

modern AKIS

Together for Systems' Innovation

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modernAKIS Together for Systems' Innovation

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

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HORIZON Coordination and Support Actions

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DEC	Websites, patent fillings, videos, etc.	☐			
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Table of contents

1. INTRODUCTION 6

1.1. PROJECT CONTEXT 6
1.2. ESTABLISHMENT OF CAPACITY DEVELOPMENT TEAMS 7
1.3. STEPS USED TO DEVELOP THE TOOLKIT 7
1.4. ONLINE MEETINGS WITH THE CAPACITY DEVELOPMENT TEAM 7
1.5. KICK-OFF MEETING (2ND OF JULY 2024) 8
1.6. FOLLOW-UP WORKSHOP (1ST OF AUGUST 2024) 9

2. TOOLKIT 10

2.1MODEL TRAININGS AND OPTIONS 10
2.1.1EXAMPLE 1 – HALF DAY F2F MEETING IN ADDITION TO ANOTHER MEETING 10
2.1.2EXAMPLE 2 – TWO HOURS ONLINE MEETING 11
2.1.3EXAMPLE 3 – ONE-DAY, OR 1.5 DAYS WORKSHOP (F2F) 11
2.2OVERVIEW OF LEARNING ACTIVITIES 12
2.3EXAMPLE OF A WORKSHOP ON "UNDERSTANDING SYSTEMS THINKING" 14
- *Workshop Objectives 14*
- *Suggested Duration 14*
- *Workshop structure 14*
- *Suggested Workshop program 15*
- *Preparation & materials 17*

2.4RECOMMENDATIONS AND HINTS FOR TRAININGS 17
- *Steps of an interactive exercise 17*
- *Energizers 18*
- *Hints for organising and conducting events 18*

3. NEXT STEPS 19

4. APPENDICES 20

4.1SUMMARY SLIDES FOR ONLINE MODULES 1-3 20
4.2DOCUMENTATION OF THE OF THE KICK-OFF WORKSHOP 2ND OF JULY 2024 23
4.1 DOCUMENTATION OF THE OF THE FOLLOW-UP WORKSHOP 31ST OF JULY 2024 36
4.3DESCRIPTION OF LEARNING ACTIVITIES / TOOLS 53

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Introduction

1.1. Project context

The overall objective of work package 3 is to build the capacity of AKIS Coordinating Bodies and other AKIS actors, including "key actors of change", to understand, analyse, 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 Member State's (MS) 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)
- In-country Capacity Development Events (D3.5, D3.6)

As part of this deliverable our team has developed a **toolkit** that will enable and support facilitators to deliver interactive training workshops to AKIS Coordination Bodies and Key Actors of Change. The toolkit builds on and complements the learning objectives of Modules 1,2 and 3 which are being uploaded to the akisconnect.eu online platform.

The objective of this deliverable, D3.3, is to support facilitators in delivering capacity development events as well as training material and tools for building the capacity of AKIS Coordination Bodies and key actors of change in relation to:

- Understanding systems and systems thinking (Online Module 1)
- Understanding the AKIS as a system (Online Module 2)
- AKIS diagnosis (Online Module 3)

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1.2. Establishment of Capacity Development Teams

While the task of establishing Capacity Development Teams is part of D3.4 it was important to involve facilitators in the co-design process of developing the toolkit. The first step within this task was to identify the future facilitators. Among the project partners and modernAKIS core team, a team of **facilitators** were identified to form a capacity development (CD) team who will be responsible for the delivery of in-country capacity development events.

Where possible, facilitators should come from different European countries and speak (if possible) several languages so that they can also be deployed in neighbouring countries. It is important that in-country capacity development events are conducted through the Member State language. This will improve the level of engagement and understanding of new concepts. Capacity Development Teams will comprise a MS project partner and member of the WP3 core team. Potential facilitators should also already have (good) facilitation and training skills in interactive events. This should help minimize the preparation for the capacity development activities.

1.3. Steps used to develop the toolkit

The toolkit was developed through the following steps:

1. Clarification of the target groups (trainers, participants: coordinating bodies, key actors of change)
2. Compiling the requirements for the CB as determined by the EU.
3. Enquiring about the learning needs and prerequisites of the CB. For this purpose, we referred to the first survey of capacity development needs during the first General Assembly of the CBs and the first CD survey. For the selection of trainers, we carried out a self-selection (i.e. the trainers themselves indicated whether they could conduct interactive training)
4. Conducting a kick-off meeting: Getting to know the trainers, introduction to the mandate, collection and answering questions from the trainers, collect their ideas about what the toolkit should include.
5. Development of the first draft of the toolkit including.
6. Three different event formats.
7. Development of Model programs
8. Structure for describing learning units
9. Hints on how to conduct and use interactive exercises
10. Hints on how to organise the capacity development events.
11. Conducting a follow-up workshop with the future facilitators to present and discuss the draft toolkit and to further develop learning units – if possible, with their contribution.
12. Further development of the toolkit and the learning units.

1.4. Online Meetings with the capacity development team

The future facilitators together with the task leaders met two times:

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- Kick-off workshop on July 2, 2024, 9:00-12:30 h
- Follow-up workshop on 31st of July 2024, 10.00-13.30 h.

The **aim** of the two meetings were:

- to introduce future trainers to their tasks and the material.
- To benefit from their experiences as trainers
- To allow facilitators contribute to the design of in-country capacity development events and capture their ideas and possible learning units that could be included in the toolkit.

The **target audience** for these modules has been divided into two main categories:

- Capacity development team
- Key actors of change: National coordination body members, members of the modernAKIS Community of Practice as well as key actors in the AKIS

The photo documentations of both workshops are presented in Annex 1 and Annex 2.

1.5. Kick-off meeting (2nd of July 2024)

The first meeting with the future facilitators aimed at:

- Providing facilitators with a thorough understanding of the objectives of WP3 and how the in-country capacity development events fitted within the wider project.
- achieving an understanding of the facilitators' mandate in the respective countries
- providing feedback on necessary support (technical, contents and next steps of the toolbox development.
- Signposting the resources and supports that will be made available to facilitators
- Reminding facilitators of the importance of reporting on events

The graphic below was developed by the WP3 team to illustrate the target audiences intended for the in-country capacity development events and modules.

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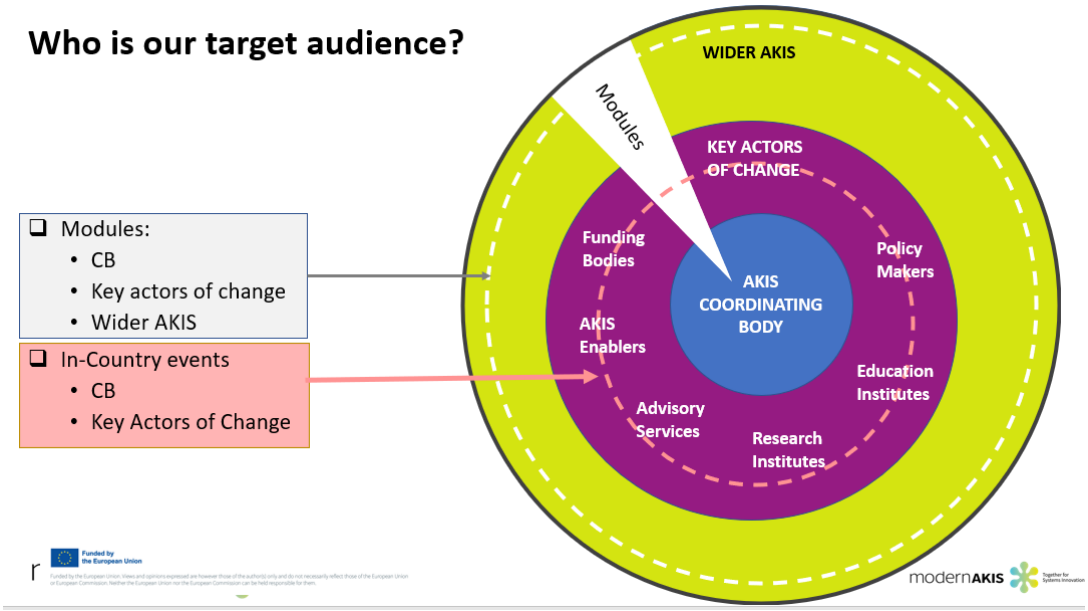
Figure 1: Addressees of the capacity development toolkit



The WP3 team presented the mandate for the facilitators. During this presentation facilitators were reminded of:

- The topics covered within the 6 online modules with emphasis on the first three
- The learning objectives set out for in-country capacity development events
    - Develop systems thinking and effective practice within AKIS
    - Come to a common understanding of AKIS terminology
    - Address subsystems' functions, and actors' roles and capacities
    - Develop analytical and diagnosis skills with respect to AKIS strengths and weaknesses

1.6. Follow-up Workshop (1st of August 2024)

The objectives of the second training workshop were to:

- Highlight a range of capacity development examples linked to the first three modules
- Allow facilitators to adapt the Capacity Development examples to their target audience
- Allow facilitators to become more comfortable/confident with the tools and methods to conduct the capacity development events

Facilitators were reminded that participants of the CD events:

- Will have diverse levels of expertise and knowledge in the field of AKIS
- Not all had a deeper look into the preparatory modules
- Are interested in contents which they can use in practice
- Don't like long presentations but prefer exchange

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Toolkit

2.1 Model trainings and options

We have tried to propose pragmatic solutions for the choice of event formats. These are partly linked to project activities to use the meetings organised by the project and thus save travel time and costs. We propose three generic examples:

- Example 1 – Half day F2F meeting in addition to another meeting (3 hours)
- Example 2 – two hours online meeting
- Example 3 – one-day workshop (F2F)
- Combination of events is possible

We suggest that at least one meeting (preferably the first one) should be in presence. Presence meetings support building connections and networks.

In relation to project meetings, this provides the following options of how to conduct the capacity events as required by the work package task:

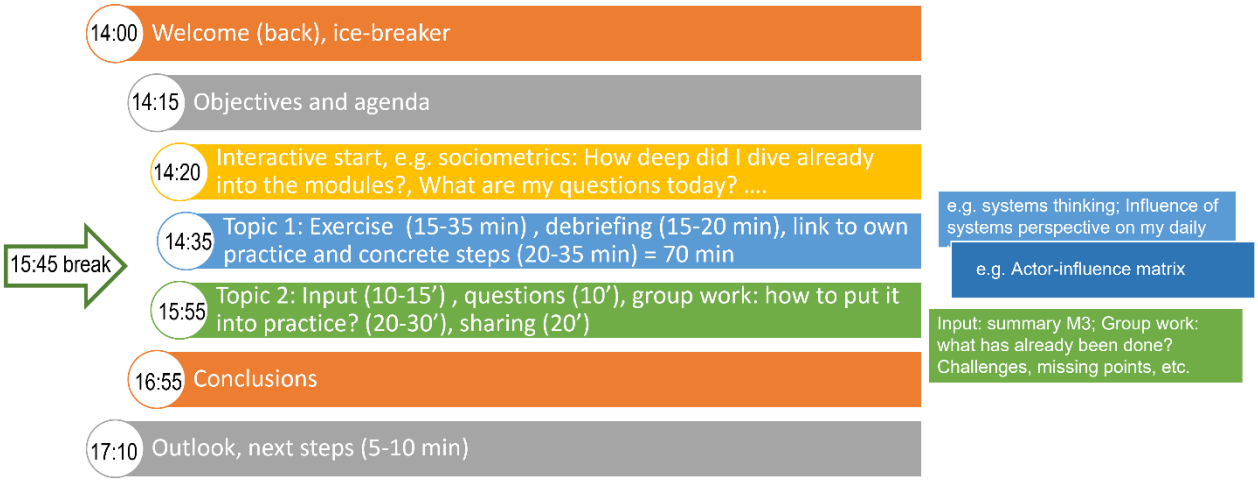
- Option 1: CoP meeting 0,5 days, + example 1 WS, then: 2-3 online meetings
- Option 2: Workshop of 1-1.5 days on modules only
- Option 3: 1 day plus 1-3 online modules.

2.1.1 Example 1 – Half day F2F meeting in addition to another meeting

One of the biggest obstacles to participating in events is the lack of time and money. At the same time, however, it is important that the participants meet as often as possible. This also increases the likelihood that they will meet their peers online.

The aim should therefore be to organize capacity development events, either in connection with the project or the tasks to be fulfilled as a CB anyway. These can be participation in coordination meetings, the General Assembly, Community of Practice meetings, etc. The Figure 2 below presents such a workshop structure.

