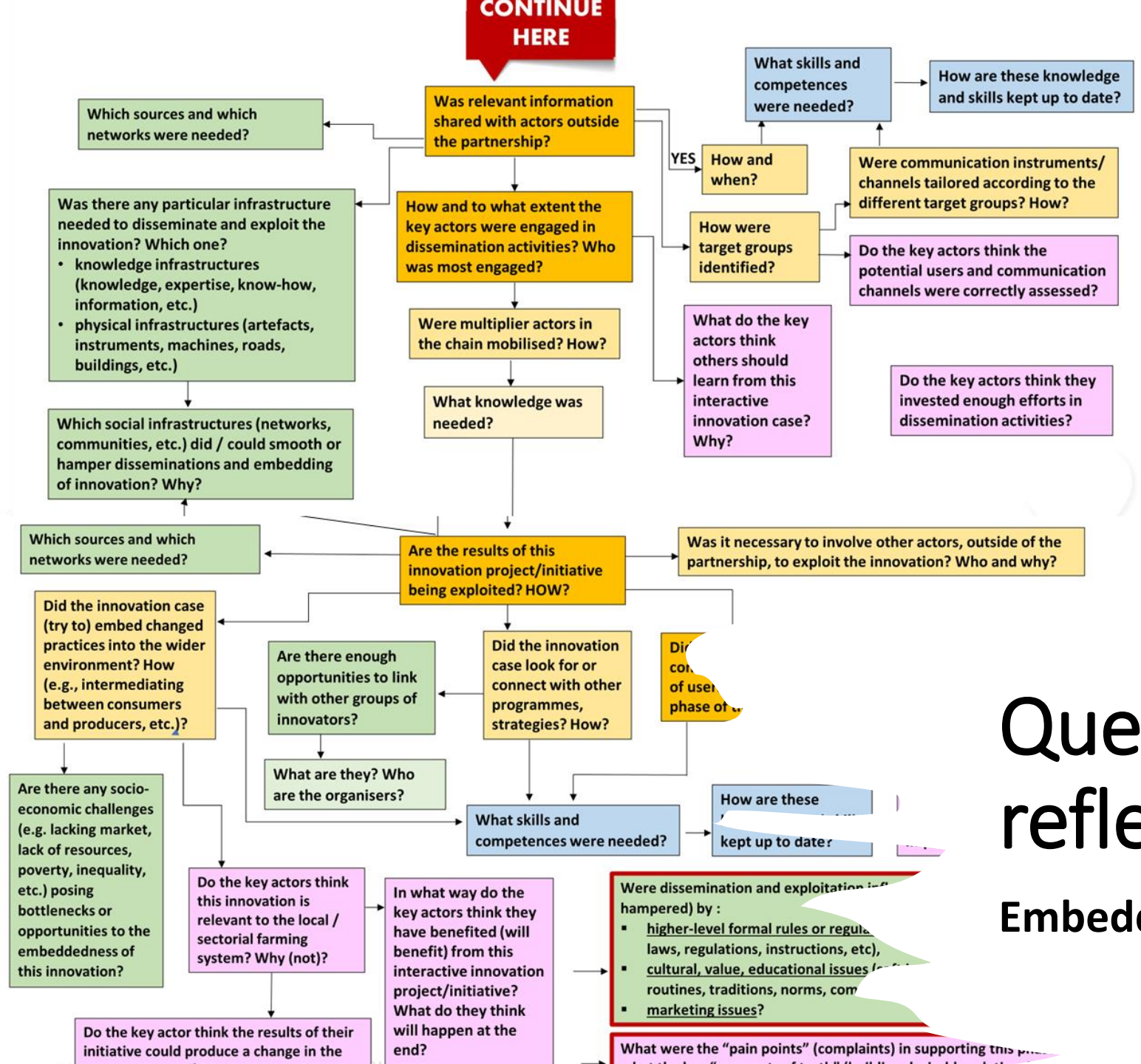
...on what happened during this phase of the innovation process and provide a judgment ...

