

modern AKIS

Together for Systems' Innovation

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Modernisation of Agriculture through more efficient and effective Agricultural Knowledge and Innovation Systems

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HORIZON Coordination and Support Actions

Deliverable 3.2
Online Modules 4-6

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DEC	Websites, patent fillings, videos, etc.	☐			
OTHER		☐			

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1. Executive Summary

The overall objective of this work package is to build the capacity of AKIS Coordinating Bodies and other AKIS actors to understand, analyze, transform, monitor and evaluate their AKIS. Particular attention will be paid to building capacity for effective networking, enhancement of knowledge flows and AKIS governance activities.

Sub-objectives of this work package are:

- Create better-informed and engaged actors by facilitating, through capacity building, a thorough understanding of
- AKIS concepts among the AKIS coordination bodies and other AKIS actors (T3.1).
- Build capacities and enable innovative intervention, coordination and governance solutions to accelerate the transition to a more sustainable management and use of natural resources in farming and forestry (T3.2).
- Build understanding and competences to apply appropriate frameworks, methods and tools to improve knowledge flow and network governance as well as assessment and evaluation of MS's AKIS at national and/or regional level (T3.3).

WP3 is designed to enable AKIS actors in each MS to develop system thinking and equip them with the tools and capacities to collectively understand, analyse, benchmark and monitor & evaluate their AKIS, as well as their role(s) and agencies therein. This work package will also provide MSs with the tools and skills to develop implementation plans to transform and optimize their AKIS in terms of targeted coordination and governance. Over the lifetime of the project and following the evolving trajectory and life cycle of the AKIS networks, capacity building will be offered in a range of appropriate analogue and digital formats and in recursive loops between needs assessments, new knowledge identification and demand formulations (WP 2 and WP4).

We have developed a Capacity building framework which has been designed to achieve the learning objectives listed above.

- Development of 6 Online Modules (D3.1, D3.2)
- Development of an AKIS Toolkit and associated Learning Materials (D3.3. D3.4)
- Train the Trainer Capacity Building Events (D3.5, D3.6)
- Delivery of in-country workshops (D3.7, D3.8)

As part of this deliverable our team has developed three online modules that will be uploaded the akisconnect.eu online platform.

Appendix 1 contains the contents for Modules 4 - 6 along with supporting notes.

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2. Introduction

The objective of this deliverable is to build the capacity of AKIS Coordination Bodies and key actors of change in relation to

- Governance in the AKIS
- Organization, coordination of AKIS actors and to align and connect infrastructures
- Monitoring and evaluating the AKIS and their strengthening strategies

A series of three modules have been developed to support the achievement of these objectives. The target audiences for these modules have been divided into two main categories.

- Key actors of change: National AKIS coordination body members, members of the modernAKIS Community of Practice as well as key actors in the AKIS
- Trainers: Trainers with already (good) training skills in interactive trainings, coming from different European countries

3. Online Modules

Three detailed modules have been developed as part of D3.2. Each module has been co-created by our multidisciplinary team which consists of practitioners and researchers from a broad range of perspectives.

The project team have decided to further develop each module into a fully interactive online module.

3.1. Development methodology

Each module was co-designed by a team of subject matter experts and practitioners. This combination of actors ensures that modules are technically correct while being accessible to a broad audience of actors. Module 4 was developed in collaboration with the EU ATTRACTISS project which aims to empower innovation support services as a pathway for a more sustainable agriculture & forestry sector.

3.2. Creating an enhanced learning experience

WP3 has contracted a specialist Instructional Design company, The Learning Rooms, to develop each module into an interactive experience using Articulate Rise. The Learning Rooms is a digital learning services company that designs, develops and delivers technology-based training solutions to help organisations, and their people improve performance. They are experienced in developing highly effective eLearning and performance support solutions to deliver valuable skills and awareness training through meaningful, engaging, and motivating learning experiences.

The Articulate Rise format ensures that each module is fully responsive (mobile friendly) which means that it can be consumed by learners on all mobile devices. Each module has been limited to a maximum 30 minutes to complete.

In this task we have adapted the ADDIE (Analyse, Design, Develop, Implement and Evaluate) instructional design model as a framework for building the AKIS Online Modules. The key stages are outlined below.

The next step in the process of developing an eLearning version of Modules 4 to 6 is to add animation, video and voiceover. This will create a much richer learning experience for learners. Each module will then be translated into 24 different languages.

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3.3. Instructional Design

As part of the development of the online modules we adopted an instructional design approach to content development. Instructional design is the process of writing and designing learning content from an educational context that is far more engaging that traditional approaches.

As part of the development of the online modules we have also employed the use of Learning experience design, which is a human centred approach to designing simulations and interactive scenario based learning. The approach focuses on both content (instructional approach) and user experience (UX). We have followed principles and practices that ensure the learning journey is enjoyable, engaging, relevant, and informative for learners.

3.4. Module Translation

Once the English version of each module is completed the next step in the process is to translate the module into 23 languages. This is achieved by:

- Exporting a .xlf file from the articulate eLearning platform.
- The .xlf file is imported into an automatic translation software called Deeple.
- The Deeple software is instructed to translate the English .xlf file to 23 languages. (This part of the process was managed by LFI
- The translated .xlf file is then sent to modernAKIS project partners for validation.
- Each project partner reviewed the .xlf in their respective language and edits where necessary.
- The validated .xlf file is returned to The Learning Rooms and imported into the Articulate Platform.
- The Learning Rooms completes a localisation process on each version of the eLearning modules.

Appendix 2 shows the tutorial that was developed by LFI and provided to modernAKIS partners to enable them to validate translation files.

3.5. Voiceover

Once the translation process is completed, the voiceover for each language is recorded. Project partners are asked to select from a number of voiceover artists to ensure the most appropriate dialect and tone is used. The voiceover is recorded in the respective language and imported into the Articulate platform. The final draft of the eLearning module is then sent to the respective project partner for signoff.

3.6. Module dissemination and hosting

All modules will be made freely available on the akisconnected.eu platform and will be translated into the 24 official EU languages. Each module contains knowledge checks (mini quizzes) throughout the learning journey.

The titles of the three modules are:

- Module 4 - Supporting interactive innovation and
- Module 5 - Achieving a well-functioning AKIS
- Module 6 - Monitoring and evaluating the AKIS and their strengthening strategies

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4. Conclusion

The content for modules 4-6 has been successfully developed and will now be transformed into a rich learning experience for learners across Europe. Modules will be promoted via WP5 across social media and with the modernAKIS network.

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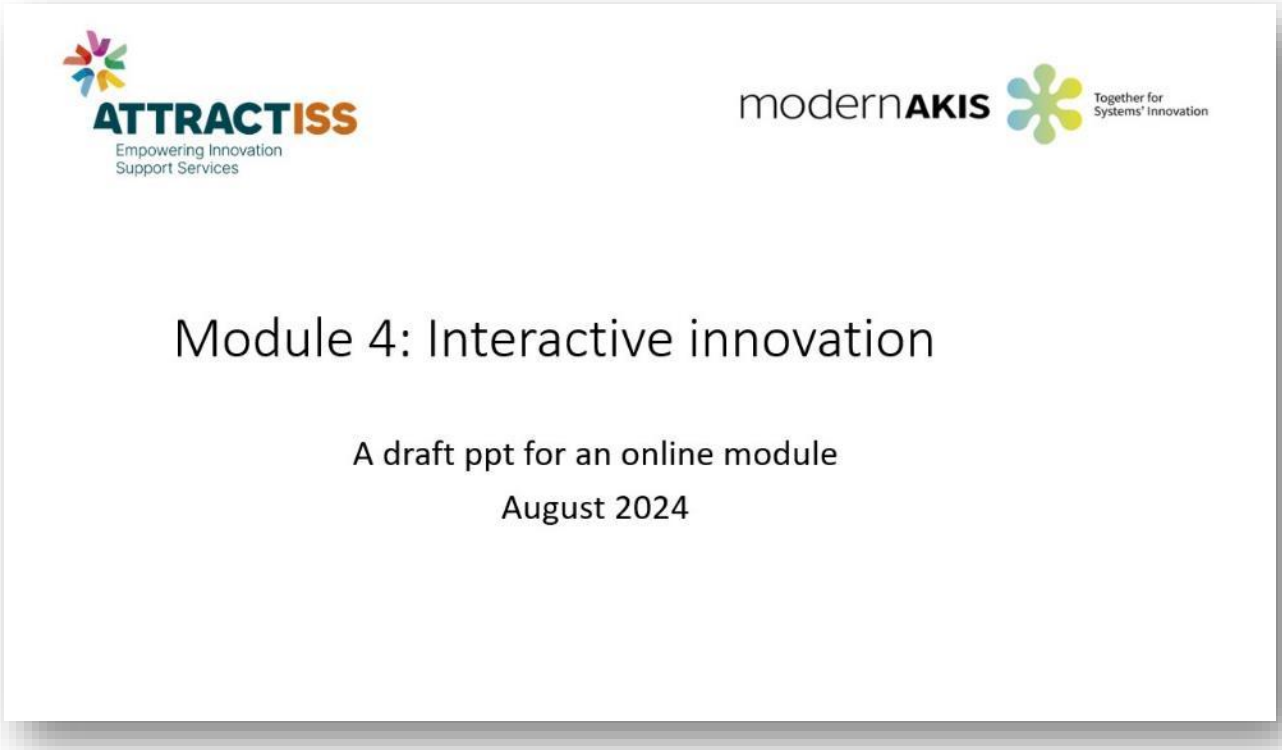
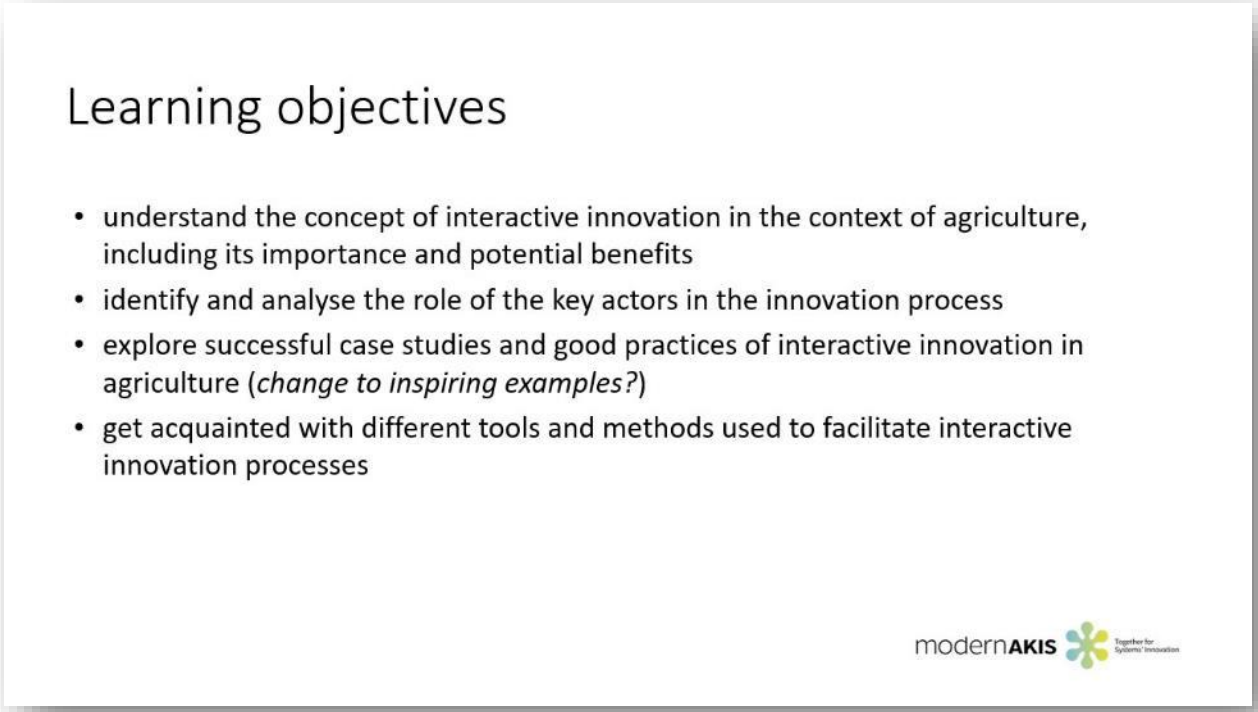
Appendix 1: Modules

4.1. Module 4 – Interactive Innovation





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Innovation?

EIP-Agri: Innovation is often described as a new idea that turns out to be successful in practice

- Innovation can be technological, but also organisational or social.
- Innovation can be based on new, but also traditional practices in new geographical or environmental conditions.
- A new idea can be a new product, practice, service, production process or way of organizing, etc. Does a new idea become an innovation only if it is widely adopted and proves its usefulness in practice?

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Innovation as a result

Innovations or improvements in products, services, technologies, or processes that are directly or indirectly aimed at achieving **additional added value (better income, comfort, workplace safety, job satisfaction, etc.)**.

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Innovation as a process

Innovation is a **dynamic and iterative process** that emerges from a **network of actors** where **interactive learning** takes place around a **common concern or impulse of change**.

An innovation process is an iterative cycle or a line with several loops that repeat and adjust over time.

Why is innovation important?

Innovation on your farm is necessary to survive.
There is no doubt that the world is changing, and we need to know how to move forward and stay ahead of the future.

Knowledge and innovation have a key role to play in helping farmers and rural communities meet challenges of today and tomorrow.