Figure 2: Possible structure of an "add-on" F2F meeting



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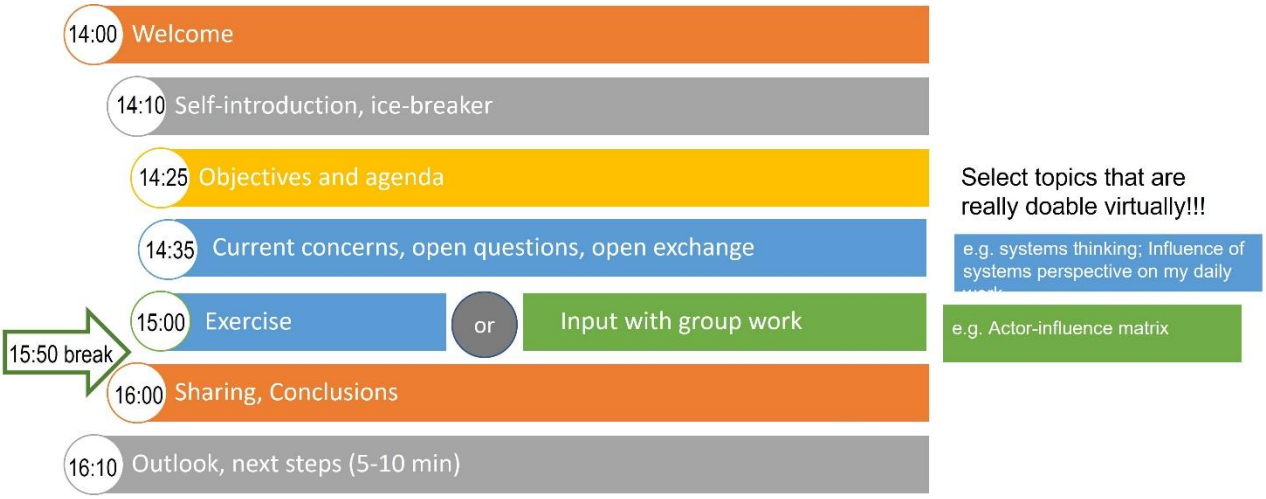
Section 2.3 takes this structure and presents more detailed how a workshop could look like. More tools and learning activities are presented as an overview in section 2.2 and a detailed description is attached in the annex.

2.1.2 Example 2 – Two hours online meeting

During COVID, many people have become accustomed to meeting online. In fact, online meetings have some advantages by avoiding long journeys, having your own workplace with all the materials at your disposal. However, this can also be seen as a disadvantage. It is therefore important to weigh up and reach agreement with the potential participants on how a CD event should take place and in what combination. In our view, online meetings are a good complement to F2F meetings, but have the disadvantage that selection of interactive exercises of some learning units is limited or more effort and creativity is needed to adapt some exercises to an online situation. Below (Figure 3). a structure of a 2 hours online is presented.

Figure 3: Structure of a 2 hours online meeting



Which topic is selected should be discussed and agreed with the participants so that the facilitator has sufficient time to select the learning activities suggested in the toolkit and adapt them accordingly - if necessary.

2.1.3 Example 3 – One-day, or 1.5 days workshop (F2F)

If there is an interest that (specifically newly created) CB and other actors meet to better get to know each other, a longer-lasting workshop with overnight stay is well suited. After the official program, participants can meet and exchange informally. This strengthens the relation among the actors and has a positive effect on the future collaboration. For a 1.5 days face-to-face workshop, the program could have the following objectives (see Figure 4). Based on the set learning objectives the program structure could look as follows (see Figure 5.

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Figure 4: Objectives of the workshop on "Understanding Systems Thinking"

Objectives

At the end of the 1.5 days workshop, participants…

- ❑ …understand the importance of systems thinking in their role as CB;
- ❑ …can apply a systems perspective in the analysis of the actors of the AKIS;
- ❑ …better understand the country's AKIS (structural and functional view);
- ❑ …have identified and further characterised key actors of the AKIS and their relationships;
- ❑ …have voiced additional topics for exchange meetings.

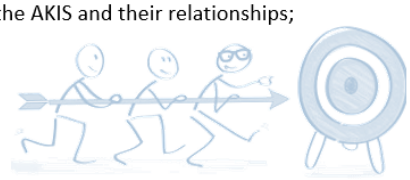

Figure 5: "Understanding Systems Thinking" – Workshop structure

Time	Dur.	activities
09:00		Welcome, Self-introduction, How it feels to be a key actor (CB or other), recent activities
09:25	10	Objectives, agenda
09:35	5	Sociometrics: Familiarity with the modules
9:40	10	Silent triangle (exercise, debriefing)
9:50	45	Input: summary module 1 and discussion Work in pairs: when did I realise most that I am part of a system? - sharing
10:35	10	break
10:45		Input: summary module 2; Understanding AKIS as a system: environment, boundaries, types of actors, subsystems, linkages
12:30	60	Lunch break, Energizer
13:30	90	Group work: AKIS actors and linkages (review of AKIS map, qualifying the linkages)
15.00		Break
15:15	90	Actor influence-importance analysis
16:45	15-30	Conclusions & learnings of the day

Time	Dur.	activities
09:00		Starting the day
9:10		Input: summary 3 Review of working procedure day 1 regarding the proposed steps
10:10		Task: Identification of still missing information to better understand the AKIS
11:00		break
11:15		Overall conclusions & learnings
11:45		Open questions and topics, next steps
12:15		Short feedback
12:30		Farewell, departure

One entire day may be too long, thus try to include an excursion to a subsystem in the neighbourhood.

For this option section 2.3 provides more detailed information.

2.2 Overview of learning activities

In the following, nine learning activities are presented that can be used in the capacity development activities.

Each exercise or learning unit should always be adapted to the type, number and level of knowledge of the participants. This means that the questions and instructions serve as a guide, but should not be applied slavishly.

	Learning activity / Tool	objectives	Duration	source
1	The silent triangle	Experience systems	10-15 min	
2	Systems thinking	Understanding systems thinking	30 min	Systems Thinking Course

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	Learning activity / Tool	objectives	Duration	source
3	Lego AKIS	Sensitise participants that AKIS are unique, have diverse subsystems and depend on the persons' perspective	20-40 min	
4	Stakeholder mapping	Identify and classify the actors in the AKIS	20-50 min	TRUE Toolkit
5	Interest importance matrix	Get a deeper understanding of key actors in the AKIS	20-30 min	Systems Thinking Course
6	Wire game	Demonstrate type, intensity of linkages and intermediaries	40 min	Developed and used in a training in Latvia
7	Interpreting the AKIS map	Participants can interpret the AKIS map (identify different types, levels of actors, linkages), and derive meaningful conclusions	40 min	Hohenheim team
8	Network analysis	Understand linkages among actors		https://www.akisconnect.eu/iss-tools-and-methods
9	SWOT analysis	Discover weaknesses and strengths of an individual, group or organization, and to identify both potential opportunities and threats		Sixty tools to facilitate multi-stakeholder partnerships *Link*: https://edepot.wur.nl/409844

Tools and learning activities that will be developed in the near future:

	Learning activity / Tool	objectives	Duration	source
7	Understanding the AKIS diagnosis procedure	Understand the diagnosis, its procedure and strengths and limitations	70 - 90 min	
10	Relational Matrix	Assess the degree of bilateral interaction between a predefined list of key AKIS actors		
11	Circle of coherence	Explore patters of interaction within a network; and how these patterns can be understood and managed to support engagement	40-60 min	I2connect toolkit; https://www.akisconnect.eu/iss-tools-and-methods

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	Learning activity / Tool	objectives	Duration	source
		and understand/address conflict effectively		
13	Interactive SWOT analysis of the AKIS	Gain a common understanding of the key issues and items in the AKIS	90-120 min	Different online sources

2.3 *Example of a workshop on "Understanding Systems thinking"*

In this section we present a concrete example of a 3 hours face-to-face workshop on systems thinking (following example 1). It demonstrates a concrete sequence from the beginning (welcome, personal introduction, objectives, program), to tackling the core themes (e.g. systems thinking with a starter exercise with debriefing, further interactive activities, presentations, group works, sharing, etc.) until the end (wrap-up, outlook, feedback).

Workshop Objectives

1. Understand the nature of the challenges that face agriculture and interrelated fields, emphasizing the need for a systems approach
2. Gain an understanding of what a system is and the different parts that make up a system.
3. Explore the concept of systems thinking and a systems approach, assessing its usefulness in tackling complex challenges.

Suggested Duration

3 Hours

Workshop structure

Time	Duration (min)	Topic
14:00	10	Introduction: including icebreaker
14:10	40	Understanding Agricultural Challenges and the Need for Systems Approaches
14:50	30	Introduction to Systems Thinking and System Components
15:20	30	Exploring Systems Thinking and Its Application in Tackling Agricultural Challenges
15:40	10	Break
16:00	40	Planning and Applying a Systems Approach
16:40	20	Wrap-up
17:00		End of the workshop

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Suggested Workshop program

1 Introduction (10 minutes)

- Welcome and Objectives Overview:
  - Briefly introduce the workshop objectives
  - Highlight the importance of agricultural innovation and why a systems approach is essential.
- Icebreaker:
  - A quick exercise where participants list the challenges they perceive in agriculture and discuss briefly in pairs.

2 Understanding Agricultural Challenges and the Need for Systems Approaches (40 minutes)

- ***Presentation (15 minutes)***
  - Begin with a presentation that outlines the complex and interrelated challenges in agriculture, such as climate change, food security, resource management, and socio-economic factors.
  - Explain why traditional approaches may fall short and how a systems approach can offer more holistic solutions.
  - Introduce AKIS (Agricultural Knowledge and Innovation Systems) and how it plays a role in supporting innovation through systems thinking.
- ***Group Activity: Challenge Mapping (25 minutes)***
  - Divide participants into small groups. Each group selects a major challenge in agriculture.
  - Using sticky notes or a digital tool, participants map out the various factors and stakeholders involved in their selected challenge, showing interconnections.
  - Groups briefly present their maps to the entire workshop.

3 Introduction to Systems Thinking and System Components (30 minutes)

- ***Presentation (10 minutes)***
  - Define what a system is and discuss its components (e.g., elements, interconnections, purpose).
  - Provide examples of systems in agriculture, such as a farm ecosystem or a supply chain.
- ***Discussion (20 minutes)***
  - Facilitate a discussion where participants reflect on how they have seen systems at play in their work.
  - Encourage them to think about the components of these systems and how they interact.

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4 Exploring Systems Thinking and Its Application in Tackling Agricultural Challenges (30 minutes)

- ***Presentation (10 minutes)***
  - Introduce systems thinking and its principles: interconnectedness, feedback loops, leverage points, and emergent properties.
  - Discuss how systems thinking can be applied in agricultural innovation, using case studies (e.g., integrated pest management, sustainable intensification, or AKIS).
- ***Case Study Analysis (15 minutes)***
  - Present a case study where a systems approach was successfully implemented in agriculture (e.g., AKIS-driven innovation).
  - In small groups, participants analyse the case study, identifying the systems thinking principles applied and discussing how they could apply these in their contexts.
- ***Group Share-Out (5 minutes)***
  - Groups briefly share their insights and applications.

5 Planning and Applying a Systems Approach (40 minutes)

- ***Reflection and Planning Activity***
  - Ask participants to reflect individually on a challenge they are currently facing in their work.
  - Using what they've learned, they develop a basic plan for applying a systems approach to this challenge, considering stakeholders, interconnections, potential leverage points, and desired outcomes.
  - Participants can share their plans in pairs or small groups for feedback.

6 Wrap-Up and Q&A (20 minutes)

- ***Summary of Key Takeaways***
  - Recap the importance of systems approaches in agriculture.
  - Reiterate the role of systems thinking in innovation and problem-solving.
- ***Open Floor for Questions:***
  - Allow participants to ask any remaining questions or share final thoughts.

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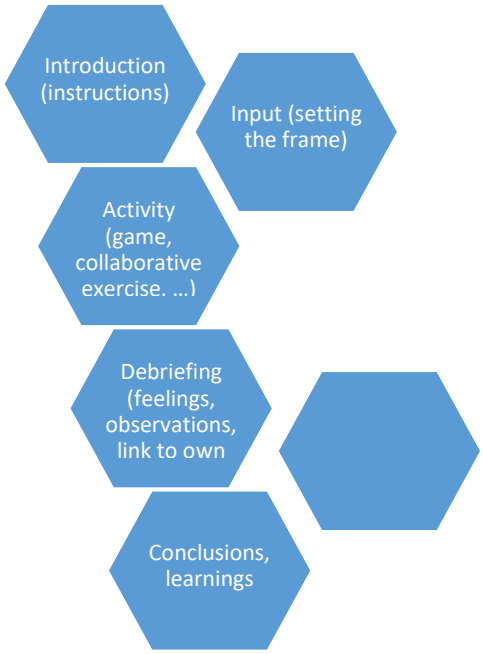
○

Preparation & materials

See the general hints for preparing a workshop below. For this specific workshop, ensure that the following materials are available:

Type of material	Description
Presentation Slides	Covering the key topics: agricultural challenges, systems, systems thinking, and case studies.
Interactive Tools / visualisation materials	Sticky notes and markers (for physical sessions) or a Miro (for virtual sessions) for the challenge mapping activity.
Reflection and Planning Template	A worksheet to guide participants through the process of applying a systems approach to their challenges



2.4 *Recommendations and hints for trainings*

Steps of an interactive exercise

Adults learn best when their reality, experiences and prior knowledge are taken into account and integrated into the learning process. All events should therefore be interactive.

Against this background, we recommend to use different exercises that involve and activate all participants. An interactive generally has the following steps:

- A short introduction (input, instructions, material)
- Activity
- Debriefing (feelings, reflection on procedure, specific points, ..)
- Conclusions, learnings

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An activity within a block may last shorter or longer; it can be conducted in plenary or sub-groups. It is important that everybody gets a role.