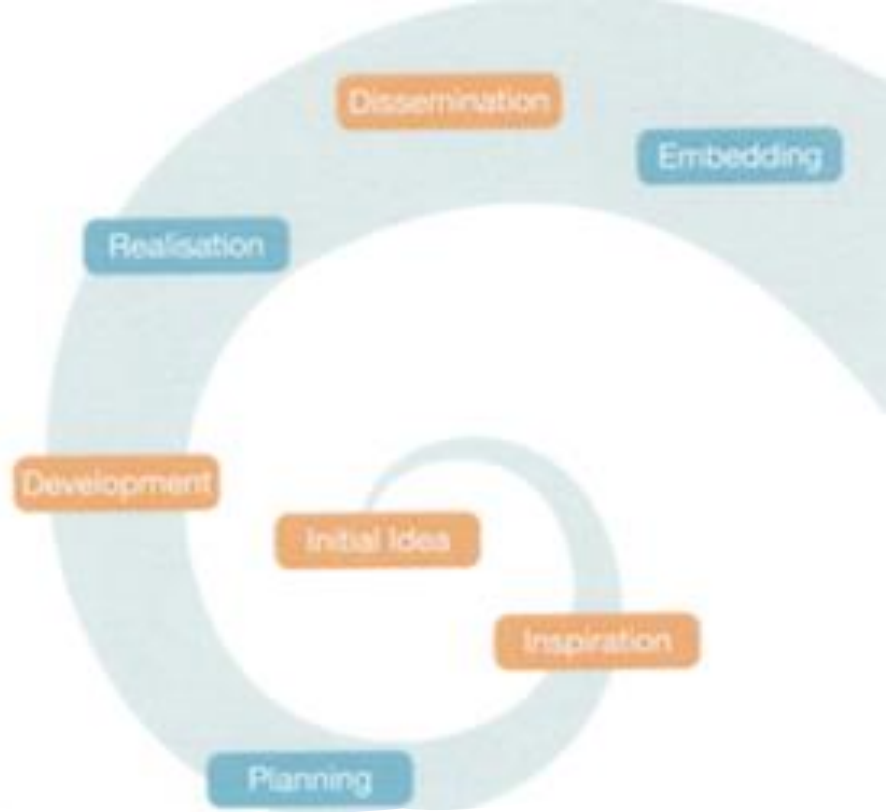


Were the following support functions played during the development phase of the innovation process? Why (not)?

- assignment of tasks
- create trust
- energize the interest and the involvement of the key actors during the innovation process
- enabling cooperation (encourage actors to learn jointly and try out new things together)
- coordinate the working group
- solve disagreement or conflict
- identify problems and find through a solution
- identification of relevant parties/ stakeholders
- involvement of relevant parties/ stakeholders in the co-innovation process
- negotiation with some external actors
- facilitate and energize the 'bigger' network

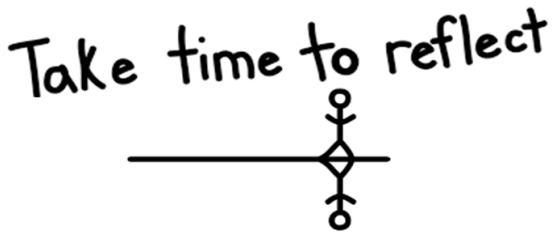
- Did advisors hold adequate knowledge and skills? Why (not)?
- To what degree were support functions effective? Why (not)?
- Were all actors aware of the tasks to be carried out? Why (not)?
- Did the decision-making process take into account the opinions of all actors? Why (not)?
- Were the expectations of the different actors on the cooperative approach met? Why (not)?
- Were other actors needed to fully implement their innovation? Why (not)?
- Had the partnership acquired a good position in the field of power relationships? Why (not)?
- Were other actors / stakeholders enough (in a suitable way) involved? Why (not)?
- Were the planned milestones / objectives achieved? Why (not)?





Question flow & guided reflection tool

Embedding phase



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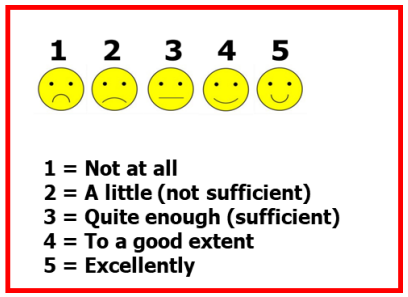


COLLECTIVE ASSESSEMENT on EMBEDDING PHASE

- Did advisors hold adequate knowledge and skills? Why (not)?