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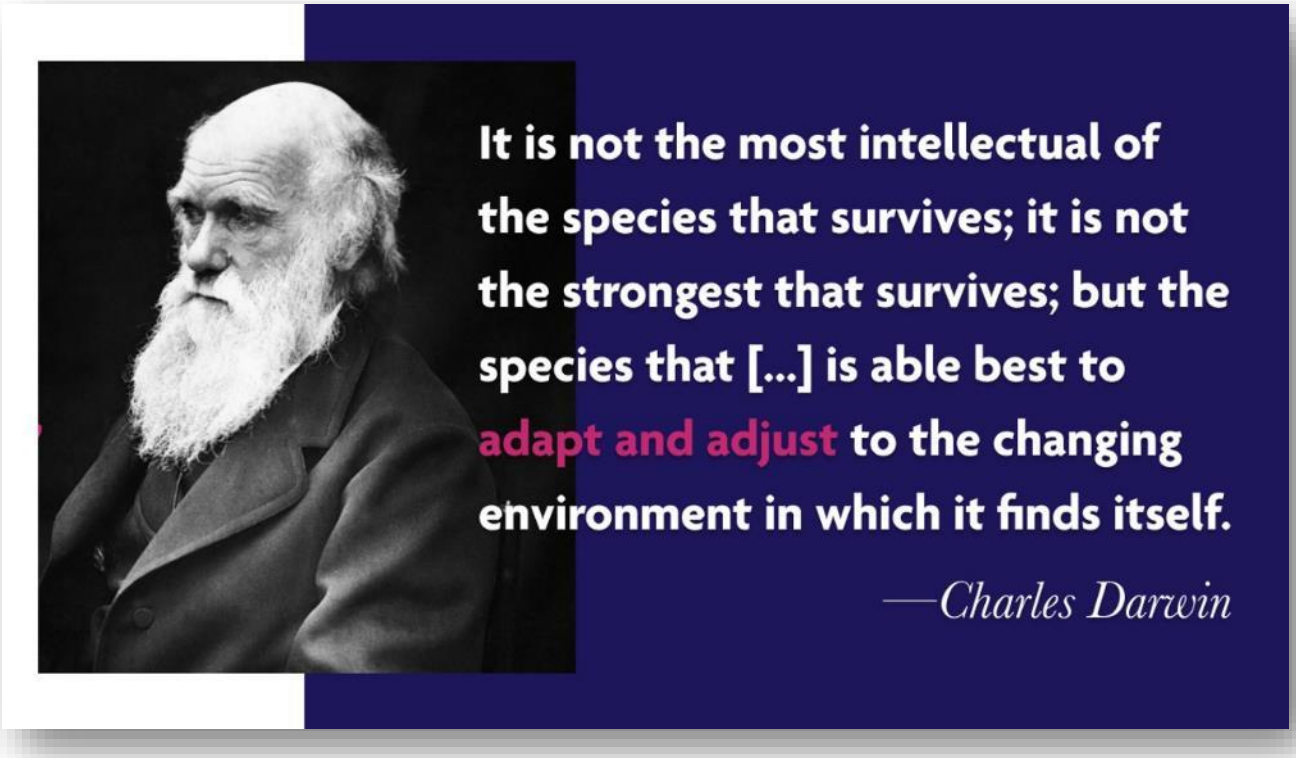
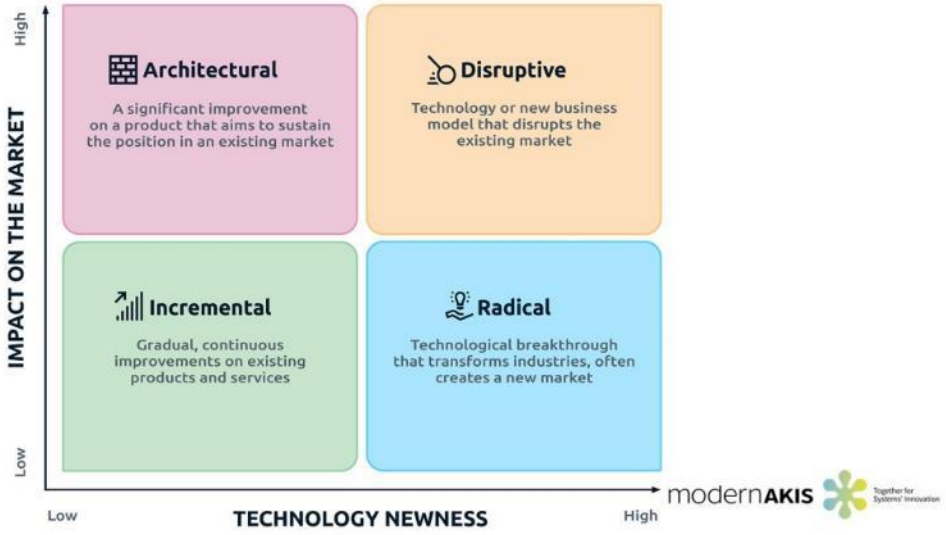


Four types of innovation



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Interactive innovation?

An interactive innovation process is a process in which actors with complementary knowledge (practical, entrepreneurial, scientific) and resources (man power, skills, assets, contacts) work together for developing solutions to specific challenges, make them ready to put into practice and disseminate results to a wider audience,

In an interactive innovation process the outcome is the result of cooperation and co-creation among a variety of actors (farmers, input industries, researchers, advisors, government officials, civil society organisations, etc.), the sharing of knowledge and resources and effective intermediation between actors along the value chain.

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Variety of dynamics

In the interactive approach, innovation is the result of a variety of dynamics (networking, joint learning, negotiation, mobilisation of resources) in which knowledge can flow from different sources and may emerge outside the formal learning world in a bottom-up process.

Interactive innovation process

- ≠ technology transfer (solution is transferred from a source to an end user)
- ≠ production process (the product to be delivered has been specified by the end user)

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Multi-actor approach

Involves all the relevant actors along the entire project:

- Participation in the planning of work and experiments
- Execution of work and experiments
- Dissemination of results
- Possible demonstration phase

Relevant actors from different backgrounds (researchers, farmers/farmer groups, advisors, entrepreneurs, educators, government workers, NGO representatives, etc.) explore a complex problem together.
This requires the group to combine and produce existing and new knowledge, practices and resources, to find a solution that is ready to be implemented.

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Wrapping up our understanding: What is "Interactive innovation"?

i2connect INTERACTIVE INNOVATION

What an "interactive innovation Case" IS and IS NOT

An interactive innovation case IS :	An interactive innovation case IS NOT:
The joint outcome of a variety of actors such as farmers/foresters, researchers, advisors, NGOs, businesses	The outcome of only one actor/actor group effort. e.g. researchers
The collaborative outcome over a period of time	The outcome of a one time event. e.g. demonstration or field day
Working together to identify and achieve an end result that is collaboratively agreed on	Consultation with others only at the very end (e.g. during a promotion event)
Using the diverse knowledge, experience and skills of the partners to find the solution	One partner simply persuading the others to accept and implement his/her idea; just giving partners a chance to speak but not using their knowledge
"An advisor" has multiple roles in the process	"An advisor" is engaged only in knowledge transfer and dissemination

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Innovation process: spiral



Initiatives evolve through different phases, each with different actors and activities.

Phase	Actors	Activities
Initial Idea	Pioneers	Looking outside the box
Inspiration	Supporters	Mobilising a warm network
Planning	Managers Financers	Negotiating space for experimentation
Development	Experts Suppliers	Trying new practices
Realisation	Stakeholders	Acquiring position to put the innovation into practice
Dissemination	Users	Sharing experience with those who could benefit
Embedding	Managers Gatekeepers	Improving conditions that enable it to become a common practice

Initiatives do not always evolve through these phases in this order. People regularly step back within the spiral, and some phases are passed through more than once.

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Enabling environment, supporting interactive innovation

An enabling environment for what?

i2connect INTERACTIVE INNOVATION

Key characteristics of an interactive innovation process

Addresses a real challenge
Takes up real problems faced by farmers/foresters to which there is no simple solution.



Multi-actor based
Brings together diverse people from various sectors (e.g. advisors, researchers, farmers/foresters, NGOs, private companies)

Collaborative
Requires frequent interactions among the partners throughout the process where members actively share their knowledge, skills and expertise

Shares power and responsibility
Requires sharing of power and responsibility in recognition of the different areas of expertise

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AgriLink conceptual framework: How does a farmer make the decision to innovate?



https://www.youtube.com/watch?v=qjQx2nNeM8o

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Innovation support

- Farmers can not be expert in all the areas required for running an interactive innovation process
- They could benefit from support throughout the innovation process, including decision-making and keeping the process going

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Innovation Support Services (ISS)

- New CAP Regulation (EU) 2021/2115: requires EU Member States to provide support for innovation, in particular for the preparation and implementation of EIP-Agri operational Groups
- Term 'innovation support services' is new in the CAP framework, and no clear definition

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Innovation Support Services (ISS)

Literature:

- "innovation brokers", "free actors", "hybrid actors", "facilitators", "boundary spanners"
- "An immaterial and intangible service that involves one or several providers and one or several beneficiaries in activities in which they interact to address a more or less explicit demand emerging from a problematic situation and formulated by the beneficiaries and to co-produce the services aimed at solving the problem."

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Innovation Support Services (ISS)

Literature:

- "Services that make innovation happen by fostering interactions and constructing knowledge"
- 7 functions:
  1. Awareness raising and knowledge dissemination
  2. Advisory, consulting and backstopping
  3. Demand articulation
  4. Networking facilitation and brokering
  5. Capacity building of innovation actors
  6. Enhancing/supporting access to (financial) resources
  7. Institutional support for niche innovations and scaling mechanisms solution

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Awareness-raising and knowledge dissemination	
What?	Informing farmers and other actors about a topic or issue with the intention of influencing their behaviour. Dissemination of scientific knowledge, or technical information for farmers.
Examples of activities	• Dissemination of information via website, brochures, magazines, webinars, etc. • Organisation of exchange visits • Organisation of demonstration activities
Needed skills	• Communication skills • Content knowledge • Utilising professional network

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Advisory, consultancy and backstopping	
What?	Targeted, supportive activities aimed at solving complex problems (e.g., a new farming system), based on demands of actors and the co-construction of solutions.
Examples of activities	• Articulation of needs to provide a more targeted support • Data and information gathering • Design of tailored advisory packages • Support to find specialised advice • Organisation of backstopping pools (research/advisory/SMEs/etc.) to find a solution to a complex problem
Needed skills	• Reliability • Content knowledge • Understanding the political, economic and social context • Understanding the innovation process, including utilising the tools related to the process • Being able to keep energy and enthusiasm in the group, to activate and mobilise people • Utilising professional network • Lifelong learning attitude

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Demand articulation	
What?	Services targeted to help actors to express clear demands to other actors (research, service providers, etc.). This is targeted support to enhance the innovator's ability to express his/her needs to other relevant actors.
Examples of activities	• Needs analysis • Strategy and vision development • Building bridges with users and intermediary organisations to make the need concrete, defining its contents, specificities and costs
Needed skills	• Empathy, trustworthiness, active listening • Understanding the political, economic and social context • Know and use methods for information gathering and analysis

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Networking facilitation and brokerage	
What?	Provision of services to help organise or strengthen networks, to improve the relationships between actors and to align services in order to be able to complement each other (the right service at the right time and place).
Examples of activities	• Partner identification and aggregation • Facilitation and conflict management • Building bridges with other actors and potential users • Brokerage along the production chain
Needed skills	• Communication skills • Empathy, trustworthiness • Understanding the political, economic and social context • Being able to identify relevant actors • Content knowledge • Being able to keep energy and enthusiasm in the group, to activate and mobilise people • Utilising professional network

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Capacity building	
What?	Provision of services aimed at increasing innovation actors' capacities at the individual, collective and/or organisational level.
Examples of activities	• Face-to-face/online individual training • Peer-to-peer facilitation and coaching • Experiential learning (learning by doing)
Needed skills	• Content knowledge • Organisational skills • Know and use educational methods and learning approaches

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Enhancing/supporting access to resources	
What?	Provision of services for innovators aimed at enhancing the acquisition of resources to support the process. This could be facilitating access to inputs (seeds, fertilizers etc.), facilities and equipment (technological platforms, labs etc.), and funding (credit, subsidies, grants, loans, etc.).
Examples of activities	• Facilitating access to facilities and equipment (technological platforms, laboratories, etc.) • Facilitating access to inputs (seeds, fertilizers, etc.) • Facilitating access to funding (credit, subsidies, grants, loans, etc.) • Application preparation and submission (Operational Groups, Horizon-EU, etc.) • Project management
Needed skills	• Collecting funds • Managing resources • Writing project proposals • Utilising professional network

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Institutional support for niche innovation and scaling mechanisms stimulation	
What?	Provision of institutional support for niche innovation (incubators, experimental infrastructures etc.) and for scaling out and scaling up the innovation process. This refers to support for the design and enforcement of norms, rules, funding mechanisms, taxes, subsidies, etc. that facilitate the innovation process or the diffusion of innovation.
Examples of activities	• Negotiation with authorities to create 'protect' space for experiments • Provision of incubators and experimental infrastructures • Support for the design and enforcement of norms, rules, funding mechanisms, etc. that facilitate the diffusion of innovation • Exploitation strategy and action plan design and implementation • Supporting intellectual property (patents) and patent authorisation processes • Negotiation with people affected by the innovation
Needed skills	• Understanding the political, economic and social context • Understanding the innovation process • Being able to recognise patterns in an innovation process • Mediation • Relationship building • Utilising professional network

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Tools and methods for interactive innovation support

i2connect tools: network management during the innovation process

Business model canvas
Innovation contest
Inspiration bus trip: https://www.youtube.com/watch?v=3ii3kouAdls
...