Energizers

Energizers …

- …are activities designed to boost the energy level and to activate participants;
- they should be short, but involve all participants – minding the cultural and social circumstances;
- they can be applied: at the beginning of a workshop, after a break, after longer presentations

On the different platforms, valuable sources of energizers can be found. Here are only some examples:

https://www.sessionlab.com/library/energiser

https://commonslibrary.org/games-and-energisers/

https://www.surfoffice.com/blog/energizers-team-warmups

https://cms.goethe.de/goethe/goethe/_files/pdf319/energizers-v1.pdf

https://www.ndi.org/sites/default/files/Energisers.pdf

Hints for organising and conducting events

The following list of recommendations and hints around organising, preparing, conducting events is by far not complete.

In the preparation of the event and to adapt the tools that are proposed, have in mind the following **points regarding your audience**. Coordinating bodies / participants of the event ….

- have different level of expertise and knowledge in the field of AKIS
- Not all had a deeper look into the preparatory modules
- are interested in contents which they can use in their practice
- don't like long presentations but prefer exchange

For the **general organisation** of the event, please consider:

- The number of participants can be between 5 to 20 participants – even above – provided we can make it interactively, there is enough space and good facilitation.
- If more persons are interested, organise an additional workshop; involve the CB to organise it;
- If you must invite participants due to their position, but who do not contribute "catch" them with interesting interactive sessions.

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Next Steps

This deliverable will be added to throughout the capacity development phases of the project. The toolkit will be published on the akisconnect.eu platform and promoted with project partners and the wider AKIS community.

Additional resources will be added to support the learning objectives of modules 4-6 (D3.2).

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Appendices

4.1 Summary Slides for Online Modules 1-3

The contents of the modules (1, 2a, 2b, 3)

A summary of main aspects

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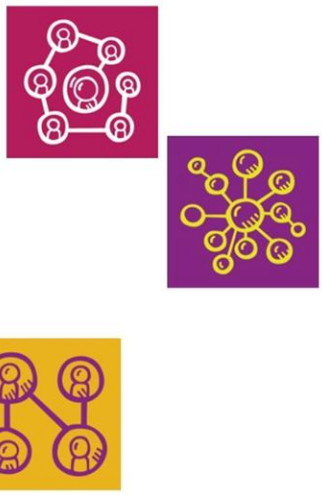
Module 1 – The Need for Systems Approaches in Agriculture and Interrelated Fields

- Navigating complexity: why we need a systems approach (start: example); today's agricultural challenges need a systems approach;
- Understanding systems: definition and key characteristics (elements, relations, subsystems, boundary, environment)
- Systems thinking: the mindset for applying a systems approach (entry: elephant; need for holistic, non-linear, relational and dynamic modes of thinking)



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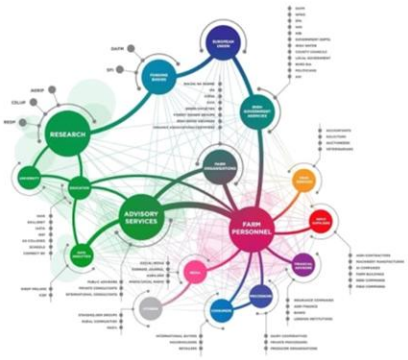
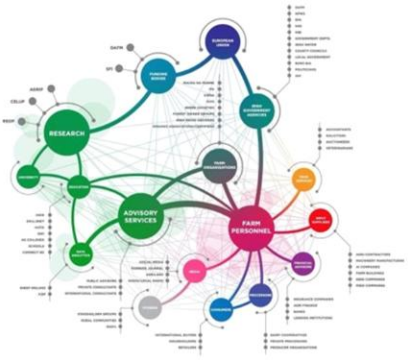
Module 2 – Understanding the AKIS as a System



(2 Parts following the components of a system)

- ❑ Definition of the AKIS
- ❑ Overview of the five components
- ❑ Elements and actors:
  - o Individuals or organisations (actors) who play distinctive influential roles and
  - o engage in activities contributing to the functioning of the AKIS; diversity.
- ❑ Relationships between elements/actors:
  - Collaborative or competitive, Formal or informal, Occasional or continuous/regular, Strong or weak
- Subsystems
- Boundary
- Environment

Module 2 – Understanding the AKIS as a System



(in 2 Parts following the components of a system)

- Definition of the AKIS
- Overview of the five components
- Elements and actors:
- Relationships between elements/actors:

- ❑ Subsystems (= smaller system within the AKIS made up of actors)
  - o with distinct functions, Interaction within the subsystem and outside is important to understand the dynamic of the AKIS
  - o Research, education & training, advisory services, agribusiness, …
- ❑ Boundary
  - What is under control and influence?
  - Parameters: geographical (regional/levels), value chain, sub-sectors)
- ❑ Environment (political, economic, geography, culture, technologies, …)

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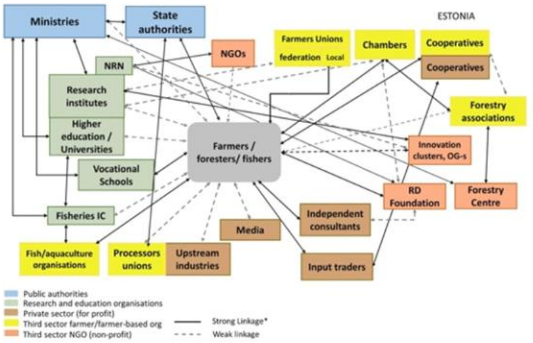
Module 3 – Diagnosis of the AKIS

- ❑ Definition and tasks of CB
- ❑ What is an AKIS diagnosis ("health check-up")
- ❑ Some entry questions to undertake an AKIS diagnosis (objectives, perspective, boundary)
- ❑ Who should do the diagnosis?
- ❑ Perspectives
  - o (infrastructural, procedural, functional, capacity-oriented)
- ❑ Steps to conduct an AKIS diagnosis
  - o Identify the state of knowledge
  - o Collect empirical evidence
  - o Analyse and integrate information
  - o Interpret information and draw conclusions
  - o Visualise the diagnosis (diagram, report)



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4.2 Documentation of the of the kick-off Workshop 2nd of July 2024

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Kick-off workshop with modernAKIS trainers

Online, 2nd of July 2024

Welcome! – Let's get to know each other better!

Within 2 min, get to know your respective partner better, finding out….

- ❑ Your name, organisation
- ❑ What do you have on your desk?
- ❑ What is the weather outside?
- ❑ What did you have for breakfast

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Objectives & agenda

Objectives

At the end of the kick-off WS , participants ....

- ❑ ...understand their mandate as trainers in the respective countries
- ❑ .. Have provided feedback on necessary support (technical, contents and next steps of the toolbox development...)

Agenda

09:00	Welcome (Dora, Mark)
	Get to know each other better
9:20	Objectives and today's agenda (Maria)
	Mandate of trainers (Mark)
	Collection of and exchange on technical questions (Miro board)
09:40	Reflections on modules (open questions, tools offered/useful in the different modules) - skipped
	Support needed (miro board)
	Outline: next meeting, possible topics
11:30	End of the meeting

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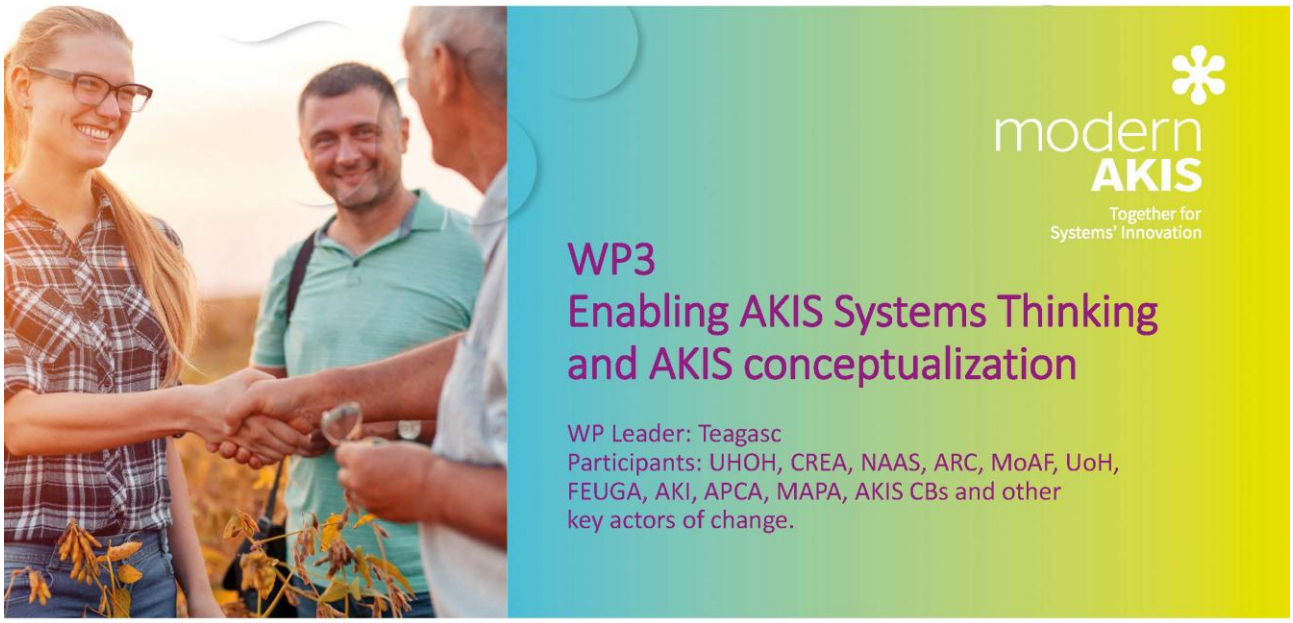
3



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Together for Systems' Innovation

Objective
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.

Workpackage 3 tasks:

- T3.1. Being part of the AKIS: Capacity building of actors to conceptualise valuable, relevant and credible AKIS models
- T3.2. Governance in the AKIS: Capacity building of actors to organize, coordinate and govern AKIS actors and to align and connect infrastructures
- T3.3 Monitoring, assessing and benchmarking AKISs and their functioning at national, regional and local level

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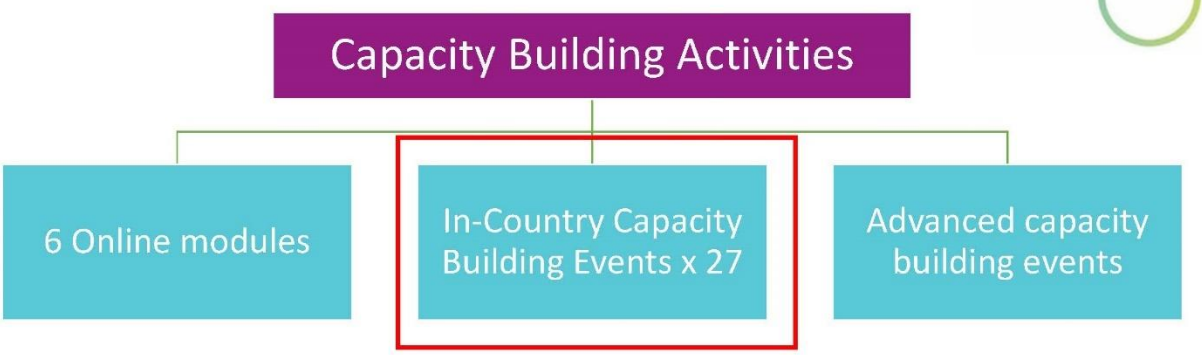
Workpackage 3 tasks:



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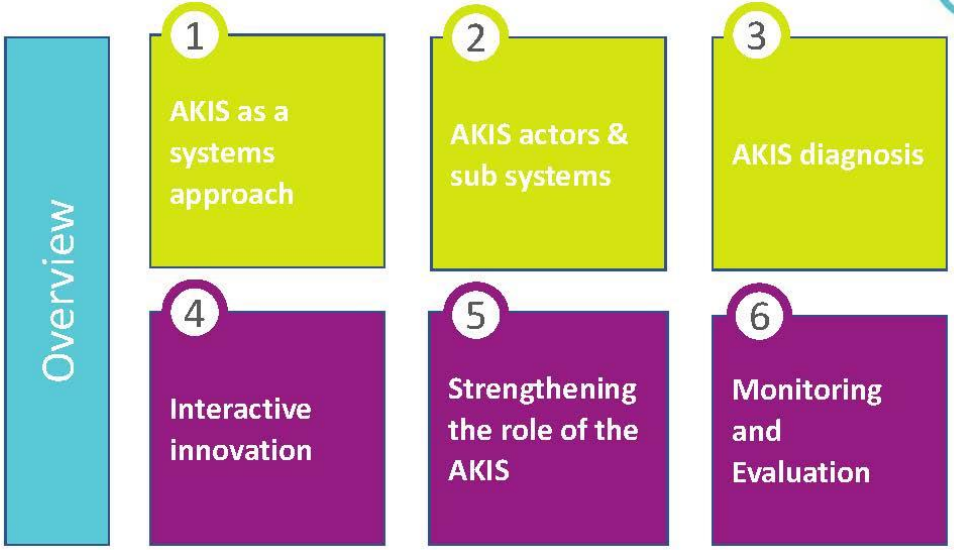
6 Online Modules



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In-Country Workshops Grant Agreement

- During the national co-creation workshops the Capacity Building Teams will exchange knowledge about systems thinking, system modelling, governance models and knowledge flows through practical application to their co-creators in the national CoP.
- The aim of the workshops is 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.