Were the following support functions played during the embedding phase of the innovation process? Why (not)?

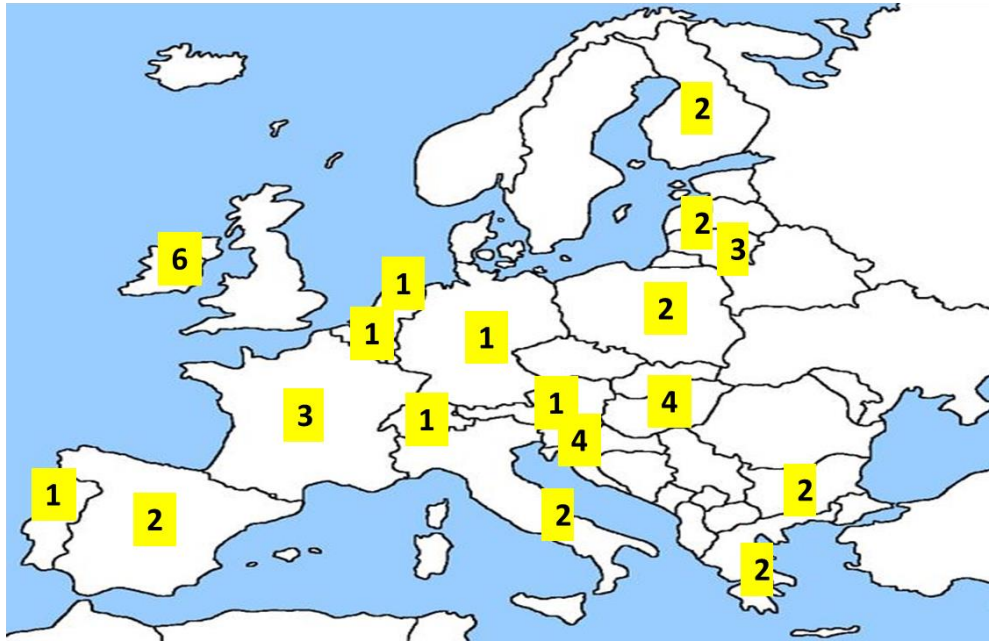
- Identification of target groups
- sharing relevant information with the broader environment
- mobilisation of multiplier actors
- intermediation functions between consumers and producers, or between multiple network partners, etc.
- connecting with other programmes, strategies

- Were support functions provided through adequate methods? Why (not)?

- To what degree were support functions effective? Why (not)?
- Were key actors engaged in dissemination activities? Why (not)?
- Were potential users and communication channels correctly assessed? Why (not)?
- Were efforts in dissemination activities adequate? Why (not)?
- Are the results interesting for other actors and ready to use? Why (not)?
- Are the results of this innovation project/initiative being sufficiently exploited? Why (not)?
- Is the long-run sustainability of the project looked for? Why (not)?

Numbers & Results

40 Field Peer2peer reviews
10 Online Peer2peer reviews
120 Participants



- New training methodology developed (based on progress of the reviews) and ready to put in practice
- On-line tool under construction
- Further exploration of ISS functions and competencies
- Good practices of Interactive innovation

"Advisors need training that goes beyond technical subjects to include skills like communication, facilitation, and networking – essential or their role as innovation brokers. Training on just technical topics is insufficient for developing these critical skills. However, transitioning from this model has been difficult"

Organizing Peer2Peer Reviews under the CAP: Tips & implications

Widen the scope of training: Regional/ National
International (language issue to be dealt): CAPs ca support Xcountry cintacts

Select peers that have:

- ✓ experience with similar innovation,
- ✓ knowledge of specific branch,
- ✓ complementarity to the other reviewers,
- ✓ living not too far away from the practical case under review.

Type of interevention:

- **Training** of advisors: cost of organization/realization
- CAP **Network** (TA) or **TA**

All peer should be **well-informed** to conduct the peer2peer review

Use of the **Question flow & guided reflection tool**: ready-to-be-put-in-practice

Engaging **skilled trainers** as observers: i2connect partners/trainers of trainees are available

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Proudly say

Thank you

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