Reference to the AKISConnect.eu toolbox
(will be ready in Autumn 2024)

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Inspiring examples

- i2connect practical interactive innovation cases: https://i2connect-h2020.eu/practical-interactive-innovation-cases/
- https://www.youtube.com/watch?v=sb4uK8ofcms&t=82s
- https://www.youtube.com/watch?v=Q4rgJ5N4T74

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Module 5:
Achieving a well-functioning AKIS

A draft ppt for an online module

August 2024, UHOH team

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Learning outcomes – overall module

Participants …

- ❑ Know the key characteristics of a well-functioning AKIS
- ❑ understand the roles of a coordinating body (CB) for AKIS' governance
- ❑ Know how CBs and key actors of change can act and fulfil their roles within the AKIS

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Overview of sessions

1. What makes a "well-functioning" AKIS?
2. Governance models & mechanisms in various AKIS' settings
3. Role and tasks of coordinating bodies in the AKIS
4. Capacities to intervene as key actor of change and CB in order to strengthen the use of AKIS

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Session 1:
What makes a "well-functioning" AKIS?

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Current state – justification for action (= introduction slide)

- New combinations of knowledge and actors drive innovation. Therefore, we need to make efforts to interconnect people with different expertise, knowledge and competencies who together are able to solve the challenges we face.
- National AKIS actors are not sufficiently interconnected (EU 2021,6)
- The current performance of the AKIS varies greatly from one Member State to another
- Each member State needs to strengthen its AKIS and organise it in a structured way to ensure regular and broad knowledge flows and to foster innovation processes.
- It is expected that this will lead to more competent and qualitative advisors working in synergy, increase their interaction with and within innovation projects and improve the communication of project results, making them widely used and saving costs.

Tool 8.1 Tool for the CAP Cross-Cutting Objective (CCO), Annexe II

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Why do we need a well-functioning AKIS?

Annex II. Why do we need well-functioning AKIS?

Knowledge and innovation have a key role to play in helping farmers and rural communities meet the challenges of today and tomorrow. New combinations of knowledge and actors drive innovation. Therefore, we need to do efforts to interconnect people with different expertise, knowledge and competences who together are able to solve the challenges we face.
The **national AKIS actors are however not sufficiently interconnected**. Even if there is already a substantial amount of knowledge available, this knowledge is mostly fragmented and insufficiently known and applied in practice. That is why a more strategic approach is needed to break down the silos, to look for synergies and more intensive knowledge exchange among actors.
The Foresight study of the SWG SCAR AKIS 3rd mandate revealed that **open and impartial knowledge sources (people as well as data) are essential to combat the privatisation of knowledge** by an ever smaller number of multinational interlinked companies.

In short, well-functioning AKIS will help speed up innovation throughout the EU, **avoid duplication of efforts between Member States and thus save costs.** They will increase considerably the impact of EU and national/regional research & innovation funding. Overall, the CAP post 2020, supporting better AKIS approaches in Member States, will result in **EU added value and more cross-border spill-overs of knowledge and innovation.**[51]

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What makes a well-functioning AKIS?

Five main dimensions influence the functioning of an AKIS:

1. Actor diversity and constellations of knowledge infrastructures,
2. The configuration of AKIS supporting policies, regulations and funds allocated to AKIS intervention
3. The presence and the types of coordination mechanisms that facilitate collaboration, decision-making, and resource allocation
4. The degree of interactions among the diverse actors to facilitate knowledge sharing, innovation, and partnership and
5. The strength of advisory services

Birke et al. 2023

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Well-functioning AKIS – dimension 1

Actor diversity and constellations of knowledge infrastructures

- ❑ the presence of a **variety of actors** such as research centers, education institutions, advisory service providers, farmers and industry
- ❑ Actors and organisations must be capable and actively contribute to knowledge generation, dissemination and utilization;
- ❑ infrastructures available to facilitate the generation, exchange, and use of knowledge

Birke et al. 2023

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Well-functioning AKIS – dimension 2

The configuration of AKIS supporting policies, regulations and funds allocated to AKIS

- ❑ Favourable policy environment and regulatory framework that shape the structure and operation of AKIS.
- ❑ Supportive policies, regulations, and incentives foster collaboration, innovation, and knowledge transfer within AKIS.
- ❑ Adequate funding and financial resources to function effectively (for research, innovation projects, extension services, and capacity building)
- ❑ AKIS supportive polices to promote agricultural knowledge and innovation processes, to stimulate agricultural productivity growth and sustainable resource use.

Birke et al. 2023

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Well-functioning AKIS – dimension 3

The presence and the types of coordination mechanisms that facilitate collaboration, decision-making, and resource allocation

- ❑ AKIS requires effective coordination mechanisms to facilitate collaboration, decision-making, and resource allocation.
- ❑ By fostering cooperation, these mechanisms enable knowledge exchange between actors and encourage actors to perceive themselves as being part of a larger system thereby aligning diverse perspectives, experiences and knowledge (Klerkx et al., 2012).
- ❑ The presence of coordination mechanisms such as platforms, working groups, networks or forums that bring together different actors strengthens the knowledge flow and exchange.
- ❑ Favourable policy environment and regulatory framework that shape the structure and operation of AKIS.

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Well-functioning AKIS – dimension 4

The type and degree of linkages and interactions among diverse actors to facilitate knowledge sharing, innovation, and partnership

- ❑ AKIS actors are interconnected to each other by specific forms of interaction.
- ❑ The presence of cooperation and partnerships among AKIS actors facilitates knowledge sharing, and interactive innovation.
- ❑ The types and degree of interactions influence the flow of information, expertise, and resources within AKIS.

Birke et al. 2023

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Well-functioning AKIS – dimension 5

The capacity/strength advisory service providers

- ❑ The advisory service providers play a crucial role in integrating actors in the AKIS.
- ❑ The strength of human resource, back-office and front office are crucial in facilitating knowledge exchange and innovation.

Birke et al. 2023

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Successful AKIS strategies include …

1. Strengthening knowledge flows and links between research and practice, e.g. all advisors, researchers and practitioners meet and collaborate on a regular basis around practical needs/opportunities and the potential solutions for them. → example EIP projects
2. Fostering all farm advisors' knowledge and strengthen their interconnections within the AKIS, thus enforcing systemic links between researchers, practical knowledge (advisors) and practice (farmers, foresters, and their organisations).
3. Enhancing cross-thematic and cross-border interactive innovation → cross-visits
4. Making effective use of information and communication technologies to improve knowledge-sharing → online meetings, establishing (learning) platforms

To achieve this, setting a specific financial envelope for AKIS ("target"/ring-fence a part of CAP funding to knowledge and innovation of about 10%") is necessary

Examples are mentioned in green color

EU 2021, Tool 8.1, p.7

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❑ Example of Gerhard

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Quiz 1

A well-functioning AKIS …

- ☑ Has strong linkages among actors
- ☑ Farmers are reached with necessary services
- ☐ Sporadic exchange among actors takes place
- ☑ Necessary ressources are made available
- ☑ Cooperation and partnership among actors

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Quiz 2

We need a well-functioning AKIS because…

- ☑ Knowledge and innovation can help meet today's challenges
- ☑ There is need to interconnect people with different expertise knowledge and competences
- ☐ we need to conserve knowledge within the country

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Session 2:
Governance models and mechanisms

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Source: UNODC n.y., 9

What is governance?

- The word governance comes from the Greek word "kubernaein" and the Latin verb "gubernare" which means "to steer".
- Governance broadly refers to a behavioural relationship between governors and the governed.
- *"the structures and processes whereby a social organisation – from a family to corporate business to international institution – steers itself, ranging from centralised control to self-regulation"* (see United Nations, 2016, p. iv5).
- *"the process of decision-making and the process by which decisions are implemented or not implemented"* (see UNESCAP, 2009, p.1)
- Governance and government are closely linked: government institutions produce laws and provide public services, whereas governance refers to a wider set of relationships between ordinary citizens and public officials who apply the laws and deliver the services; between different government institutions (sometimes conceptualized as "checks and balances") and private entities involved in policy design and delivery; and between formal and informal institutions.

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Definition of governance

Governance is an abstract and diffuse concept

- Governance represents all forms and mechanisms concerned with the coordination between various social actors, whose actions are interdependent and affect or support each other (Benz et al. 2007). Governance refers not only to activities and operations of governing, steering or coordinating, but also to the nature and ways in which these tasks are performed. That also includes procedural, structural, functional and instrumental aspects of governing. (Barabasch 2010, 225)
- There is need to know the mechanisms that, in complex social systems, serve to coordinate the activities of various institutions and actors, both public and private and located at different levels (transnational, national or regional), which have interdependent relationships (Mayntz 2004)

Source:Martínez-Izquierdo & Torres Sánchez 2022, 5

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What is a governance model? And why does it matter?

- A governance model is a framework that outlines an organization's general leadership accountabilities and describes how leaders and members interact with other parties.
- Each system develops its own governance model that suits their leadership structure and purpose. Several different governance models have emerged over the years, and they serve as standards the organisation can mirror or modify.

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Governance in the context of AKIS – why is it necessary?

Despite the high amount and diversity of actors and organisations…

- ❑ …some knowledge gaps exist (for example with regard to the effectiveness of advisory services for agri-ecological practices) which seem not to be closed even in pluralistic settings;
- ❑ …certain farmer groups are not reached by advisory services;

Thus, there is the need for coordination..

- ❑ **..**to clarify and agree on the way how various roles and responsibilities within an AKIS are taken and fulfilled
- ❑ …to ensure knowledge access, flow and use through existing structure.

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Key features of AKIS governance

The governance of AKIS includes:

- ❑ A diversity of governing **actors** and organisations (public authorities, FBO, research establishments, educational institutions, users of agrarian innovations, etc.);
- ❑ A variety of **rules** (e.g. system of agrarian intellectual property rights and the system of its enforcement) for interaction;
- ❑ private, market, collective, contractual, public, hybrid, bilateral, multilateral, national, international, multilevel, etc. **mechanisms** and **modes** for governing activity of agents;
- ❑ the **process** of interactions and negotiations among interdependent AKIS actors for coordination activities; and
- ❑ the **outcome** (specific order, efficiency, impacts) of the governance.

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Based on Bachev 2022

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Governance – role of public authority

Coordination function is generally considered to be the role of the public authority.

In system innovations, public governance must

- ❑ create an enabling environment within the AKIS,
- ❑ through harnessing interconnectivity and interactivity among actors;
- ❑ promoting system thinking and sense of belonging to the system as part of it and being interconnected with the others;
- ❑ enabling collective action to adaptation and challenges and co-creation of innovations;
- ❑ creating space for knowledge exchange iterative and adaptive learning

(EU SCAR, 2019).

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Roles of public authorities in governing the AKIS

Whether and to what extent should the public sector:

- ❑ "(i) Attend targeted audiences unserved by the private sector? (ii) Coordinate multiple extension providers? (iii) Serve as the final reference or arbitrator of conflicting information? (iv) Assure accountability of both public and private extension services to the public? and (v) Facilitate the operation of the complex [of extension services] through regulation and information provision?".
- ❑ …depends from a county's context.

The public authority is required to fulfil the following tasks

- ❑ Conduct AKIS evaluation;
- ❑ Provide and support the AKIS infrastructure
- ❑ Provide transparency about all decisions they make; (example: indicators, selection criteria, ….)
- ❑ Support the formation of multi-actor innovation networks, promote collective learning processes.

Knuth et Knierim 2016

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Coordination mechanisms

Coordination mechanisms are diverse and can include: Formal rules (registrations and laws) to regulate or guide each actors' practices and interactions between them which ultimately leads to optimal knowledge flow (Edquist, 2005; Bergek et al., 2008; Suurs et al., 2010).

2 types of coordination mechanisms

(i) Coordination mechanisms established in relation to the EU level policy, e.g., national networks for rural development that aim to facilitate cooperation and knowledge dissemination mainly among EIP-OG participants, and

(ii) coordination mechanisms established in response to the national policy programs, which include councils, platforms, alliances, and working groups.