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In-country workshops

Learning Objectives:

- Develop systems thinking and effective practice within AKIS
- Come to a common understanding of AKIS terminology
- Address subsystems' functions, and actors' roles and capacities
- Develop analytical and diagnosis skills with respect to AKIS strengths and weaknesses

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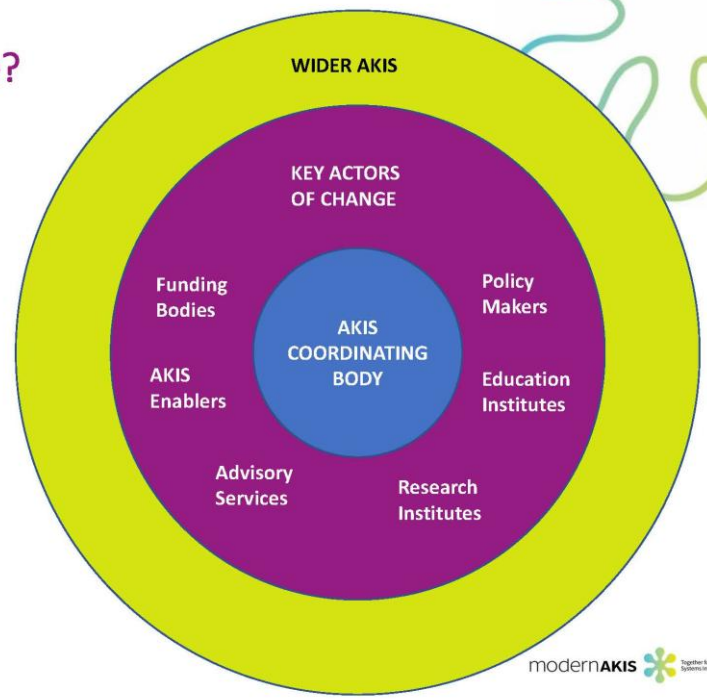
Who is our target audience?

- Modules – Wider AKIS
- In-Country Workshops - Key Actors of Change



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In-country workshops

Delivery Methods:

We would like to employ a variety of learning methods to cater to different learning styles and preferences:

- Interactive sessions
- Case studies and real-life examples of successful AKIS implementation
- Group discussions and role-playing activities

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Toolkit and learning material (handbook)

- Develop a list of relevant resources to support learning, such as:
  - Learning materials
  - Tools
  - Exercises
  - Scenarios

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In-Country Workshops – Practical Considerations

- Capacity Building events to take in each Member State from September to December 2024. Format to be discussed.
- Lead Trainer to work with local partners to establish arrange logistics.
- €1,500 allocated per MS + Travel costs for trainer

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In-country workshops

Delivery Methods:

We would like to employ a variety of learning methods to cater to different learning styles and preferences:

- Interactive lectures and presentations
- Case studies and real-life examples of successful AKIS implementation
- Group discussions and role-playing activities
- Hands-on training sessions on using ICT tools for accessing AKIS information

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Evaluation

- Conduct a post-training evaluation to assess the effectiveness of the program in achieving its learning objectives.
- Use a combination of methods like:
  - Pre and post-training quizzes
  - Feedback forms

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Open questions related to the mandate

To perform the tasks, what do I still need to know?

Please put your questions on the miro board using the following link:
https://miro.com/app/board/uXjVK_zyymQ=/?share_link_id=561821433107

Support needed

What helps you as trainers, what do you need to capacitate the Coordinating Bodies and Key Actors of Change successfully?
→Miro board?

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To perform the tasks, what do I still need to know?
- my questions, my worries, my puzzles

July 2nd, 2024; 10.00-12:00 h

Info: the green round-edge cards provide the responses to the questions

provide a certificate of attendance to the trainees

Depending on the results, should a second workshop be held to consolidate knowledge?

i2connect Quick Reference Cards for network analysis

do we focus to go in depth from the on line module because they've done it before or do we consider that we take some piece from the on line module to use in our presentation?

What is the link/overlap between the training content and the moduls what we translated? If I understand correcty the models can be made by individuals themselves?

"training approach"

Do we need to go through M1-3?

What will be the "added value" for the trainees? We need to convince them that they will learn something useful or even completely new.

Participants won't be satisfied if we provide general concepts, we need to show good practical examples

before the training, the trainers need to reflect in depth about the strengths and weaknesses of the national/regional AKIS in the countries where the training courses are

practical cases was mentioned; is it okay to approach ithe training for 1 thematic (subsystem?) perspective?

What is the difference between AKIS Diagnosis and M&E?

money

1500 per MS allocated - where it is? As I'm going to go to different country, is it in their budget already and I do not have to worry about the room, coffe, etc?

per country allocation of money, plus travel allowance for trainers; arrangement with local partners need to be made; trainers to work with local partners

1500 per MS allocated - per one event? is there a need for second vawe: M4-6??

Can we pay participants in CoPs for their time from the 1500 Euro?

is against the rules; for ccCop, only travel costs for european ccCoP will be paid

Budget is 1500€ pero workshop total 3 workshops???? IS IT OK?

reporting

How are we supposed to report back to the project? Our learnings?

Should we make Quiz as reporting to check that the attendees really know, what is AKIS? Do the trainers have comprehencive knowledge?

Even if we don't have an AKIS Coordination Body, we had to begin the training session? What do you ask us as a back of our activity ?

have a feedback session after the first training phase

target group

How many participants per MS is needed?

start with influencial actors, but be inclusive

Do we start with internal actors first, such as people from our organisation, or from the Coordination Body, or also external actors

what are the "AKIS enablers" (apart from the AKIS actors already mentioned on the diagramme)?

perhaps use people form the CAP network to work with, if CBs are not yet nominated

practical support needed

I need a scarf, cape, poncho, hat etc to show, that I am representing the project

Poster etc to promote modernAKIS/ akisconnect during the physical training

organisational aspects

1.5 days contact time; but with flexibility; what works best a; combination with CoP meetings is possible, until Jan25

1 event between oct-dec 2024? how many days/hours?

1 event per MS? and than 1 EU event to exchange experiences?

should it be online (advantage: more participants) or in person (less participants, but more in-depth and interactive)?

If we dilute the trainings to a session/presentation in some other event, do we reach the aim at all? (capacity, systems thinking etc?)

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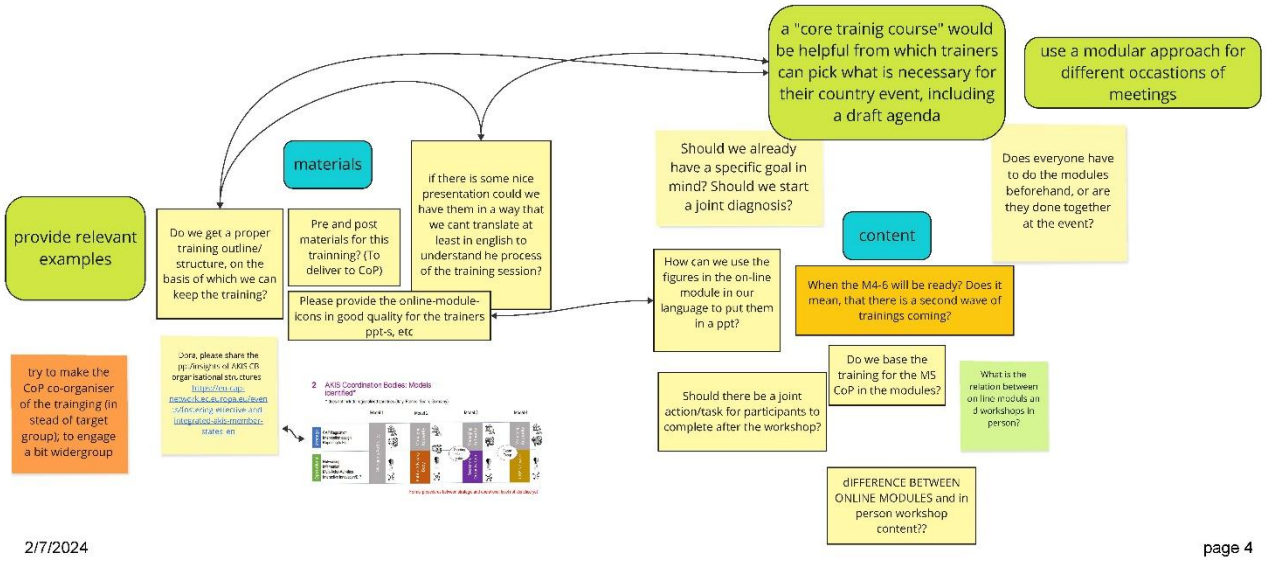

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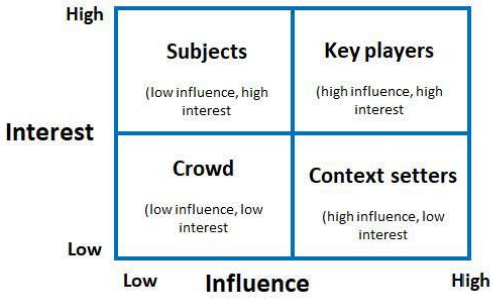
The interest / influence matrix

- ...supports a better understanding of the main actors in the AKIS;
- ...clusters actors of the AKIS according to their scope of interest and influence on the AKIS;
- ..helps to identify actions how to best approach different actors in influencing (improving) the AKIS.



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3

Exercise: Appling and reflecting the interest-influence matrix

Task

Analyse selected actors of your country AKIS using the interest-influence matrix.

Working procedure

- Identify actors in the AKIS (consult the AKIS map of your country report)
- Select the main 5-6 actors ...
  - ...providing the frame (conditions)
  - ...further key actors within the AKIS
- Briefly characterise them and allocate them in the interest-influence matrix
- Make visible / justify / argue:
  - What shows / demonstrates that they are important?
  - How do you recognize hat they are interested?

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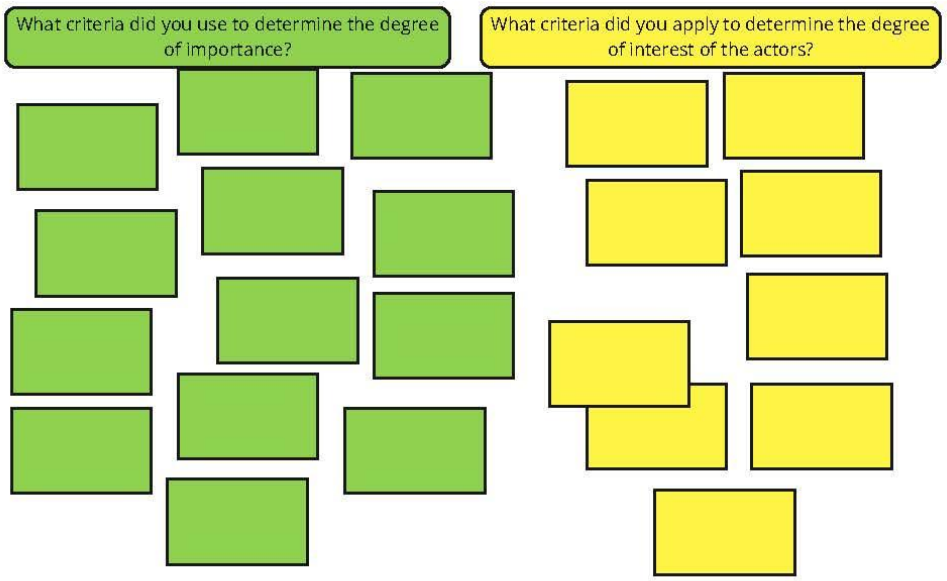

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4.1 Documentation of the of the follow-up workshop 31st of July 2024

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2nd workshop with modernAKIS trainers

Online, 1st of August 2024

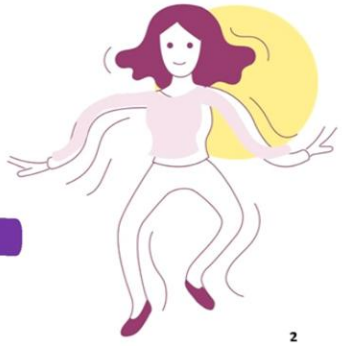
modernAKIS Together for Systems' Innovation 1

Welcome! – Let's get still more energy!

Movements: 8-4-2-1

Please get up and ensure some space around you for some exercises.

8 4 2 1



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Objectives & agenda

Objectives

At the end of this workshop , participants ....