Source: Birke et al. 2023, p.16

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Examples of Coordination mechanisms at EU level

- ❑ national networks for rural development – EU CAP network
- ❑ SCAR AKIS
- ❑ modernAKIS project
- ❑ SOIKE - Subgroup of Innovation and Knowledge Exchange

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Other coordination mechanisms

- ❑ the plenary meetings
- ❑ Secretariat – e.g. for livingLabs
- ❑ working group,
- ❑ Living Lab coordinat
- ❑ foresight group (example BMBF VORAUS.schau!
- ❑ think tank – e.g. the CoPs in the modernAKIS project
- ❑ strategic and collaborative working groups
- ❑ task forces
- ❑ Councils,
- ❑ platforms,
- ❑ alliances

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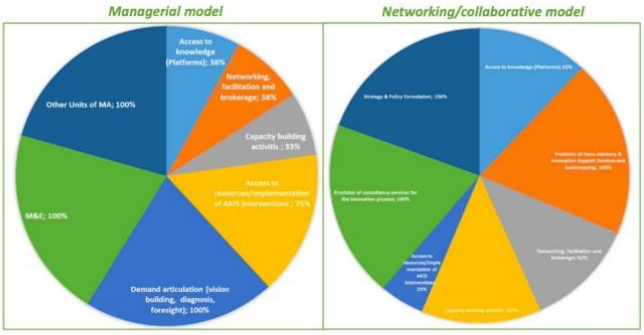
AKIS coordination bodies' models (Governance models)

- ❑ Managerial model
- ❑ networking/collaborative model

AKIS coordination bodies' models in EU



https://akisconnect.eu/akis-in-practice/akis-in-practice-themes/akis-in-practice-theme-details?id=2

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Managerial model

- The responsibility, role and the functions are fully maintained at institutional level, under the responsibility of the MA of the SP.
- The coordination functions are all run by an already existing unit (e.g., research and innovation) or a new established unit, but still by public servants of the Ministry of Agriculture (MA).
- Tasks applied under this model concern..
  - …MA performs management tasks related to the AKIS strategies, such as planning, management, monitoring and evaluation of AKIS interventions.
  - …the functions of the AKIS coordination bodies can be are supported by technical assistance.
- In practice, the managerial model implies that
  - the AKIS-CB collaborates with other institutional governance bodies of the SP (such as the responsible for communication, the monitoring and evaluation unit, paying agency, etc. in ch.7 of the CAP SPs) that are internal to the MA of the CAP SP or external (e.g., ministry of research).
  - In these cases, the planned operational activities are varied and include networking, that is delegated to the CAP Network and to other bodies that remain external to the AKIS-CB, M&E, information for enable the access to the CAP SP, strategy formulation and implementation.

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The networking/collaborative model

- AKIS CBs' role and functions are almost or fully shared within, mostly new established, collective bodies, such as the CAP network, steering committees, working groups, etc.
- In these cases, in general, typical functions of strategy management and implementation are assigned to the institutional body, while other entities are assigned more operational functions that better suit their nature: research, territorial networking, advisory services, etc.
- The operational activities, are evidently focused on networking and capacity building activities (newsletters, conferences and discussion forums) and enabling access to knowledge particularly by the establishment of web platforms and innovation databases.
- This model is applied, for example, by the Region of Sardinia, whose AKIS coordinating body is a collegial body including institutional entities (i.e., the Minister and the Managing Authority) and non-institutional entities (Agencies) with a clear separation of their respective tasks: planning, programming and management, implementation, monitoring, payment and monitoring of interventions.

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Quizz

What is the role of public authorities in governing the AKIS?

- ☑ Conduct AKIS evaluation;
- ☑ Provide and support the AKIS infrastructure
- ☑ Provide transparency about all decisions they make; (example: indicators, selection criteria, ….)
- ☑ Support the formation of multi-actor innovation networks, promote collective learning processes.
- ☐ Train advisors

Quizz

What are examples of coordination mechanisms

- ☑ Secretariat – e.g. for livingLabs
- ❑ Cross visits
- ☑ strategic and collaborative working groups
- ❑ Field visits
- ☑ Councils

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Quiz

What are the characteristics of the managerial governace model?

- ☑ coordination functions are all run by an already existing unit …
- ☑ The responsibility, role and the functions are fully maintained at institutional level
- ☐ Typical functions of strategy management and implementation are assigned to the institutional body, while other entities are assigned more operational functions that better suit their nature….

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Session 3:
The role of Coordination bodies

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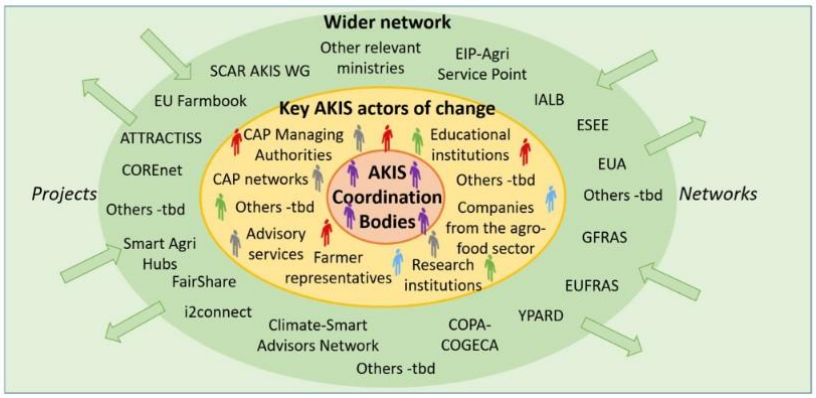
The CB and other actors of change as part of the wider network



Lindtner & Miron 2022, 10

AKIS Coordination Bodies

Concrete reference to AKIS CBs is provided by the **Tool 8.1** *"for the CAP Cross-Cutting Objective"* (EC, 2021) that proposes the following duties:

- ❑ acting as the contact point for the Commission as regards the governance and coordination of the AKIS strategic approach.
- ❑ organising the advice and advisors and all other related AKIS interventions.
- ❑ Keeping close and regular contact with the main AKIS (regional) coordinators and actors in the country by giving suggestions for encouragement of more effective knowledge exchange activities (advice, training, …), including also the generation and co-creation of innovation (EIP OGs) and the broad sharing of it.

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The AKIS Coordination bodies – what are they?

- The institute of the AKIS-CBs represents the first attempt, within the European policies, to identify an institutional structure in charge of creating an enabling environment for innovation. Indeed, the introduction of this institute comes along with the acquisition of policy dignity of the AKIS and their strategies, whose main goal is to strengthen the agricultural systems in rural areas and contribute to a more competitive and sustainable primary sector in Europe (Cristiano et., al, 2023; D1.1).
- So that, AKIS coordinating bodies (AKIS-CB) are new governing actors of the CAP SPs 2023-2027, which responsible are identified under chapters 8 of the CAP SPs and which overall goal is to enable the environment for well-functioning AKISs, through fostering cooperation, effectively combining the interventions of the CAP Strategic Plans and satisfying the need for a quicker, more qualitative and more inclusive AKIS.

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AKIS Coordination Bodies

Major role:

enable the environment for a well-functioning AKIS, through…

- fostering cooperation,
- effectively combining the interventions of the CAP Strategic Plans and
- satisfying the need for a quicker, more qualitative and more inclusive AKIS.

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What are the specific tasks of CBs?

The AKIS coordination body is the contact point for all AKIS related issues towards the European Commission. Therefore,

- ❑ It should cooperate with AKIS multi-actor platforms across the geographical levels in the country, following day-to-day AKIS interventions and actions, asking for modification of the CAP plan if needed, while continuously supporting interaction and implementation of the AKIS plan. The body should keep an overview on the progress and performance foreseen in the CAP plan, using a dedicated framework for monitoring and evaluation, in particular those related to the CAP indicators .
- ❑ Provide information, be a reliable translator of public aims and activities
- ❑ Create transparency about actors, interests, tasks and resources spent for knowledge and innovation issues
- ❑ Coordinate activities that enhance AKIS actors access to new knowledge and innovations
- ❑ Support knowledge exchange through networking and coordination action
- ❑ Negotiate and mediate among competing actors to sensitise for common objectives within the AKIS
- ❑ ....

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Quiz

What are the tasks of the coordinating body?

- ☑ Cooperate with AKIS multi-actor platforms across the geographical levels in the country,
- ☑ Create transparency about actors, interests, tasks and resources spent for knowledge and innovation issues
- ☑ Coordinate activities
- ☐ ...
- ☑ Negotiate and mediate among competing actors ....

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Session 4:
Strengthening the capacities of key actors in the AKIS

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Capacities needed



- Capacity to adapt and respond in order to realize the potential of innovation, shifting focus from reactive problem-solving to co-creating the future

TAP 2016

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Capcity to navigate complexity

- ❑ To understand the larger system;
- ❑ to create an understanding of the larger system and the relationships between the parts
- ❑ Ability / readiness to see change as an emerging property that cannot be predicted or planned for in a linear way
- ❑ **Prerequisites**: a shift
  - in mind-sets,
  - attitudes and
  - behaviours

Adapted from TAP 201

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Capacity to collaborate

Includes…

- ❑ Enabling actors to understand each other's perspectives,
- ❑ resolving conflicts and diversity in order to combine individual skills and knowledge, and create an awareness of their complementarity;
- ❑ building synergetic partnerships and networks to enhance collaboration.
- ❑ communication skills and strategies, both internally and externally.

Adapted from TAP 2016

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Capacity to reflect and learn

This **includes**…

- ❑ Bringing stakeholders together,
- ❑ Designing and leading processes of critical reflection and following double-loop and triple-loop learning processes, leading to action and change;

This **requires** …

- respect for different opinions and an atmosphere of trust for those opinions to be voiced.
- a systematic tracking of processes and progress to enable reflection to take place.
- Interventions need to be sufficiently flexible and adaptable to changing conditions;
- analysis have to be undertaken in an iterative way;
- promoting experimentation and risk taking.

Adapted from TAP 2016

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Capacity to engage in strategic and political processes

Capacity development for transformational change is inherently political, and involves…

- ❑ questioning the status quo;
- ❑ Understanding power relations, economic interests, the balance of power among elites, and civil society-state relations, conscious empowerment of vulnerable and often marginalized groups in order to bring about new forms of interaction among stakeholders;
- ❑ the capacity to manage the strategy
  - to strengthen the AKIS using a systems approach in programming the different types of interventions typically aimed at strengthening human and social capital in agriculture
  - to evaluate the effective implementation and interplays among all types of AKIS related interventions and to effectively use the results of the (ongoing) evaluation to redesign interventions

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Adapted from TAP 2016

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Quiz

What are the different capacities needed by key actors?

- ☑ Capacity to navigate complexity
- ☑ Capacity to collaborate
- ☑ Capacity to reflect and learn
- ☑ Capacity to engage in strategic and political processes

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Module 6: Monitoring and evaluating the AKIS and their strengthening strategies

A draft ppt for an online module

July 2024, CREA team and other contributors



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Learning objectives

By following this module you will:

- Understand the difference between monitoring, evaluating and assessing the AKIS
- Understand the importance of **Monitoring & Evaluation (M&E)** activities for supporting decision making about AKIS organization and functioning.
- Be aware of the who are the M&E stakeholders in AKIS
- Be familiar with the **different types of AKIS assessment**
- Understand **when to use different types of assessment**
- Be familiar with **some examples** of evaluation and the way they **feed into decision making**
- Understand **approaches, methods and tools** for M&E of the AKIS.

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Outlines

M6.1 - M&E processes

1. Basic meanings: the what and the which purposes
2. Typologies of evaluation: which evaluation to achieve which knowledge?
3. General approach to M&E of the AKIS

M6.2 – Assessment perspectives/levels (system, organizational, individual)

1. Types of AKIS Assessments in relation to the perspectives; Structural, Functionalist, Transformative oriented
2. Types of AKIS assessment in relation to the time of assessment: Pre-assessment/Diagnosis; on-going assessment; post-assessment.
3. Types of assessment in relation to the level: System, Organizational and individual.
4. When to use which type of assessment.

M6.3 - Evaluation of the AKIS strategies (CAP SP)

1. Evaluando and evaluative dimensions (What?)
2. Timing of the evaluations.

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Module 6

M6.1 - Monitoring and Evaluation (M&E) processes

Title: Introduction or explain why we use assessment definition here...

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Monitoring & Evaluation (M&E)

Monitoring and Evaluation are connected activities that generate evidence and analyse and assess the AKIS and the achievements of strategies within the CAP SP.

M&E can support decision making about the organization, the action and the functioning of the AKIS along with the design and implementation of strategies to strengthen the AKIS.

The end-users of M&E are varied and include policy makers, AKIS coordination bodies, farmers, advisors, researchers, evaluators …

The two of them are different but interconnected activities that are conducted for different purposes.

Monitoring is the primary source of information for Evaluation

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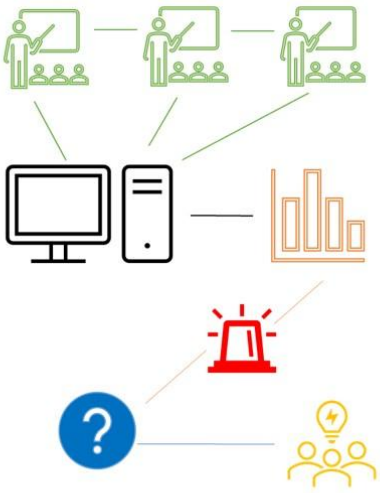
What do we mean by **monitoring**?

Monitoring the AKIS (and its strategies under the CAP SP) means the systematic collection and stock take of information/evidence that regard its performance, its components and its functioning.

- Monitoring means the collection of quantitative data and/or qualitative information
- Monitoring creates a picture of the situation at a certain moment. There is no assessment, analysis, reflection or elaboration.
- A Monitoring system for an AKIS strategy should include an alert to notify possible deviations from the action plan in view to enable timely corrections.



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Examples of AKIS monitoring questions

Structural analysis

Functionalist analysis

- How many training of trainers have been realized (e.g. by topic)?
- How much financial resources have been committed to the back-office?
- How many Operational Groups have been supported (e.g. by topic, value chain)?
- How many farmers/advisors/trainers/research institutes/Universities are partners of OGs?
- How many project-related collaborations are in place between farmers and other actors?
- Which kind of farmers (e.g. new entrants, women, sectors, size) have been supported?
- How many innovation support services have been supported?
- .....
- Add qualitative questions

Capacity development analysis

Process/Transformative oriented analysis

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What do we mean by **Evaluation**?