- ❑ ...have a range of CD examples linked to the first three modules
- ❑ ...can adapt the CD examples to their target audience
- ❑ ... are more comfortable / confident with the tools and methods to conduct the capacity development events

Agenda

10:30 Welcome (Dora, Mark), energizer
Objectives and today's agenda (Maria)

10:50 Presentation of "types of events, example agenda"

11:05 Interactive part: Compilation and exchange of tools, procedures and instruments in 3 rounds of group work

12:00 break

12:10 Presentation and additions to the group works

12:40 Open questions and next steps

13:00 End of the meeting

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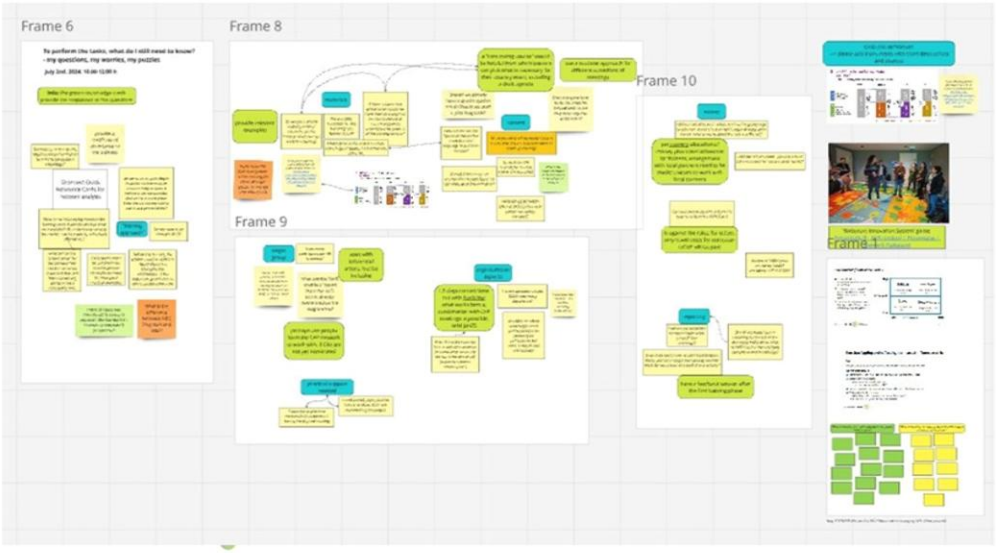
3

Recall: Open questions related to the mandate and support needed



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Main aspects of the kick-off meeting

- ❑ Organisational and technical issues were discussed → still open questions?
- ❑ First tools had been mentioned
- ❑ Request: "example events" as an orientation

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Modules 1 to 3 – overall objectives

1 Systems Thinking (The Need for Systems Approaches in Agriculture and Interrelated Fields)

- ❑ Understand the nature of the challenges that face agriculture and interrelated fields today and the need for a systems approach.
- ❑ Acquire an understanding of what a system is and the different parts that make up a system.
- ❑ Explore the concept of systems thinking and systems approach, assessing its usefulness in tackling complex challenges.

2a 2b AKIS (Understanding the AKIS as a System)

- ❑ Define the AKIS.
- ❑ Identify the actors in the AKIS.
- ❑ Describe the relationships between AKIS actors
- ❑ Identify examples of subsystems and their function in the AKIS.
- ❑ Explain an AKIS boundary and the environment surrounding it.

3 AKIS (Diagnosis of the AKIS)

- ❑ Explain the importance of an AKIS diagnosis.
- ❑ Describe the steps and tools applied in an AKIS diagnosis.
- ❑ Analyse and draw conclusions from an AKIS diagnosis.

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Modules 1 to 3 – main contents

Everything is on the miro board!!

1 Systems Thinking (The Need for Systems Approaches in Agriculture and Interrelated Fields)

- Navigating complexity
- Understanding systems
- Systems thinking

2a 2b AKIS (Understanding the AKIS as a System)

- Definition of the AKIS
- Overview of the five components
- Elements and actors
- Relationships/Linkages
- Subsystems
- Boundary
- Environment

3 AKIS Diagnosis (Diagnosis of the AKIS)

- What is an AKIS diagnosis, usefulness
- Some first decisions to take: objectives, boundary, questions to ask, who conducts the diagnosis
- The four perspectives
- Steps to conduct an AKIS diagnosis

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Assumptions

Coordinating bodies / participants of the CD events ....

- ❑ have different level of expertise and knowledge in the field of AKIS
- ❑ Not all had a deeper look into the preparatory modules
- ❑ are interested in contents which they can use in their practice
- ❑ don't like long presentations but prefer exchange

Facilitators ....

- ❑ ...have different level of experience in providing and facilitating CD events, meetings.,...
- ❑ ...can be inspired by generic descriptions and adapt them to the context in which they will act;
- ❑ ...are motivated to contribute with their experiences regarding tools and exercises that are helpful in supporting CB.

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Generic CD examples

- ❑ Example 1 – half day F2F meeting in addition to another meeting (3 hours with 15 min break in-between)
- ❑ Example 2 – two hours online meeting
- ❑ Example 3 – one-day workshop (F2F)
- ❑ Combination of events is possible

At least one (preferably the first meeting) should be in presence!!!!!!!!!!! As it is also about networking and building connections.

Options

1. CoP meeting 0,5 days, + example 1 WS, then: 2-3 online meetings
2. WS of 1-1.5 days on modules only
3. WS of 1 day plus 1-3 online modules.

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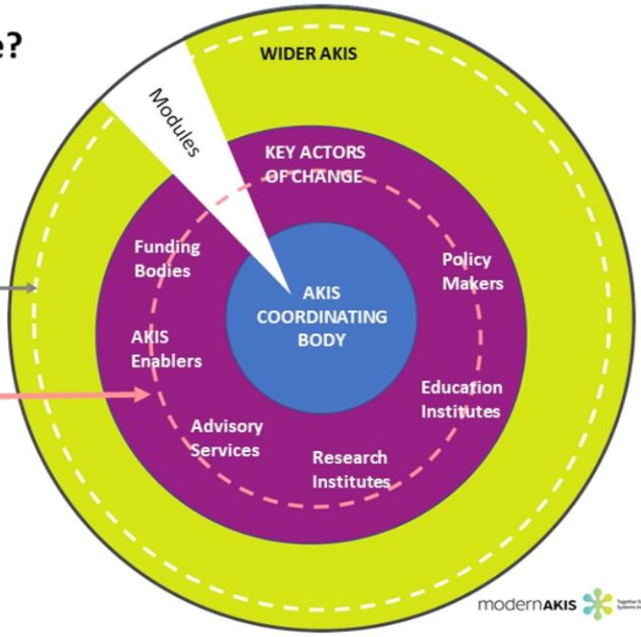
Who is our target audience?

- ❑ Modules:
  - CB
  - Key actors of change
  - Wider AKIS
- ❑ In-Country events
  - CB
  - Key Actors of Change



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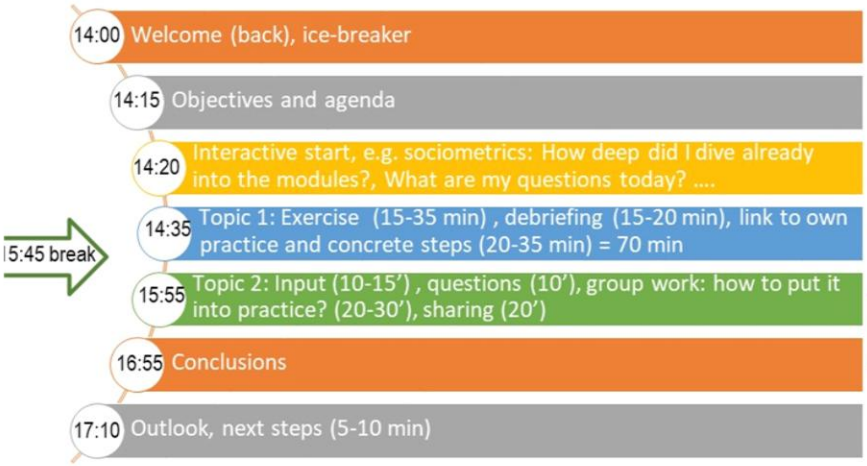
Example 1 – "add-on meeting", duration: 3 hrs + 15 min break



When to bring in some short inputs on the topic?

e.g. systems thinking; Influence of systems perspective on my daily work

e.g. Actor-influence matrix

Input: summary M3; Group work: what has already been done? Challenges, missing points, etc.

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11

Example 2 – online meeting, duration: 2,5 hrs + 10 min break



Select topics that are really doable virtually!!!

e.g. systems thinking; Influence of systems perspective on my daily work

e.g. Actor-influence matrix

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Example 3 – 1.5 day workshop

Objectives

At the end of the 1.5 days workshop, participants…

- ❑ …understand the importance of systems thinking in their role as CB;
- ❑ …can apply a systems perspective in the analysis of the actors of the AKIS;
- ❑ …better understand the country's AKIS (structural and functional view);
- ❑ …have identified and further characterised key actors of the AKIS and their relationships;
- ❑ …have voiced additional topics for exchange meetings.



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13

Example 3 – 1.5 day workshop

Time	Dur.	activities
09:00		Welcome, Self-introduction, How it feels to be a key actor (CB or other), recent activities
09:25	10	Objectives, agenda
09:35	5	Sociometrics: Familiarity with the modules
9:40	10	Silent triangle (exercise, debriefing)
9:50	45	Input: summary module 1 and discussion Work in pairs: when did I realise most that I am part of a system? - sharing
10:35	10	break
10:45		Input: summary module 2; Understanding AKIS as a system: environment, boundaries, types of actors, subsystems, linkages
12:30	60	Lunch break, Energizer
13:30	90	Group work: AKIS actors and linkages (review of AKIS map, qualifying the linkages)
15.00		Break
15:15	90	Actor influence-importance analysis
16:45	15-30	Conclusions & learnings of the day

Time	Dur.	activities
09:00		Starting the day
9:10		Input: summary 3 Review of working procedure day 1 regarding the proposed steps
10:10		Task: Identification of still missing information to better understand the AKIS
11:00		break
11:15		Overall conclusions & learnings
11:45		Open questions and topics, next steps
12:15		Short feedback
12:30		Farewell, departure

One entire day may be too long, thus try to include an excursion to a subsystem in the neighbourhood.

14

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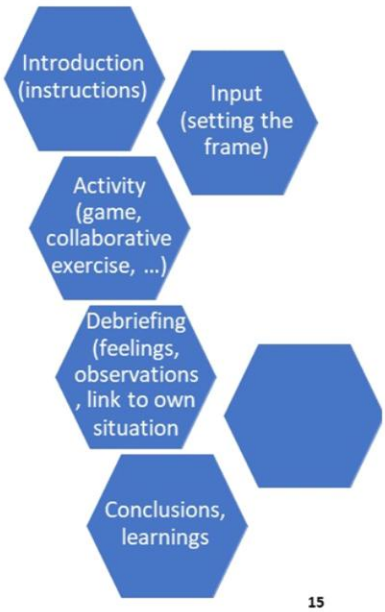
Steps of an interactive exercise

- An interactive exercise consists of
  - A short introduction (input, instructions, material)
  - Activity
  - Debriefing (feelings, reflection on procedure, specific points, ..)
  - Conclusions, learnings
- An activity within a block may last shorter or longer
- Can be conducted in plenary or sub-groups
- Important: everybody needs to get a role



Energizers

- ...are activities designed to boost the energy level and to activate participants;
- they should be short, but involve all participants – minding the cultural and social circumstances;
- they can be applied: at the beginning of a workshop, after a break, after longer presentations
- Sources:
  - https://www.sessionlab.com/library/energiser
  - https://commonslibrary.org/games-and-energisers/
  - https://www.surfoffice.com/blog/energizers-team-warmups
  - https://cms.goethe.de/goethe/goethe/_files/pdf319/energizers-v1.pdf
  - https://www.ndi.org/sites/default/files/Energisers.pdf



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How can we support the CB and key actors of change…

Time: 35 to 45 minutes

- ❑ …to raise their interest in the topics (usefulness);
- ❑ …to (better) understand the three modules;
- ❑ …to apply selected suitable instruments / tools in the CB's concrete situation.

What can we use, show, or do during the capacity development events to achieve the above objectives? → learning activities



Focus on one module, and make your contributions on the Miro Board using the link:
https://miro.com/app/board/uXjVK_zyymQ=/?share_link_id=257416363589

Groups' working spaces are allocated to the respective modules.

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17

Compilation of possible learning activities → toolkit

	objectives	Tool	Duration	source
1	To experience systems	The silent triangle	10-15 min	
2	Understanding			
3				
4	To identify the actors in the AKIS	Stakeholder analysis		
5	To get a deeper understanding of key actors in the AKIS	Interest importance matrix		
6	Understand linkages among actors	Actor network analysis		
7	To explore patters of interaction within a network; and how these patterns can be understood and managed to support engagement and understand/address conflict effectively	Circle of coherence	40-60 min	I2connect toolkit; https://www.akisconnect.eu/iss-tools-and-methods
8				

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Some hints for organising and conducting events

- ❑ The number of participants can be between 5 to 20 participants – even above – provided we can make it interactively, there is enough space and good facilitation.
- ❑ If more persons are interested, organise an additional workshop; involve the CB to organise it;
- ❑ If you must invite participants due to their position, but who do not contribute "catch" them with interesting interactive sessions.
- ❑ ..