Determines the extent to which certain predetermined goals or outcomes (of a program/policy/intervention/achieves) are attained. More broadly, evaluation:

- Is a tool for making judgments about real achievements, drawing conclusions (and providing *recommendations*)
- Implies analyses of monitoring information and information directly collected for the purpose of the evaluation
- Is based on evaluation questions and criteria
- Focuses on the results of the analyses
- Provides evidence for learning from empirical evidence and for well-informed decision-making.
- Contributes to transparency and accountability.
- Is implemented from different sources: E.g. Independent expert; the Responsibility is under the managing authority or the implementer of a policy/programme/intervention (e.g. innovation project)
- Is carried out a different times: ex-ante, during the implementation/ on-going, ex post

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Examples of AKIS evaluation questions

Structural analysis

- Which are the structural weaknesses and systemic failures of the AKIS?
- Which are the main AKIS functions and by which typology of actor applied within the system?
- Which (typology of) actors are well integrated or not well integrated within the AKIS?
- How long the knowledge flows and interactivity within the AKIS are leading to its well functioning?
- Which barriers/constraints are encountering advisors/academics/researchers in applying MAA?
- How long the Research and innovation in place are supporting the well functioning of the AKIS?
- How long the AKIS dynamics rely on an enabling environment?
- What system capacities are in place and by which (typology of) actors?

Capacity development analysis

Process/Trasformative oriented analysis

Functionalist analysis

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What do we mean by assessment?

Process of **collecting**, **reviewing** and **using data**,for the purpose of **improving** current performance.

- To **diagnose** and **appraise** something or someone, i.e. the level of **performance**, the degree of a certain predefined benchmark/target value …
- Based on **gauging the quality, value or importance** (**standards**)
- To help a **reflective process** by the programme/initiative/CB being evaluated.
- Who: the managing authority or the implementer of a policy/programme/intervention (e.g. innovation project); independent expert.
- Conduction: **on spot versus systematic**

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Examples of AKIS assessment questions

Structural analysis

- Is the AKIS coordination body well-profiled and functioning to fit the purpose of coordinating the AKIS?
- What is the overall level of interactivity within the AKIS?
- Are the advisory services well-organized/skilled and satisfactory with respect to the needs of the farmers?
- Which actors (typologies) are well-integrated within the AKIS?
- What are the systemic failures which are causing the identified system function as missing or weak?
- What are the structural weakness of the system?
- Are all the system capacities available within the AKIS? And by which degree? by whom?
- What are the gaps and needs for to consider for capacity development?
- Which capacities are needed in relation to the design and implementation of the AKIS strategies within the CAP SPs?

Functionalist analysis

Transformative oriented analysis

Capacity development analysis

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Evaluation or assessment of the AKIS? Which is the difference?

- Assessement is a type of evaluation and it is more appropriately conducted on systematic basis.
- The two of them have different purposes, criteria and processes
- Assessment is the process of appraising the level of performance/quality/importance of an individual/organization/system.
- Evaluation is performed to determine the degree to which certain goals are achieved by considering the merit, the value and worth of a certain evaluando (object). It is conducted by independent experts, evaluators, that identify and judge on what works and how, for whom, in what respects, to what extend and in what contexts.
- In the context of EU CAP the difference between the two of them is emphasized but the fact that evaluation must be conducted on the AKIS strategy of the CAP SP (on ex-ante phase and at least once during the implementation and ex-post phasis).
- The two of them might be structured/designed to be integrated and complementary in view to enrich the overall knowledge of the AKIS.

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Who are the stakeholders of the M&E of the AKIS?

The stakeholders of M&E correspond to the different typologes of AKIS actors plus others that not necessarly act for the functioning of the specific AKIS nor are part of the same AKIS but they just have a stake in conducting, serving or benefitting from M&E actvities:

Among the others, these are the:

- Independent evaluators of the CAP SP
- Researchers/academics of other AKIS/Countries/sectors
- Monitoring Committee of the CAP SP, including the programme partnership and the EC
- Paying agency, statistic bodies and other sources of relevant information for the evaluation.

So, when defining the M&E activities for an AKIS the stakeholder analysis is needed because it serves several critical functions that ensure the effectiveness, inclusiveness, and relevance of the M&E process.

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How do I decide on what assessment to carry out?

I am an AKIS coordination body.

A decision tree should be developped here

1. What do **I want to know**, for example, about the integration of the researchers and advisory services in the EIP-OGs?
2. In which **moment** of the AKIS do I take this decision?
   a. Strategy design
   b. Strategy implementation
   c. Strategy evaluation
3. Which **information** do I need to take this decision?
   a. Do I need information about the main components of the AKIS?
      a. I go for the structural – oriented assessment of the AKIS
   b. Do I need information about the functioning of the AKIS?
      a. I go for a functionalist-oriented assessment of the AKIS.
   c. Do I need for information on the potential and possible barriers of the AKIS to innovate?
      a. I go for a Transformative- oriented assessment of the AKIS.
4. Which type of **M&E activity** do I need to take on? Which **methods/tools** can I apply?

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Section quiz 6.1

1. What do we mean by assessing the AKIS?

A. **It addresses examining strategic challenges (directionality, policy coordination, demand articulation, and reflexivity) which influence the functioning of the innovation systems, including failures and merits.**
B. It serves identifying systemic failures (and merits) of an AKIS
C. Analysing if the interaction within the AKIS are leading to transformation pathways.

2. What are the key decisions to make if you want to assess the AKIS?

A. **(1) What do I want to know; (2) In which moment; (3) Which information do I need to take this decision; (4) Which type of M&E activity do I need to take on? Which methods/tools can I apply?**
B. (1) Which monitoring activities do I need to perform? (2) In which moment; (3) Which type of M&E activity do I need to take on? Which methods/tools can I apply?
C. (1) What do I want to know; (2) In which moment; (3) Which information do I need to take this decision?

3. **Which is a difference between evaluation and assessment?**

A. **The evaluation must be conducted on ex-post basis**
B. The assessement is only conducted ex-ante.
C. The assessment is conducted by an independent evaluator.

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Module 6

M6.2 - Assessment perspectives/levels

In M6.2 we talk about the different types of assessment that Managing authorities of the CAP Strategic Plans and AKIS coordination bodies, with the support of the evaluators, and also other interested AKIS actors, like researchers/academics, CAP Networks, can apply in relation to the evaluando or subject, purposes and time of their conduction.

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Module 6.2.1.
Types of AKIS Assessments by the *evaluando*, subjects or entities, being assessed

- Structural
- Functional
- Transformative, including capacity development

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Structural-oriented assessement: questions and methods/tools(1)

- Which typologies of actors play and interact within the AKIS?
- How are the relations organized within the AKIS?
- Is any actor/infrastructure missing?
- Are there all the typologies of actors relevant for the AKIS strengthening?

ACTORS MAPPING & DIAGRAMS

- Who are the key actors in the AKIS, in terms of the most influencers, connected, bridging/brokering between other actors?
- Are the linkages between the different actors well settled and satisfactory?
- Which type of relations are in place between the different actors (formal/informal; collaborative/competitive; strong/weak; occasional/regular)?

SNA - SOCIAL NETWORK ANALYSIS

- How do the actors contribute to the AKIS functioning?
- How are the relations organized within the AKIS?

RELATIONAL MATRIX

- How long the knowledge flows within the AKIS are centralized/decentralized?
- How the knowledge is shared and which are strong and weak ties between actors that shape patterns of communication and information flow within the AKIS ?

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Structural-oriented assessement: questions and methods/tools(2)

- Which are the SWOTs of the AKIS?
- Which enablers/disablers/barriers are encountered within the AKIS at micro level?
- What are the structural weakness of the system?
- What are the strengths of the AKIS? For example, what resources or capacities in place give the AKIS a advantage?
- Which aspects of the AKIS are most effective in promoting knowledge and innovation?
- What are the internal weaknesses or limitations of the AKIS, for example in promoting K&I dynamics?
- What are the systemic failures which are causing the identified system function as missing or weak?
- What external opportunities can be leveraged to enhance the AKIS?
- What external threats could undermine the effectiveness of the AKIS?

SWOT ANALYSIS

NEEDS ASSESSMENT

- Are all the systemic capacities available within the AKIS? by which degree? by whom? Which gaps and needs?
- Which capacities are needed in relation to the design and implementation of the AKIS strategies within the CAP SPs?
- What are the specific knowledge and information needs of farmers, extension agents, researchers, and other stakeholders within the AKIS?
- What are the barriers that prevent the actors (which typologies?) from accessing/utilizing knowledge and innovations? Which regions, groups, or sectors are underserved by the current AKIS?

Example: Assessing interactions within a system: the case of the relational matrix for the CAP SP of Italy ..

Figure 1. Relationships between Research Institutes / Universities and other AKIS actors in Italy

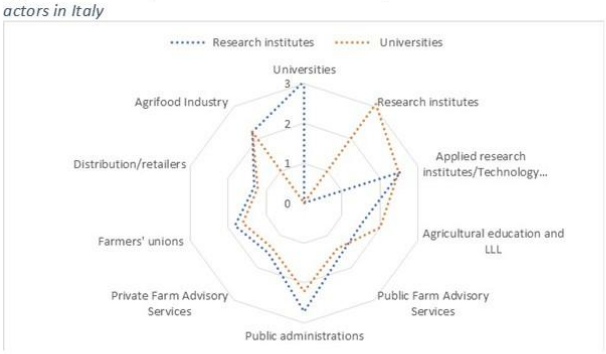
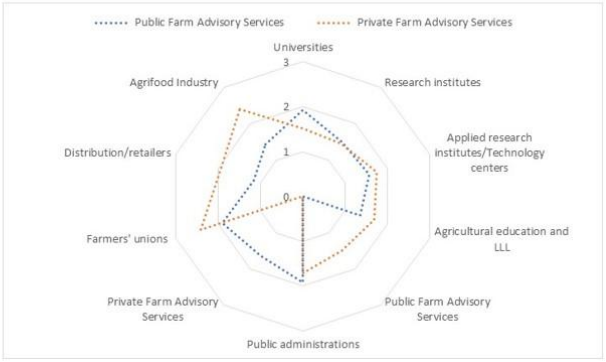


Figure 2. Relationships between public / private advisory services and other AKIS actors in Italy



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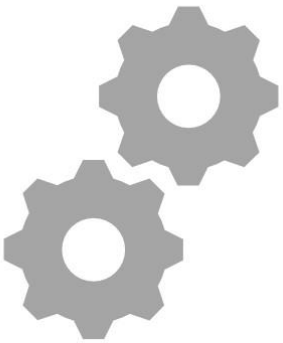
Functional-oriented assessment

F1: Entrepreneurial activities
F2: Knowledge development
F3: Knowledge diffusion & exchange
F4: Guidance of search
F5: Market formation
F6: Mobilization of resources
F7: Creation of legitimacy
F8: Advisory and backstopping
F9: Networking facilitation/ brokerage
F10: Scaling in/out

HOW LONG THE AKIS IS WELL PLAYING ITS FUNCTIONS?



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Functionalist-oriented assessement: questions and methods/tools(1)

SNA - SOCIAL NETWORK ANALYSIS

- How the system is organized to perform the difference functions and how long each of them is centralized/decentralized?
- How do power dynamics and influence patterns affect the functioning of the AKIS, for example, by limiting the efficiency, inclusivity or effectiveness of the system?

- Which functions are (better) applied by whom and to what extend?
- Which functions are not (well) applied within the AKIS?
- Is the AKIS coordination body well-profiled and functioning to fit the purpose?
- Which governance models?
- What are constraints/barriers to for each function identified?
- Does policy favor the definition of MAA innovation processes?
- Are there supportive strategy and delivery mechanisms enabling scaling out processes of innovations?

Functional Analysis

Gap analysis

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Functionalist-oriented assessement: questions and methods/tools(2)

Service quality assessment

- What is the overall state and functioning of the AAS within the AKIS?
- Are advisory services performing well, in terms of delivering high-quality and consistent services in different areas of support?

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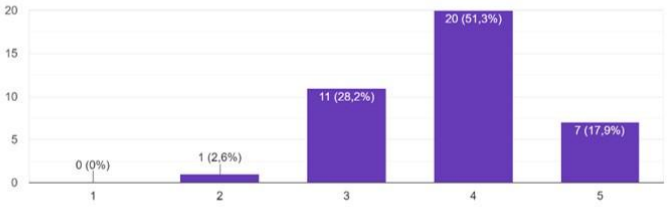
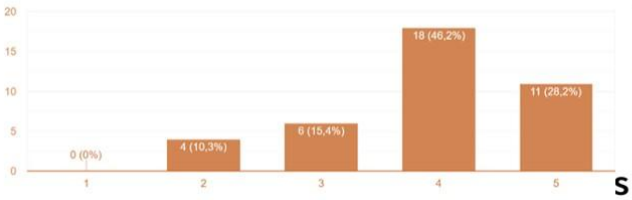
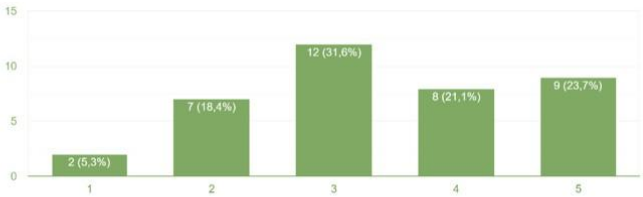
Example: assessing the service quality of advisors through the ADIQ – T (AdvInnoQual Tool).