If you have questions or need support in designing your event, don't hesitate to contact me:
m.gerster-bentaya@uni-hohenheim.de

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Next steps – outlook

What **we** (WP responsible persons; Maria, Mark, …) will do (until the beginning of September 2024):

- ❑ Compile and harmonise today's results;
- ❑ Follow the indicated resources and add further learning activities;
- ❑ Make a draft toolkit available until September 9, 2024
- ❑ Envisage an experience exchange meeting in November 2024
- ❑ Organise a F2F meeting in Feb. 2025 to exchange on CD events on M1-3



What **you** will do (homework)

- ❑ Identify and contact the country's CB;
- ❑ Think and decide – together with CB on
  - the event options and possible dates for the events (in view of other meetings);
  - your audience
  - The focus (contents)



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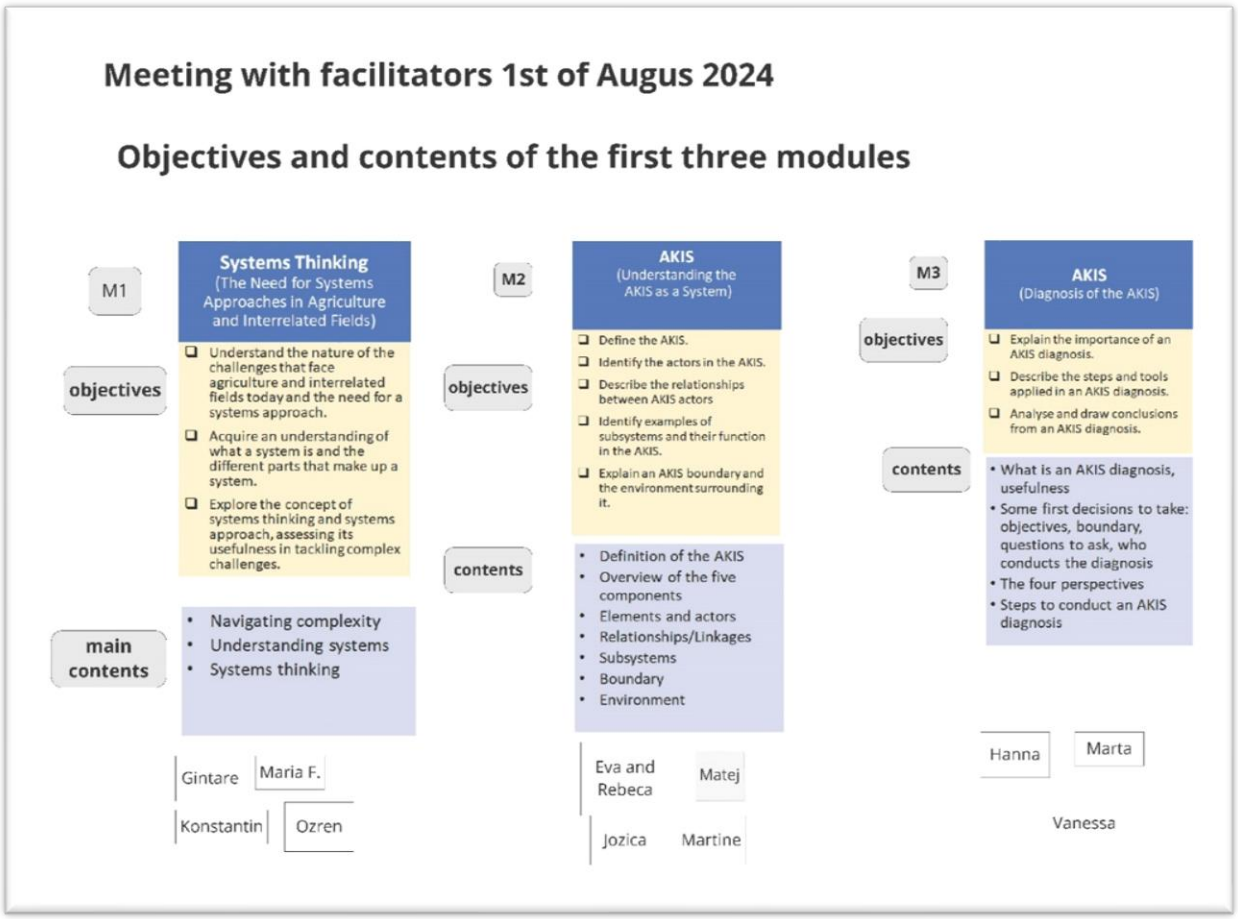
Results of the group discussions during the follow-up workshop



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1-name	**Interest - importance matrix**
2-objectives that can be achieved with the tool	• To get a deeper understanding of key actors in the AKIS, • to better understand what characterises important and influencial actors • supports in identifying targeted actions
3-duration	20-30 min
4-how to proceed, guiding the activity	1. Introduce the matrix and explain its usefulness and how it is structured 2. depending on the number of participants, form 2-3 groups and provide the task. 3. Task: Analyse selected actors of your country AKIS using the interest-influence matrix. • Working procedure a. Identify actors in the AKIS (consult the AKIS map of your country report) b. Select the main 5-6 actors ... i. providing the frame (conditions) ii. •...further key actors within the AKIS c. Briefly characterise them and allocate them in the interest-influence matrix d. Make visible / justify / argue: i. What shows / demonstrates that they are important? ii. How do you recognize hat they are interested? 4. How do we use this information when engaging with these people? When, in what and how should we involve them? 5. if different matrices were developed in groups, have all matrices shared, clarified evtl. contradictions and agree on question no. 4 together
5-material, templates, etc.	template matrix presentation
6-source	
7-examples, graph	

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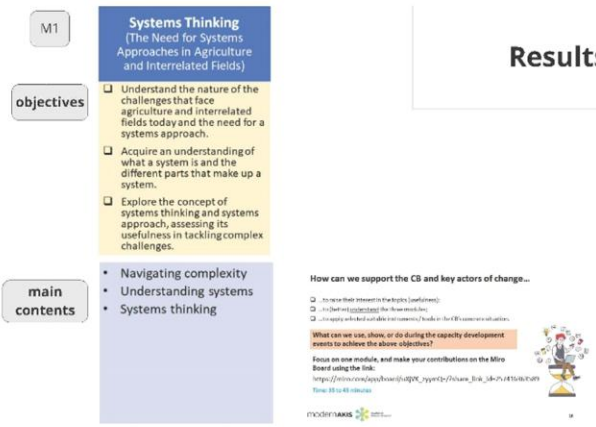

Results Group 1

1-name	between peers
2-objectives that can be achieved with the tool	Short exchanges in pairs in order to collect pereived challenges in agriculture and interrelated fields
3-duration	2-3 minutes per pair, 2 minutes to take notes, switch
4-how to proceed, guiding the activity	to share samples about applying systematic approach in practice (green deal, IPM, etc.)
5-material, templates, etc.	
6-source	
7-examples, graph	

1-name	Role-play game
2-objectives that can be achieved with the tool	Role-Play Game - Print out card with different roles Similar to Gerhard and policy makers to visualize interconnections Use rope to visualize tension and connections Introduce barriers and obstacles, barriers, challenges - indicating new challenges
3-duration	30 - 60min. Familiarise yourself with assigned role (10-15 min.) Discussion about different interests (20min.) Feedback about challenges and new findings within role (15min.)
4-how to proceed, guiding the activity	Instructions should be provided before starting the game
5-material, templates, etc.	
6-source	
7-examples, graph	

1-name	
2-objectives that can be achieved with the tool	Dynamic holistic decision making Discussion groups on what will happen with the system if for example we leave out a decision factor
3-duration	
4-how to proceed, guiding the activity	
5-material, templates, etc.	
6-source	
7-examples, graph	remark Maria: used the question for the LU "Systems Thinking"

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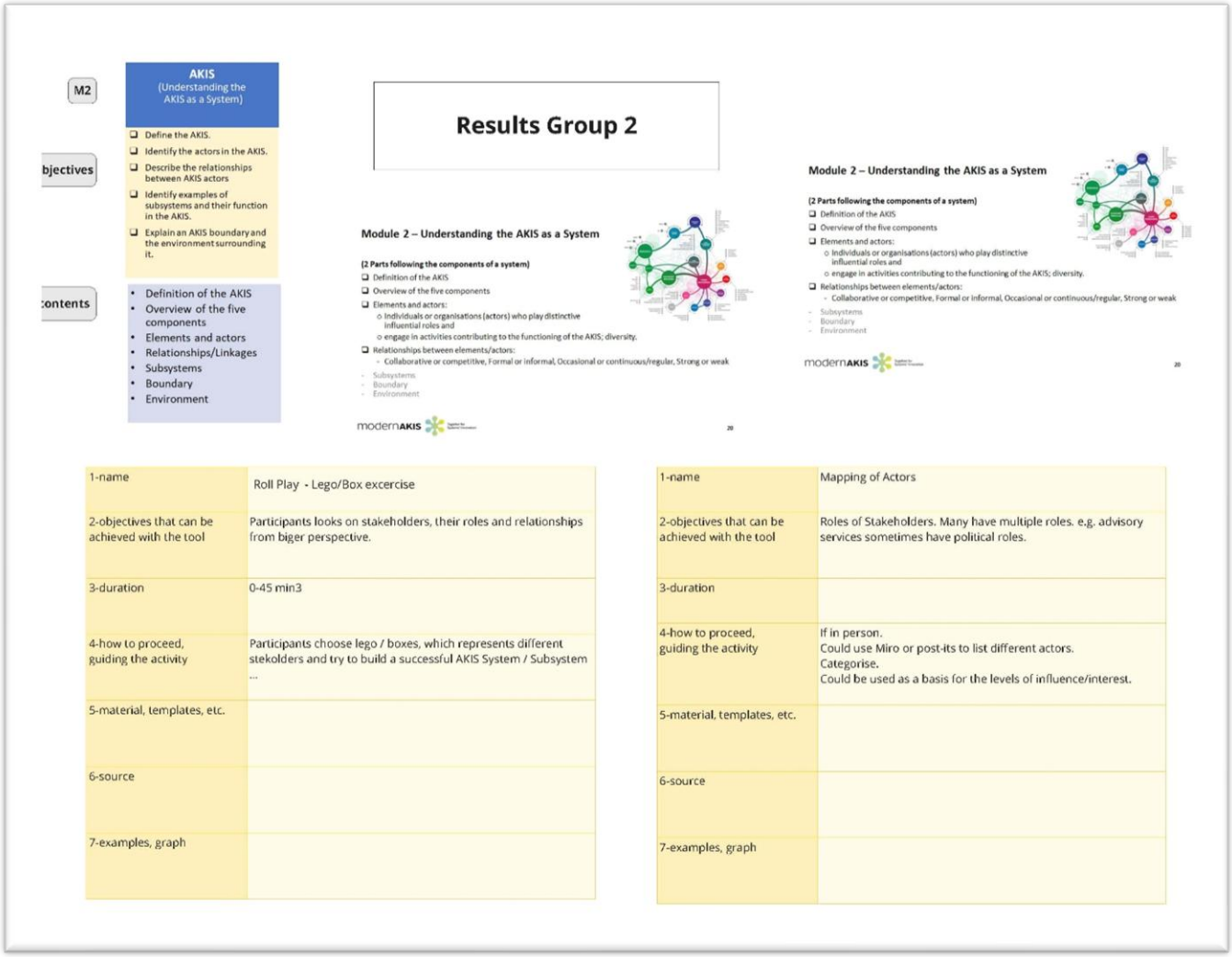

1-name	Roll Play - Lego/Box excercise
2-objectives that can be achieved with the tool	Participants looks on stakeholders, their roles and relationships from biger perspective.
3-duration	0-45 min3
4-how to proceed, guiding the activity	Participants choose lego / boxes, which represents different stekolders and try to build a successful AKIS System / Subsystem ...
5-material, templates, etc.	
6-source	
7-examples, graph	

1-name	Mapping of Actors
2-objectives that can be achieved with the tool	Roles of Stakeholders. Many have multiple roles. e.g. advisory services sometimes have political roles.
3-duration	
4-how to proceed, guiding the activity	If in person. Could use Miro or post-its to list different actors. Categorise. Could be used as a basis for the levels of influence/interest.
5-material, templates, etc.	
6-source	
7-examples, graph	

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M3

AKIS
(Diagnosis of the AKIS)

objectives

- ❑ Explain the importance of an AKIS diagnosis.
- ❑ Describe the steps and tools applied in an AKIS diagnosis.
- ❑ Analyse and draw conclusions from an AKIS diagnosis.

contents

- What is an AKIS diagnosis, usefulness
- Some first decisions to take: objectives, boundary, questions to ask, who conducts the diagnosis
- The four perspectives
- Steps to conduct an AKIS diagnosis

Results Group 3

Module 3 – Diagnosis of the AKIS

- ❑ Definition and tasks of CB
- ❑ What is an AKIS diagnosis ("health check-up")
- ❑ Some entry questions to undertake an AKIS diagnosis (objectives, perspective, boundary)
- ❑ Who should do the diagnosis?
- ❑ Perspectives
  - (infrastructural, procedural, functional, capacity-oriented)
- ❑ Steps to conduct an AKIS diagnosis
  - Identify the state of knowledge
  - Collect empirical evidence
  - Analyse and integrate information
  - Interpret information and draw conclusions
  - Visualise the diagnosis (diagram, report)

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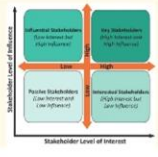
22

1-name	Understanding the relationships in AKIS and what to do with that information In here is an idea, how to organise the WS, going through the "diagnosing AKIS"
2-objectives that can be achieved with the tool	• To get an understanding of relationships between actors in the AKIS, • to better understand what actors are important and influencial • to understand, that there are different perspectives to diagnose the AKIS - by funds, by organisations etc. What are the differences and bottlenecks of every perspective • to define next steps further from the diagnosis
3-duration	**120 min (after the actors are already discussed by the group)**
4-how to proceed, guiding the activity	1a) Briefing the group - have they seen the module, what is diagnosis 1b) round-table brainstorming - where/when it is beneficial to diagnose. 2a) discussions in pairs - what aspects can be diagnosed (etc relationships, changes in funds, durability, participation in events) 2b) Group-discussion from the points raised in step 3. Grouping post-it's 3a) introduction to the AKIS report (input from i2connect project). Visual of the diagnosis. 3b) groups of 3 - analysing the report on following aspects - • are all key actors described (who is missing and how this actor influences the AKIS, write all mentioned actors on post-it and put it on the matrix, different colour-codes for different types of AKIS) • are important aspects of the AKIS development or functions described (what is not well covered) • proposal for additional information to be taken account (in the next report) • ... 3c) What deductions regarding the country did you draw? Sharing and writing down -- > facilitator could take different notes to improve the M3 4a) Prepared areas to work - what can be influenced by CB (matrix: strong/direct influence ...) 4b) agreement - next steps/who does what
5-material, templates, etc.	**whiteboard, post-it's,**
6-source	**AKIS report (input from i2connect project).**
7-examples, graph	 