1. Areas of performance
2. Relevance
3. **Effectiveness and advisory contents**
4. Responsiveness
5. **Reliability**
6. **Innovation and Transition supportiveness**
7. Tailring advisory methds and tools
8. Demand articulation







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Transformative – oriented Assesment (1)

- What mechanisms have been developed to encourage collaboration between actors in view of enabling
- interactive and user-cantered innovations?
- Which enablers/disablers/barriers are encountered within the AKIS at micro/macro level?
- Factors that enable/constrain innovations' scaling processes and transformation across the system?
- Are there satisfactory **demand articulation** capacities and processes?
- What are the **systemic failures** which are causing the identified system function as missing or weak?

System analysis

- How long a strategy for **scaling-out** is well defined?
- How long **guidance of search** is well focused on well-defined innovation pathways ?
- Are the relevant strategies/policies & delivery mechanisms that frame R&I processes will mission-oriented and aligned?
- What is the long-term vision for the AKIS, and how can scenario planning help achieve it?
- What skills and capacities will be required within the AKIS to meet future challenges, and how can they be developed?
- How might changes in agricultural policies or regulations impact the AKIS, and what strategies can be implemented to navigate these changes?

Policy Review and Adjustment

Scenario planning

What are the potential solutions or strategies suggested by local actors to address the challenges identified in the AKIS?
How long actual policy reflect those suggestions and expectations of local actors?

Participatory Rapid Appraisal

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Transformative – oriented Assesment (2)

- Are **resource for K&I** mobilized and accessible?
- Are the resource for K&I efficiently utilized?
- Does the current distribution of funding support the most critical areas of the AKIS?

Relevance Assessment & Funding Alignment

- Are all the systemic capacities available within the AKIS? And by which degree? by whom?
- What are the gaps and needs for to consider for capacity development?
- What are their capacities to perform a specific or group of AKIS processes?
- What are their capacities to perform a specific or group of functions, and what are the main
- challenges, constraints and opportunities related to fulfilling the functions?
- Which capacities are needed in relation to the design and implementation of the AKIS strategies within the CAP SPs?
- Are the capacities of adviosry services well set and pluralistic to well support the clients withn the AKIS?

Capacity assessement

- How have the behaviors, roles and interactions of key and boundary actors in the AKIS changed as a result of the strategy's interventions?
- To what extent the AKIS strategy is achieving the broader impacts/ intended effects/policy objectives?

Outcome mapping
Impact assessment

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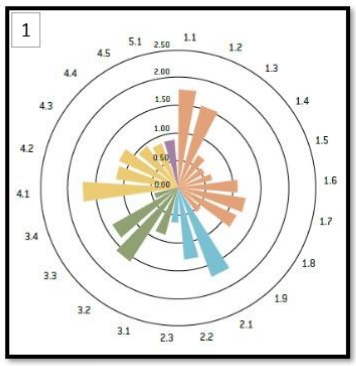
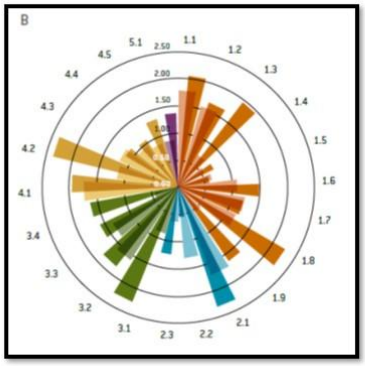
Example: How does FAO assess the system capacities

1 + n years





CAPACITY TO NAVIGATE COMPLEXITY
- 1.1 Skills to understand and solve problems;
- 1.2 Management skills;
- 1.3 Access to and mobilization of resources;
- 1.4 Sharing of information within the group;
- 1.6 Utilization of local knowledge;
- 1.7 Informed decision-making;
- 1.8 Vision of where the group wants to be in the future;
- 1.9 Strategy plan to achieve vision;

CAPACITY TO COLLABORATE
- 2.1 Cooperation among actors in the group;
- 2.2 Representation of stakeholders in group coordination;
- 2.3 Incentives for networking and partnering;

CAPACITY TO REFLECT AND LEARN
- 3.1 Joint learning and experimentation;
- 3.2 Training covering multi-stakeholder innovation processes;
- 3.3 Understanding of knowledge flows;
- 3.4 Documentation and monitoring processes;

CAPACITY TO ENGAGE IN STRATEGIC AND POLITICAL PROCESSES
- 4.1 Role and responsibilities of leader;
- 4.2 Awareness of agricultural development issues;
- 4.3 Awareness of opportunities for policy change;
- 4.4 Influence on decision-making processes;
- 4.5 Effectiveness of communication channels;

TECHNICAL SKILLS
- 5.1 Technical skills.

FAO (2014) Assessing innovation capacities: a scoring tool. http://www.fao.org/3/a-i7014e.pdf

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Section quiz 6.2.1

1. What do we mean by transformative oriented assessment?

A. **It addresses examining strategic challenges (directionality, policy coordination, demand articulation, and reflexivity) which influence the functioning of the innovation systems, including failures and merits.**
B. It serves identifying systemic failures (and merits) of an AKIS
C. Analysing if the interaction within the AKIS are leading to transformation pathways.

2. What type method can we use for a structural oriented assessment?

A. **Stakeholder analysis**
B. Outcome mapping.
C. System analysis.

3. **When can I use the social network analysis?**

A. **For the functionalist-oriented assessment, the structural oriented and the transformative assessment.**
B. The functionalist-oriented assessment.
C. the structural oriented

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MODULE 6.2.2.
Types of AKIS assessment in relation to the time of assessment

- Ex ante assessment, including diagnosis
- On-going assessment
- Ex-Post-assessment

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Typology of assessment	Timing	Evaluative questions (examples)
Structural – oriented	Ex-ante	• Which are the SWOTs of the AKIS? • Which enablers/disablers/barriers are encountered within the AKIS at micro level?
	On-going	• Which typologies of actors play and interact within the AKIS? • Are there all the typologies of actors relevant for the AKIS strengthening? • Who are the key actors in the AKIS, in terms of the most influencers, connected, bridging/brokering between other actors?
	Ex-post	• How do the actors contributed to the AKIS functioning along a certain period? • Which typologies of actors played a central role in facilitating the setting up of operational groups?
Functionalist-oriented	Ex-ante	Which functions need to be strengthened to meet future challenges of the sector?
	On-going	• Is the AKIS coordination body well-profiled and functioning to fit the purpose? • Which is the overall level of interactivity within the AKIS?
	Ex-post	• Which functions are (better) applied by whom and to what extend? • Did R&I policy favor the definition of MAA innovation processes and their scaling?
Transformative – oriented	Ex-ante	• What are the gaps and needs for to consider for capacity development? • Which capacities are needed in relation to the design and implementation of the AKIS strategies within the CAP SPs?
	On-going	• Are all the systemic capacities available within the AKIS? And by which degree? by whom? • Are the capacities of advisory services well set and pluralistic to well support the clients within the AKIS?
	Ex-post	• How have the behaviors, roles and interactions of key and boundary actors in the AKIS changed as a result of the strategy's interventions? • To what extent the AKIS strategy is achieving the broader impacts/ intended effects/policy objectives?

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The different types of assessement can be performed n different statges of AKIS development to answer a variety of questions and provide relevant knowledge

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Assessments of the AKIS at different levels

Level	Type of assessment	Assessment question (example)
System level *(e.g. AKIS; Supply chain/Farming system)*	Structural -oriented	Which typologies of actors played a central role in facilitating the setting up of operational groups?
	Functionalist -oriented	Which functions are (better) applied by whom and to what extend?
	Transformative-oriented	Are all the systemic capacities available within the AKIS? And by which degree? by whom?
Organizational level *(e.g. Advisory/research body; University; AKIS Coordination body)*	Structural -oriented	With which typologies of actors do that organization interact within the AKIS?
	Functionalist -oriented	Is the AKIS coordination body well-profiled and functioning to fit the purpose?
	Transformative-oriented	Has the AKIS coordination body the capacity to navigate complexities?
Individual level *(e.g Advisor, Farmer, Policy maker)*	Structural -oriented	To what extend that specific advisor is interconnected within the AKIS?
	Functionalist -oriented	To what extent that specific advisor is performing innovation brokering?
	Transformative-oriented	Are the farmers participating in OGs sufficiently skilled to realize demos in farms for disseminating the results of such investments to peers?

Section quiz 6.2.2

1. Which of the following questions regards the transformative-oriented assessement in ex-ante stage?

A. **What are the gaps and needs for to consider for capacity development?.**
B. Are all the systemic capacities available within the AKIS? And by which degree? by whom?
C. Are the capacities of advisory services well set and pluralistic to well support the clients within the AKIS?.

2. Which are the dfferent levels of assessement?

A. **(1) System level; (2) Organizational level; (3) Individual level**
B. (1) Policy level; (2) Advisor level; (3) Farmer level.
C. (1) Policy level; (2) System level.

3. **What is it meant by on-going assessement?**

A. **The continuous process of monitoring, evaluating, assessing performance and improving the system's performance and effectiveness**
B. identifying strengths, weaknesses, opportunities, and threats associated with the initiative.
C. The continuous monitoring of the AKIS in view to assessing its well-functioning.

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Module 6

M6.3 - Evaluation of the AKIS strategies (CAP SP)

The evaluation of the AKIS strategies has to be conducted under the responsability of teh managing authority of the CAP strategic plan 2023-2027 and by indipendent evaluators.

The context and SWOT analysis and the needs assessment along with the ex-ante evaluation of the CAP SP include the AKIS

The AKIS strategies are subject of during the programme and ex-post evaluations.

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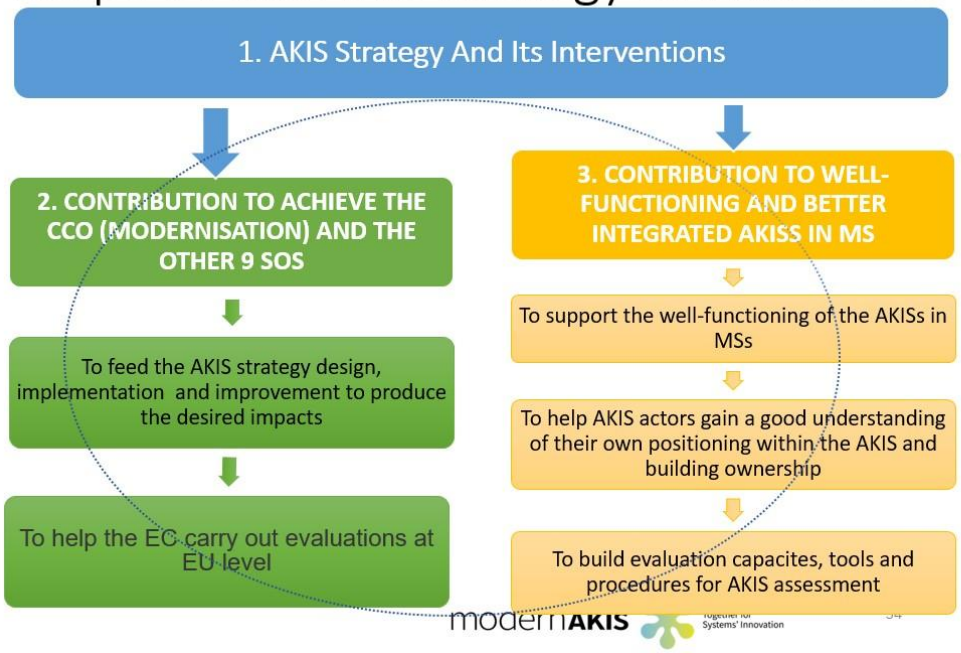
Scope of the AKIS strategy evaluation: 3 dimensions



EUROPEAN COMMISSION – Directorate-General for Agriculture and Rural Development – Unit A.3 (2023): Guidelines. Evaluating the AKIS Strategic Approach in CAP Strategic Plans

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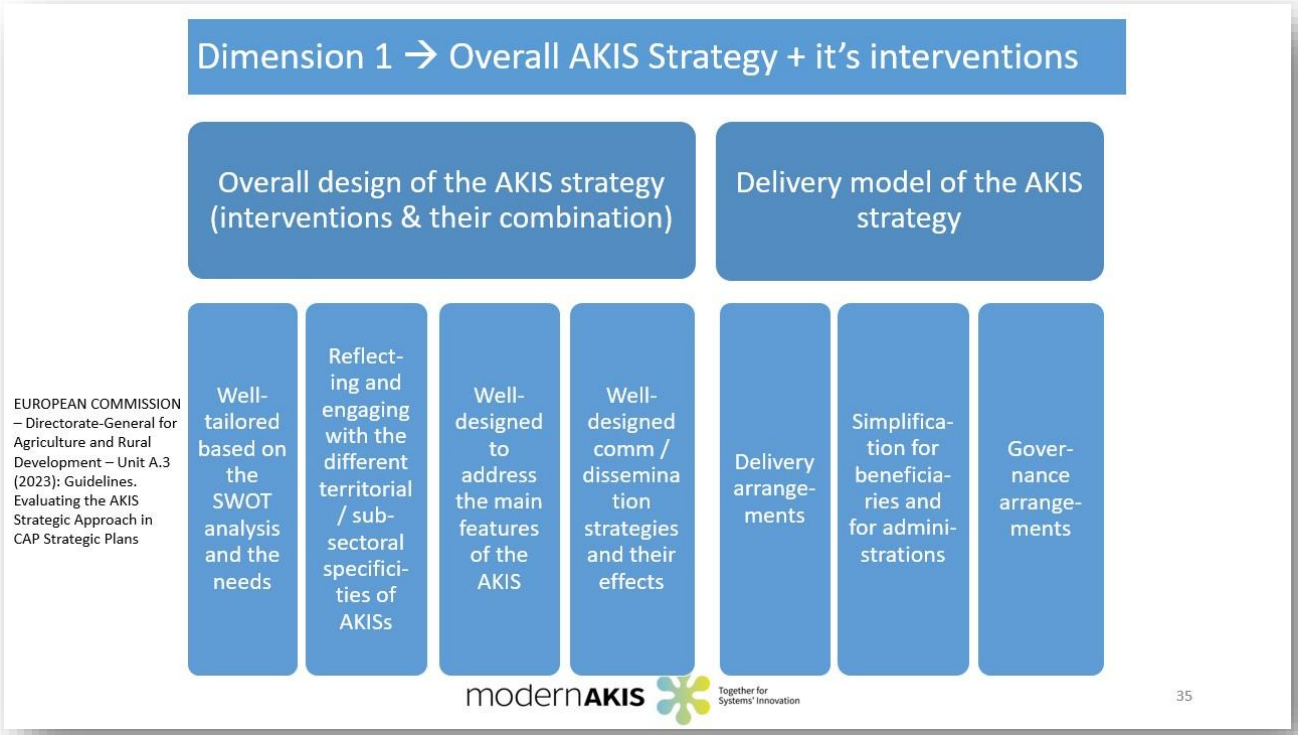

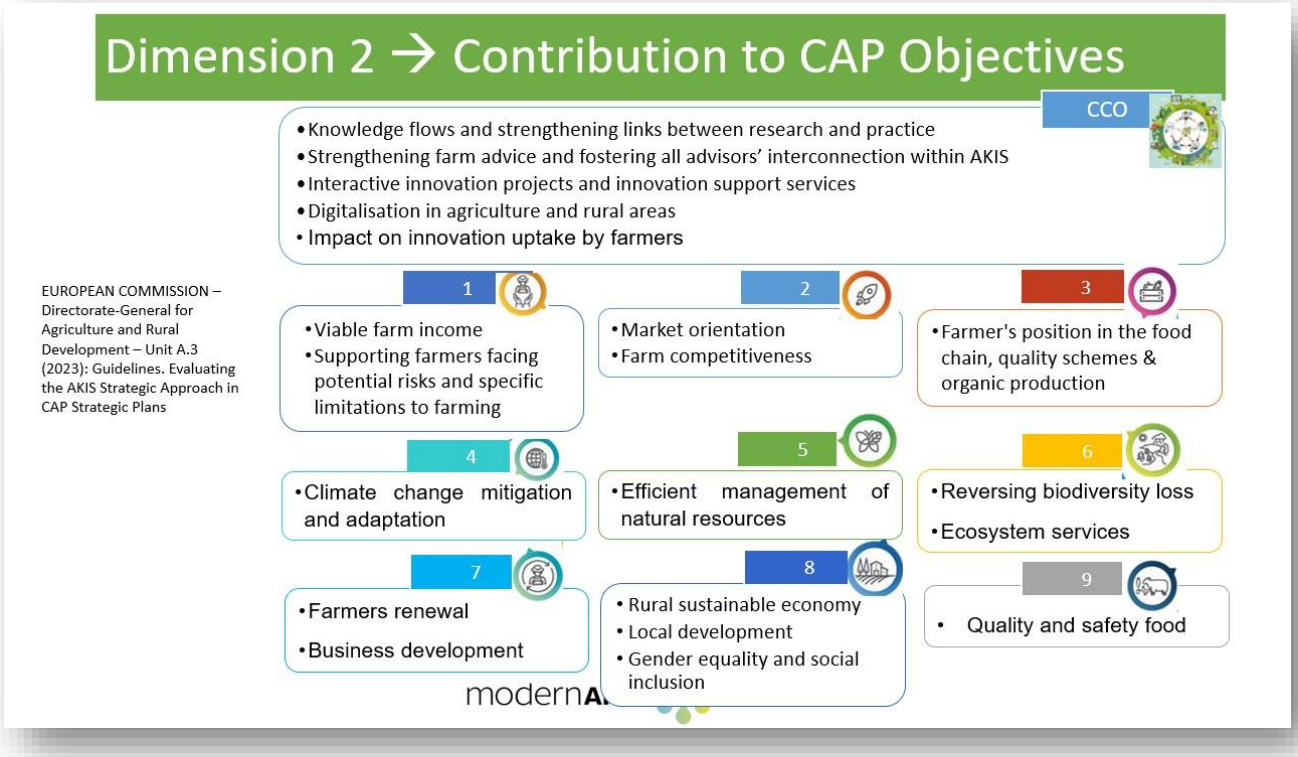

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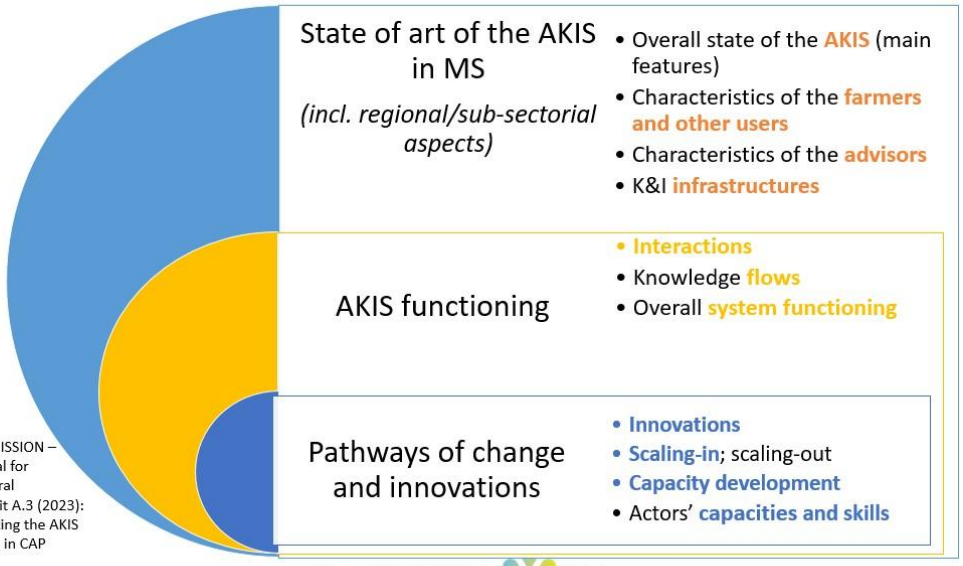
Dimension 3 → Contribution to the strengthening of the AKISs in MS



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Timing and types and topics of AKIS Strategy evaluation

Evaluation during the programming period

COLORS

Ex -Ante

- SWOT analysis and the needs assessments
- Diagnosis on AKIS functioning and structures in MSs
- Baselines

During implementation / on-going

- Actual implementation/ Delivery of AKIS strategy (interventions and their combination)
- Actual functioning of the AKIS in MSs

Ex-post

- Changes at individual, organisational, inter-organisational and system levels;
- Changes in the overall system perspective and integration within the AKISs;
- Changes in the actors' capacities and skills
- Changes in farms competitiveness/ productivity/ sustainability
- Stabilized connections between research and practice
- Balanced private and public funds in R&I

Process, Outcome, Impact evaluation

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Section quiz 6.3

1. **What are the evaluative dimensions of the AKIS strategy evaluation?**
   - A. (1) AKIS strategy and its interventions; (2) Contribution to achieve the Cross-cutting objectives (modernisation) and the other 9 specific objectives of the CAP; (3) Contribution to well-functioning and better integrated AKIS in member States.
   - B. (1) AKIS strategy and its interventions; (2) Contribution to achieve the Cross-cutting objectives (modernisation) and the other 9 specific objectives of the CAP.
   - C. (2) Contribution to achieve the Cross-cutting objectives (modernisation) and the other 9 specific objectives of the CAP; (3) Contribution to well-functioning and better integrated AKIS in member States.

2. **What does include the evaluation during the programming period?**
   - A. Actual implementation/Delivery of AKIS strategy (interventions and their combination);
   - B. Changes at individual, organisational, inter-organisational and system levels;
   - C. Changes in the actors' capacities and skills.

3. **What are thematic areas relating to the evaluation of the Contribution of the AKIS strategy to the strengthening of the AKISs in MS?**
   - A. (1) State of art of the AKIS in MS; (2) Functioning of the AKIS; (3) Pathways of change and innovations
   - B. Delivery model of the AKIS strategy
   - C. Contribution to increase sustainability of farming practices

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Appendix 2: Tutorial for Reviewing Translations



Dear modernAKIS partners & colleagues,

- WP3 has created 4 AKIS modules until now. The English language version is available here:
  Module 1: https://rise.articulate.com/share/SYDVzw08jRDX7MqiMJ2ulcTE78qVFnmp
  Module 2 Part 1: https://rise.articulate.com/share/krB5DfFpWqTVn5p2k_ZDsfnBApxuJ_X3
  Module 2 Part 2: https://rise.articulate.com/share/jHGaaeYK6dsoCTxEdfY0trUtY-8_swvu
  Module 3: https://rise.articulate.com/share/ML5wnKs1yb8K4ypeYV1h3cHPdsYdBRHf
- We have **automatically translated** these modules in all EU languages.
- To ensure quality you are required to **check the translation of your language**.
- To support you in the quality assurance process we have created these slides.
  Please read them carefully and follow them exactly.
- If you have any questions regarding the modules, please do not hesitate to contact:

Mark Gibson
Teagasc | Mellows Campus, Athenry, Co. Galway, H65 R718, Ireland.
email: Mark.Gibson@teagasc.ie

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How does the translation process work:

1. Download .xlf File in your language
2. [Optional]: Install Notepad++ on your computer
3. Open Notepad++ and start editing file
4. Save edited file in a new folder with the **SAME** name

Where do I find the file:

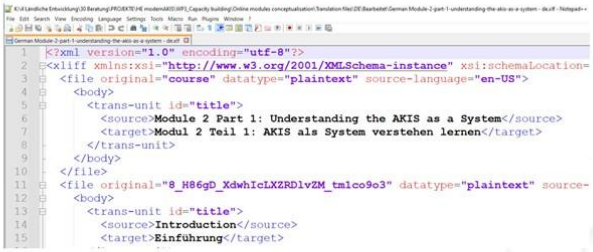
Four files will be provided to you via Mail:

1. Module-1.xlf
2. Module-2-part-1.xlf
3. Module-2-part-2.xlf
4. Module-3.xlf

Software Download:

- Notepad++ for Windows or ARM
- Visual Studio Code for Linux or MacOS

Example screenshot of the file for editing:



Source code editor:

- Notepad++ is a free source code editor that supports several languages. Running in the MS Windows environment, its use is governed by GNU General Public License.
- The source code editor is required to be able to edit the translations that are already available in the .XLF format in the best possible way.
- **Please note that a whole translation process from your side is not required, but it is necessary to check the exisiting translation provided.**

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1 Mail attachment:

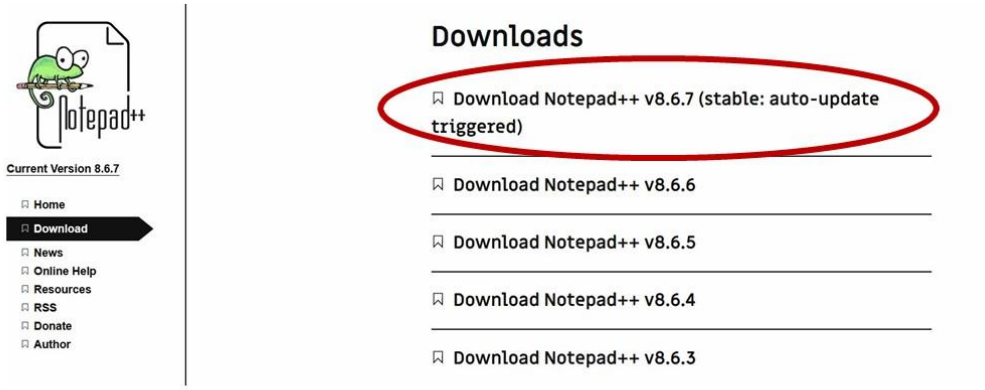


- The attachment contains 4 files. The file name should start with the country name and end with the country code before the .xlf. The file size itself should be between 100 - 500kb.
- If something went wrong during the file transfer, please let us know. If the file structure is significantly different from the screenshots on the following slides, please let us know as well.
- If a file is damaged, please also send us feedback.

2 Installation process

Navigation to download the necessary software:

- Access software download via https://notepad-plus-plus.org/downloads/



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2 Installation process

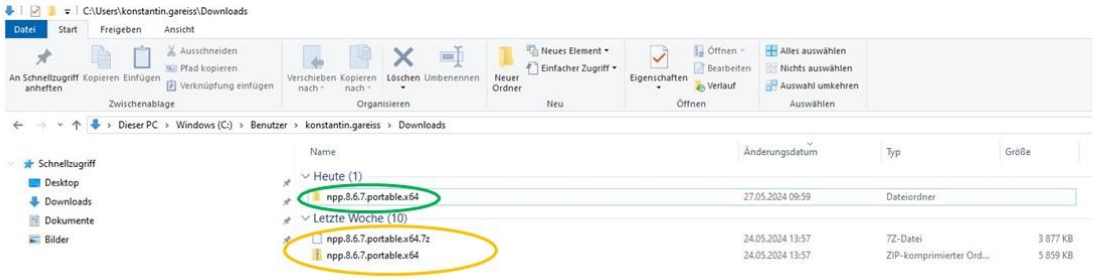
- Download the software for your operating system. In most cases, the following download path should be the correct one.