1-name	LEGO AKIS
2-objectives that can be achieved with the tool	
3-duration	
4-how to proceed, guiding the activity	Boxes of different Legos are distributed indicting the types of actors members are clustered according to subsystem and build their ideas of the AKIS and indicate relationships later the buildings are compared discuss the types linkages.
5-material, templates, etc.	
6-source	
7-examples, graph	

1-name	Understanding the AKIS diagnosis procedure
2-objectives that can be achieved with the tool	Participants.... • know the importance of an AKIS diagnosis • know different steps of an AKIS diagnosis • can interpret the AKIS map and derive conclusions
3-duration	
4-how to proceed, guiding the activity	1. Distribute the AKIS map from the AKIS report 2. Ask: who is familiar with this map? Who participated in the elaboration? 3. input :Present the different steps of an AKIS diagnosis, have the steps written on a flipchart 4. Ask: where do you find the different subsystems of the AKIS? To which subsystem do you belong? Are the relevant actors of your subsystem mentioned?
5-material, templates, etc.	copies of AKIS maps steps of the AKIS diagnosis - ppt steps of the AKIS diagnosis on a flipchart
6-source	
7-examples, graph	

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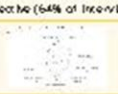
1-name	Wire Game
2-objectives that can be achieved with the tool	Demonstrate the multiple connections between actors. Show the different amounts of connections between actors. understand who intermediaries are and their role in connecting one actor to another e.g. advisors understand the strength of connections (weak or strong?) Are the connections one way or two way?
3-duration	Depends on the number of actors present. Approximately 40 minutes
4-how to proceed, guiding the activity	Explain the activity. Give roles to individuals if they are not present in the room. Provide different colour string to different actors. Ask each actor to say what connections they think they have with the different actors. Moderator links different people with the wires. This is repeated with each actor. At the end you have a human map. Strength of Connections As actors is it easy for you to meet e.g. farmers or advisors? Are there ways that you could better connect with farmers or others. Are you able to share your opinion in the policy making process? What are the benefits of having stronger connections? learning for others on how to improve their connection What type of information is being transmitted. How is information exchanged- phone, meetings. Is this the best?
5-material, templates, etc.	Good facilitator who can allow everyone to have a say. Good representation of actors. Good strong string. Colour for each actor.
6-source	In Latvia they did this in a training rather training (possible source for method)
7-examples, graph	

1-name	EVAL-INNO - insights can be gained into how the different actors in the system (farmers, researchers, companies, government) interact and contribute to agricultural innovation
2-objectives that can be achieved with the tool	**Evaluating the effectiveness of agricultural innovation networks** - Analysing how agricultural knowledge and innovation networks are structured and how they function. This includes assessing co-operation between farmers, researchers, advisors, educational institutions and governments. **Analysing the innovation capacity of AKIS actors** - Evaluate the capacities of the different AKIS actors to create, adapt and adopt agricultural innovations. **Benchmarking of innovation practices in different countries** - Compare the efficiency of agricultural innovation systems in different regions or countries, using specific indicators to measure performance and effectiveness. **Strengthening evaluation capacity within AKIS** - Improving the skills of AKIS actors in the continuous evaluation of agricultural innovation processes, creating a culture of constant monitoring and improvement. **Evaluating the impact of public policies on AKIS** - Measuring the impact of public policies on the agricultural innovation system, including financial support, training programmes and sustainability regulations.
3-duration	4 to 8 months. Depends on available resources.
4-how to proceed, guiding the activity	**Define objectives** - Clarify the goals of the evaluation. Are you assessing the overall effectiveness of the AKIS, the impact of specific policies, or the innovation capacity of particular actors? **Determine scope (e.g. regional or national) and focus areas (e.g. technology adoption, policy impact)** - **Identify stakeholders** **Develop a work plan** - Create a detailed work plan outlining the timeline, resources needed, and roles and responsibilities of the evaluation team. **Involve stakeholders** - Organize initial meetings with stakeholders to explain the evaluation process, gather input, and ensure their buy-in. **Collect data** - Qualitative and quantitative **Writing the evaluation report** **Implementation and follow up**
5-	
6-source	https://www.researchgate.net/publication/315453600_Developing_RTDI_Evaluation_Culture_in_South_East_Europe_FOSTERING_EVALUATION_COMPETENCIES_IN_RESEARCH_TECHNOLOGY_AND_INNOVATION_-_THE_EVAL-INNO_EXPERIENCE
7-examples, graph	 

1-name	Relational matrix
2-objectives that can be achieved with the tool	to better understand the linkages among various AKIS actors
3-duration	
4-how to proceed, guiding the activity	
5-material, templates, etc.	
6-source	In the case of the AKIS report of Italy, the matrix was used to collect quantitative data from some key AKIS actors and it was accompanied by interviews that enabled deepening on about the linkages currently in place within the AKIS. The main question was to assess the degree of bilateral interaction between a predefined list of key AKIS actors. The application of this tool enabled understanding some important information about the state of the linkages and their trends in AKIS. The following information were drawn from this tool: (a)On average, the interactions between all other subjects are weak or based on random/project relationships, with the exception of those between companies for the provision of agricultural inputs and Agri-food industry (processors, etc.) on the one hand and private advisory services, farmers' unions, farmers' cooperatives and Producers Organization on the other, which assume a rather stable structure. (b)there are strong relationships between universities and research institutions, because formally agreements exist between institutions, or they belong to the same platforms or clusters. (c)Concerning advisory, the public services show relatively stronger knowledge flows within the public administration and universities, while private services show more intense flows within the agri-food industry and the farmers' unions (Fig. 2). This last finding is mostly motivated by the use of external staff (private advisors) by the farmers' union for the provision of advisory services. Furthermore, the interviews allowed collecting some other important information, for example: (a) There are differences in linkages among AKIS actors at local and at national levels. In general, at local level the cooperation measures for innovation introduced by the RDPs 2007-2013 (Meas. 124) and 2014-2020 (Meas. 16), as well as local learning and innovation networks for sustainable agriculture (e.g. Food Communities, local organic networks, etc.), have contributed to the development and/or strengthening of relations between the different actors of rural development and, in particular, between farmers and advisors on the one hand and the research world on the other. (b) In the case of cooperation projects, these relationships are in general not formally structured beyond the project timeline, since they develop between the persons involved in the project partnership (not between institutions). However, they have given rise to networks with permanent and consolidated relationships, thus providing the basis for new project partnerships, as demonstrated by the project continuity of several partnerships from Meas. 124 to Meas. 16. In many cases, the actors of these networks also include small local enterprises (agribusinesses, input suppliers, etc.), local administrations, consumers. The reason they can be considered as mini-AKIS where an interactive innovation transfer model is implemented. Beyond the local dimension knowledge flows become more formal and are characterized by a low degree of system-perspective (64% of interviewees).
7-examples, graph	 

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1-name	Interactive SWOT analysis
2-objectives that can be achieved with the tool	Group understanding of the key issues and items in the system/in AKIS.
3-duration	90-120 min
4-how to proceed, guiding the activity	1) Agreement on the question and the boundary of the system (what is inside/outside) ... the outcome of module 2 could be used. In this phrase of process is not allow to make comment the ideas. 2) Brainstorming (there are many ways of conduction) One example: The participants are writing the idea on the stick-it notes and are putting them on the wall (and reading it out) around the agreed question. 3) The sorting the similar ideas - the facilitator is going one by one of the stick-it note and try to group them, by using the symbols. Same symbol for the same idea. One idea could have more symbols, i.e. could be part of more than one idea-group. 4) Formulation of the statements - the facilitator is going one by one idea-group and together with participants are discussing and formulating statement describing the strength, weak, opportunities and threats of the system/the AKIS. Further note: In case, there are more than 8 participants, I would suggest splitting participants in to groups, which will work: a) on the same questions and has same boundaries or b) they could work on the slightly different question (for example dealing with different group of the AKIS actors) and the same system boundary. c) they could work on the same question and the slightly different system boundary (for example the AKIS under the CAP or the whole national/regional AKIS)
5-material, templates, etc.	Stick-it notes, fixes, flipcharts,
6-source	There are many sources on web sites:
7-examples, graph	

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4.3 Description of learning activities / tools

1 Silent triangle

1-name	Silent triangle
2-objectives that can be achieved with the tool	• Sensitise participants of a systems perspective
3-duration	10-20 min
4-how to proceed, guiding the activity	1. Give the instructions: a. Without anyone noticing, each participant has to choose two persons. b. On a signal, try to get and maintain the same distance to the two persons, but make sure that the person concerned does not notice anything! c. Let's see what happens! d. Make a second round. 2. Debriefing questions: a. What happened? b. What can we conclude in regards of a system c. Exchange with participants what they could learn from the exercise about a "system" d. Ask / probe with participants about the need to think in systems
5-material, templates, etc.	none
6-source	
7-examples, graph, experiences	

Please refer to accompanying document modernAKIS Modules 4 to 6.

2 Systems Thinking

1-name	Systems thinking
2-objectives that can be achieved with the tool	Participants … • Understand the nature of the challenges that face agriculture and interrelated fields, emphasizing the need for a systems approach • Gain an understanding of what a system is and the different parts that make up a system. • Explore the concept of systems thinking and a systems approach, assessing its usefulness in tackling complex challenges.
3-duration	min

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4-how to proceed, guiding the activity	1 Understanding Agricultural Challenges and the Need for Systems Approaches (30 minutes) • interactive dialog around a presentation (15 minutes) o Begin with a presentation that outlines the complex and interrelated challenges in agriculture, such as climate change, food security, resource management, and socio-economic factors. o Explain why traditional approaches may fall short and how a systems approach can offer more holistic solutions. o Introduce AKIS (Agricultural Knowledge and Innovation Systems) and how it plays a role in supporting innovation through systems thinking. • Group Activity: Challenge Mapping (15 minutes) o Divide participants into small groups. Each group selects a major challenge in agriculture. o Using sticky notes or a digital tool, participants map out the various factors and stakeholders involved in their selected challenge, showing interconnections. o Groups briefly present their maps to the entire workshop. 2 Introduction to Systems Thinking and System Components (30 minutes) • Presentation (10 minutes) o Define what a system is and discuss its components (e.g., elements, interconnections, purpose). o Provide examples of systems in agriculture, such as a farm ecosystem or a supply chain. • Discussion (20 minutes) o Facilitate a discussion where participants reflect on how they have seen systems at play in their work. o Encourage them to think about the components of these systems and how they interact. 3 Exploring Systems Thinking and Its Application in Tackling Agricultural Challenges (30 minutes) • Presentation (10 minutes) o Introduce systems thinking and its principles: interconnectedness, feedback loops, leverage points, and emergent properties. o Discuss how systems thinking can be applied in agricultural innovation, using case studies (e.g., integrated pest management, sustainable intensification, or AKIS). • Case Study Analysis (15 minutes) o Present a case study where a systems approach was successfully implemented in agriculture (e.g., AKIS-driven innovation). o In small groups, participants analyse the case study, identifying the systems thinking principles applied and discussing how they could apply these in their contexts. • Group Share-Out (5 minutes) o Groups briefly share their insights and applications. 4 Planning and Applying a Systems Approach (15 minutes) • Reflection and Planning Activity o Ask participants to reflect individually on a challenge they are currently facing in their work. o Using what they've learned, they outline a basic plan for applying a systems approach to this challenge, considering stakeholders,

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	interconnections, potential leverage points, and desired outcomes. o Participants can share their plans in pairs or small groups for feedback. 5 Wrap-Up and Q&A (5 minutes) • Summary of Key Takeaways o Recap the importance of systems approaches in agriculture. o Reiterate the role of systems thinking in innovation and problem-solving. • Open Floor for Questions: o Allow participants to ask any remaining questions or share final thoughts.
5-material, templates, etc.	Presentation Slides; Interactive Tools / visualisation materials; Reflection and Planning Template
6-source	1. Module 1 2. Systems Innovation Course Materials (2b_Systems Thinking)
7-examples, graph, experiences	

6 Lego AKIS

1-name	**Lego AKIS**
2-objectives that can be achieved with the tool	• Sensitise participants that AKIS are unique, have divers subsystems and depend on the persons' perspective
3-duration	20-40 min
4-how to proceed, guiding the activity	**Introduction** 1. Explain the procedure 2. Distribute the material: Boxes of different Legos are distributed indicating the types of actors 3. Participants are clustered according to subsystem **Assembling the AKIS** 4. The team members build their ideas of the AKIS and indicate relationships **Exchange and analysis** 5. Back in plenary, the buildings are explained and compared 6. discuss the types of linkages.
5-material, templates, etc.	Lego Enough space so that different sub groups can work
6-source	

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7-examples, graph, experiences	