- Why Portable Versions?

- Portable downloads do not require administrator rights and are therefore not entered in the system registry of your personal computer. This software can therefore be used immediately after installation.



2 Installation process



- Once the download is complete, you will receive a compressed file (orange circle). To access the uncompressed folder, simply unpack the file (green circle). To uncompress the files, please right-click on them and select the option provided by your OS.

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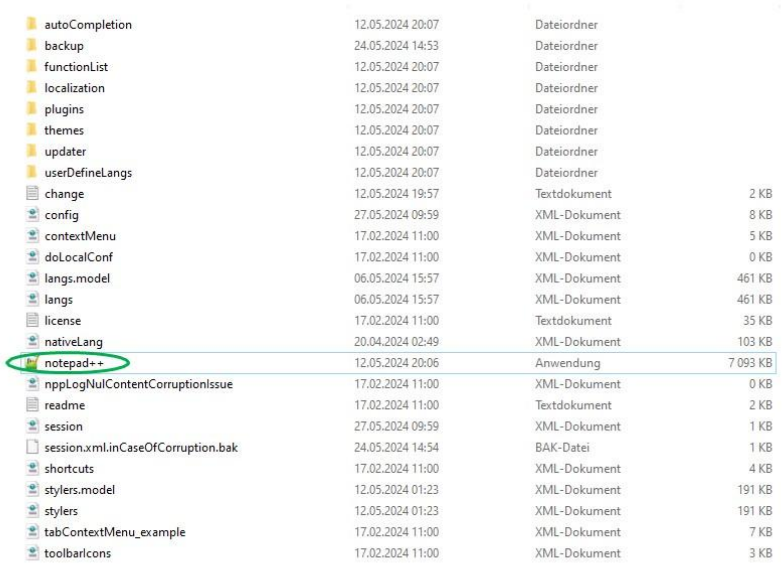
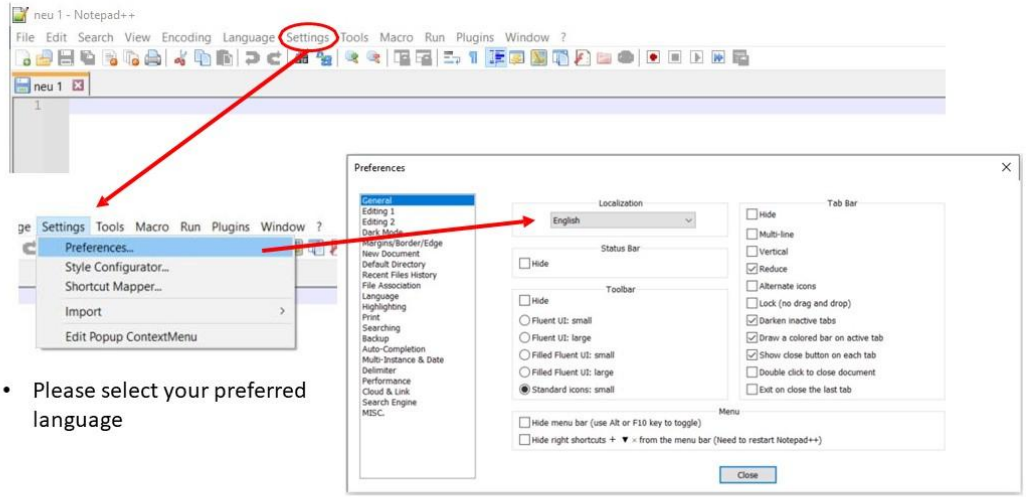
2 Installation process

- The programme is initiated via the notepad++.exe file (green circle).
- In general: The files should be stored in the download folder on your dedicated hard drive.
- C:\Users\your-account-name\Downloads\npp.8.6.7.portable.x64



13 Application launch and user interface



- Please select your preferred language

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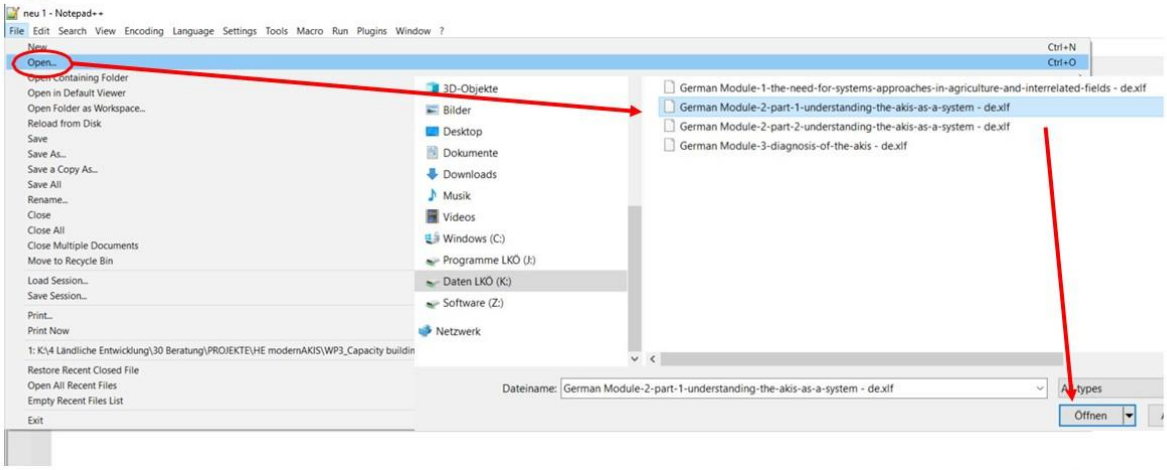
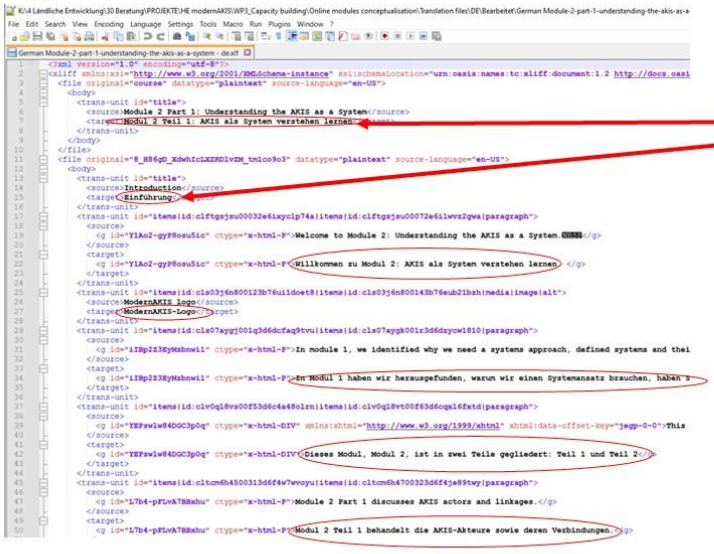
1.3 Application launch and user interface



- Please select [Open…] -> and select the corresponding XLF file.

1.3 Programme launch and user interface



- The file structure will look like this:
- Please be advised that only the text in **black and your native language** should be edited (e.g. in my case this is german).
- All other text types and colours may not be edited, changed or edited under any circumstances. **The structure, spacing, typography must remain completely intact.**
- Black text that is not your native language or was written in English will also **NOT be edited**.

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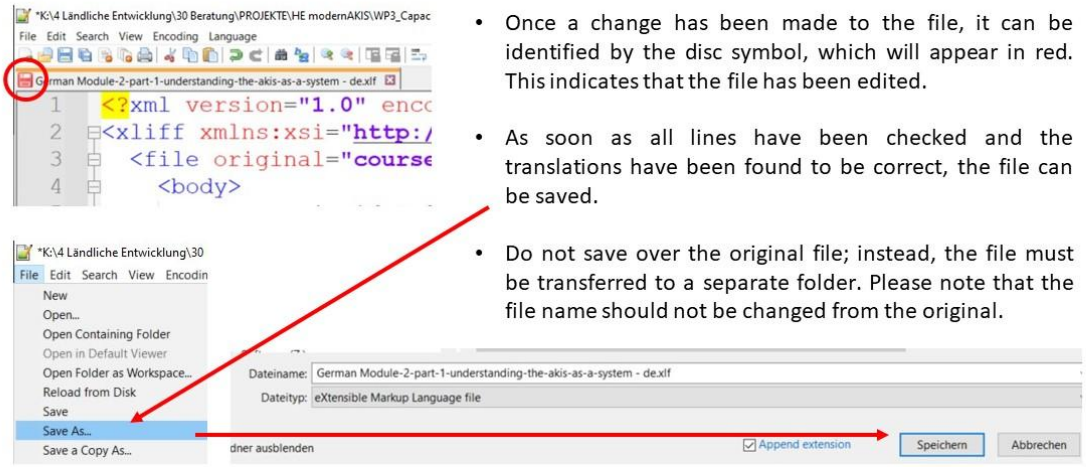
14 Editing and saving your processed file



- Once a change has been made to the file, it can be identified by the disc symbol, which will appear in red. This indicates that the file has been edited.
- As soon as all lines have been checked and the translations have been found to be correct, the file can be saved.
- Do not save over the original file; instead, the file must be transferred to a separate folder. Please note that the file name should not be changed from the original.

14 Return of the processed files

- Once all 4 translation files for the modules have been fully processed and saved, please send them back to Mark Gibson Mark.Gibson@teagasc.ie
- If you have any questions during the translation review process, please send them collectively to keep the number of emails to a manageable level.
- When translating, you should adapt the existing sentences so that they make sense. It is not your job to create new sentences that are completely different from the original. Please adapt the existing sentences only when necessary.
- **Thank you very much for your help and cooperation and much success with your translation files.**

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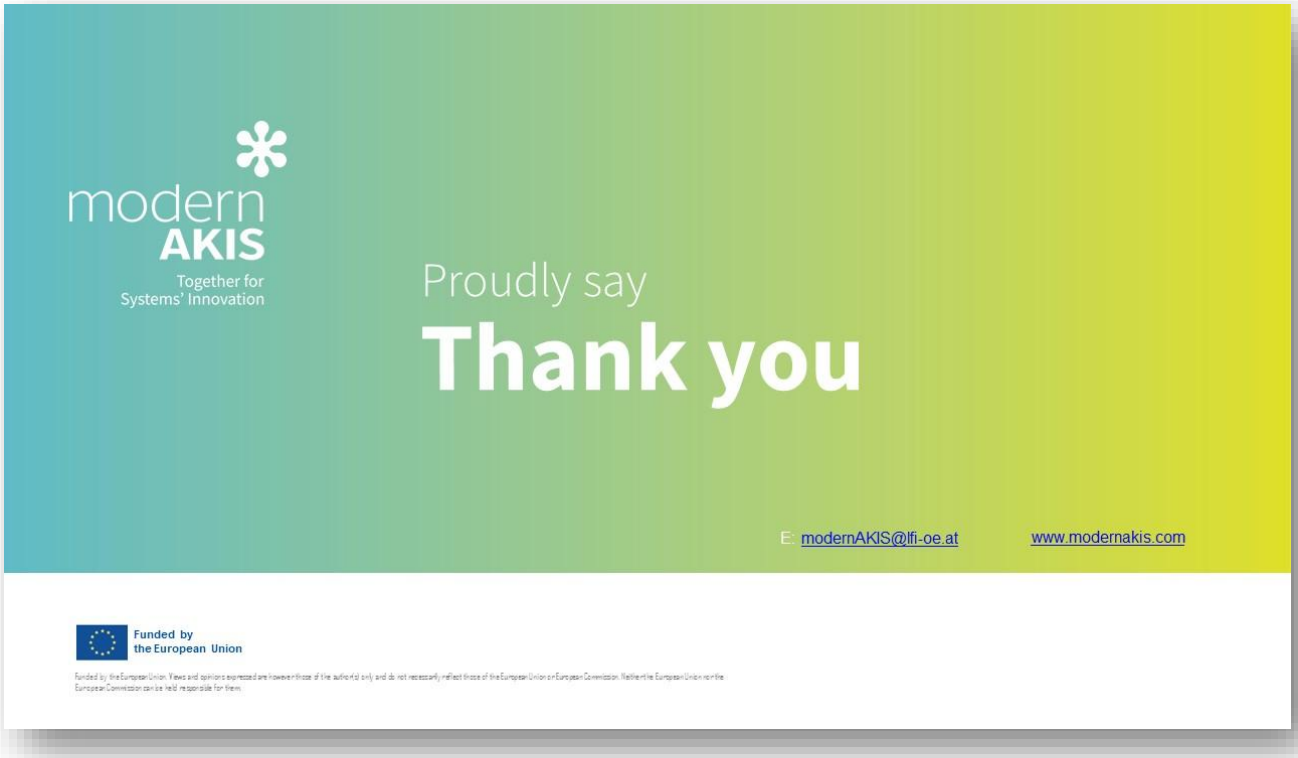

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