7 Stakeholder mapping (Venn diagram, stakeholder map)

1-name	**Stakeholder mapping (Venn diagram, stakeholder map)**
2-objectives that can be achieved with the tool	• quickly visualize actors and their interrelations as part of a system or an intervention.
3-duration	20-50 min
4-how to proceed, guiding the activity	1. Ask the participants to draw the actors in a specific space or collaboration. It can be done on a whiteboard or wallpaper with the help of cards/yellow notes and markers. 2. Participants have to agree on the position of the actors according to a given structure (see examples below). 3. Relationships could be also stated using arrows, such as intermittent arrows for weak connections and thick arrows for strong connections. Arrows can point both ways. You can always choose different colours to signify different types of relationships. Eventually the diagram will show which stakeholders are well connected to each other, and what sub-groups are present. 4. A spider diagram can even be extended to an inner and outer circle(s). Those stakeholders who are present and active in the inner circle and those who are not (but should be) are located in the outer circle. 5. The identification of stakeholders could be very creative according to the desired characteristics explored by the facilitator.
5-material, templates, etc.	
6-source	Sixty tools to facilitate multi-stakeholder partnerships; 80 participatory tools *Link*: https://edepot.wur.nl/409844 Durham E., Baker H., Smith M., Moore E. & Morgan V. (2014). The BiodivERsA Stakeholder Engagement Handbook. BiodivERsA, Paris (108 pp). Gerster-Bentaya, M. 2014. Stakeholder analysis. In: Gieseke et al. 2015. Urban Ariculture for Growing City Regions. Connecting Urban-Rural Spheres in Casablanca. Routledge, p. 92

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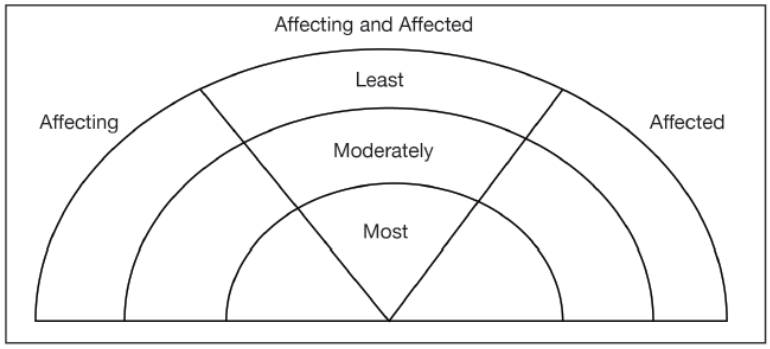
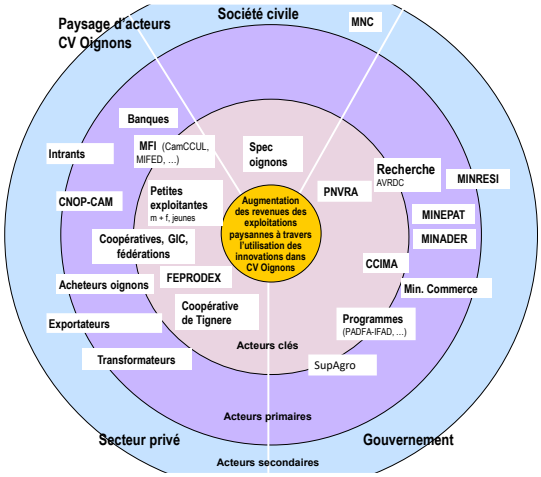
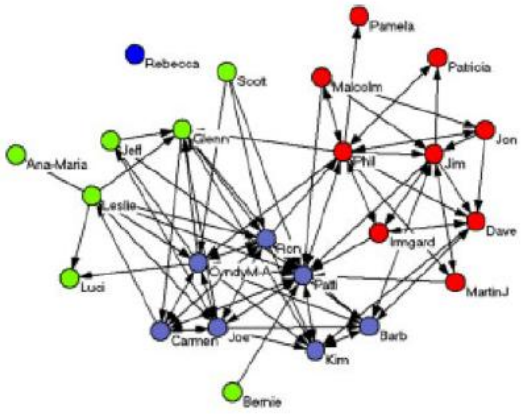
7-examples, graph, experiences	 Source: Durham et al. 2014  Source: Gerster-Bentaya M. (2015) Stakeholder Analysis. In: Giseke et al. 2015  Classifying stakeholder in an specific ecosystem:

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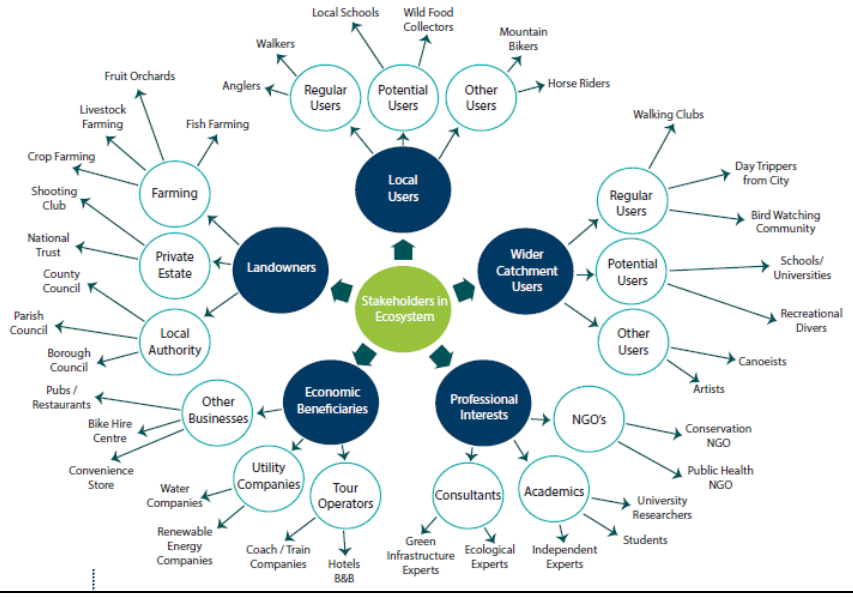
	Source: Durham et al. 2014. 

8 Interest - importance matrix

1-name	Interest - importance matrix
2-objectives that can be achieved with the tool	• To get a deeper understanding of key actors in the AKIS, • to better understand what characterises important and influential actors • supports in identifying targeted actions
3-duration	30-60 min - depending on the size of the group, and the number of actors that will be analysed
4-how to proceed, guiding the activity	3. introduce the background (slide 2), then the objectives of the tool (slide 3), followed by the matrix and explain its usefulness and how it is structured (slides 4-5) 4. depending on the number of participants, form 2-3 groups and provide the task. 5. **Task**: Analyse selected actors of your country AKIS using the interest-influence matrix (slide 6). Working procedure a. Identify actors in the AKIS (consult the AKIS map of your country report) b. Select the main 5-6 actors ... i. 2-3 actors providing the frame (conditions) ii. further key actors within the AKIS c. Briefly characterise them and allocate them in the interest-influence matrix d. Make visible / justify / argue: iii. What shows / demonstrates that they are important? iv. How do you recognize that they are interested?

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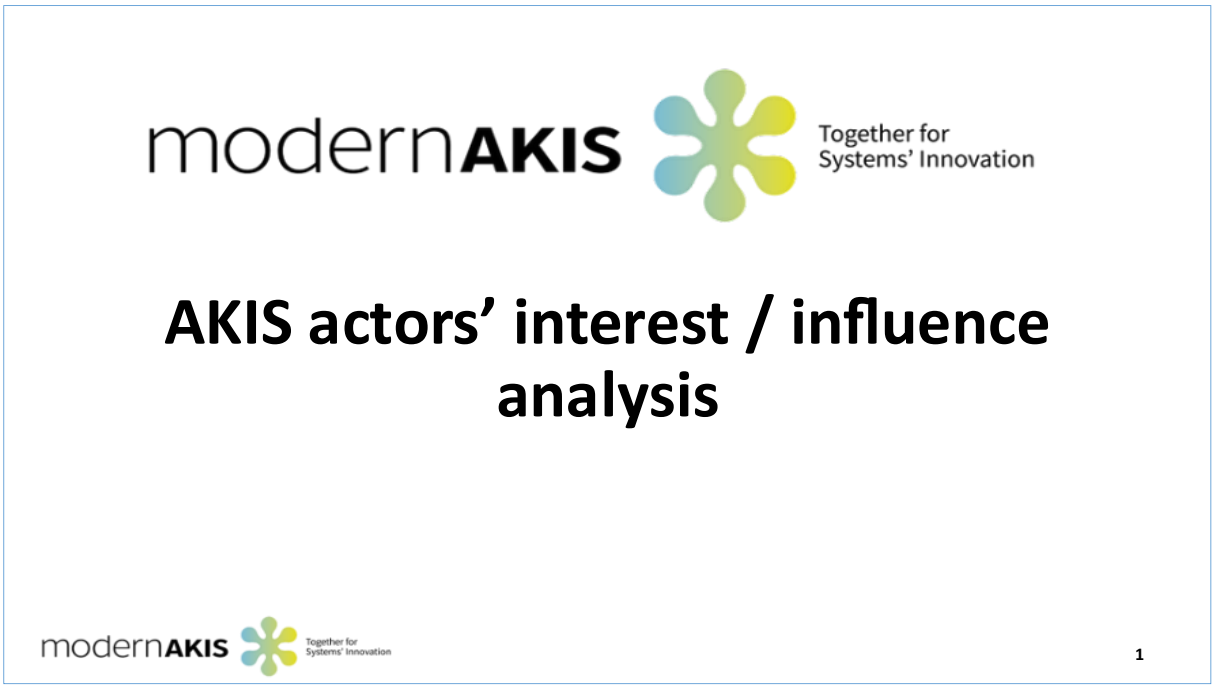
	6. How do we use this information when engaging with these people? When, in what and how should we involve them? 7. If different matrices were developed in groups, have all matrices shared, clarified evtl. contradictions and agree on question no. 4 together
5-material, templates, etc.	Ppt (see below), Matrix 1, matrix 2, task on flipcharts,
6-source	
7-examples, graph, experiences	See below; a more extended guide is available (1c_Actor mapping) from "Systems Innovation Course"



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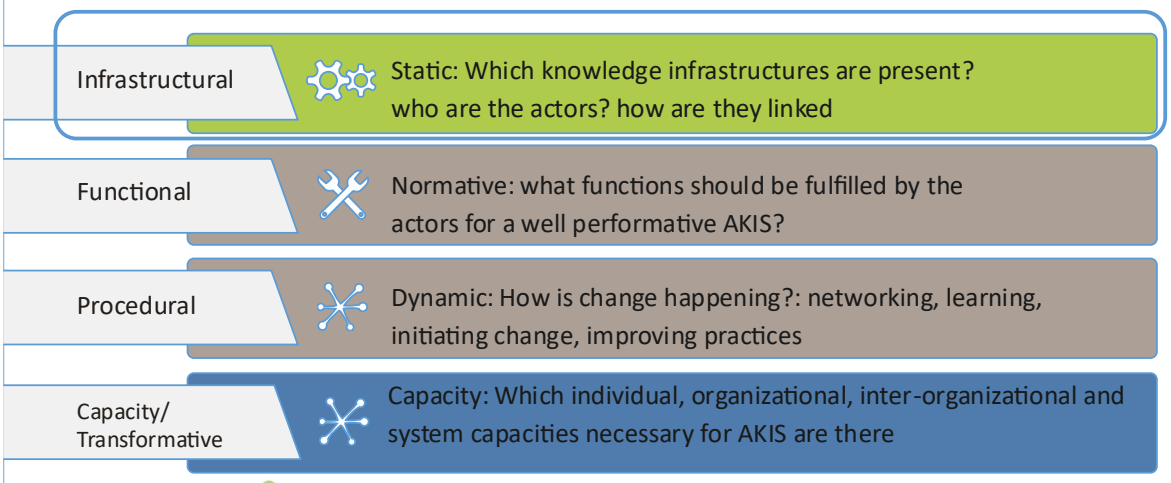
Perspectives to understand the AKIS



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Objectives

Participants..

- ❑ ..understand and apply the InfluenceInterest matrix;
- ❑ ..can convey the application of the matrix to the CB and actors of change;

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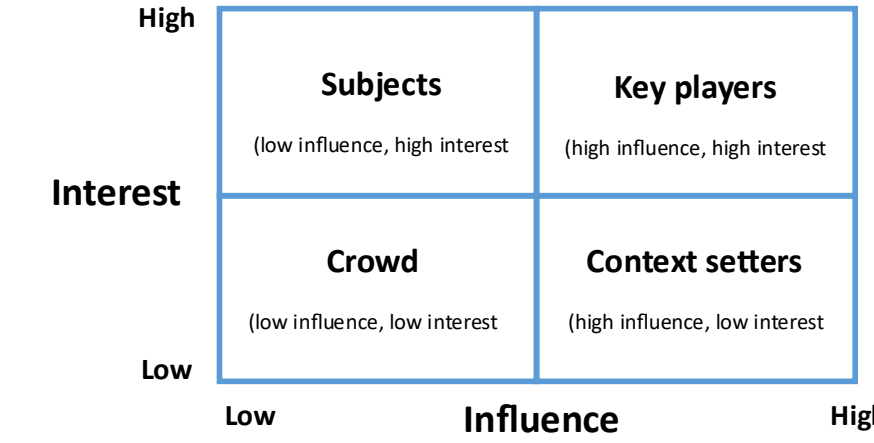
The interest / influence matrix



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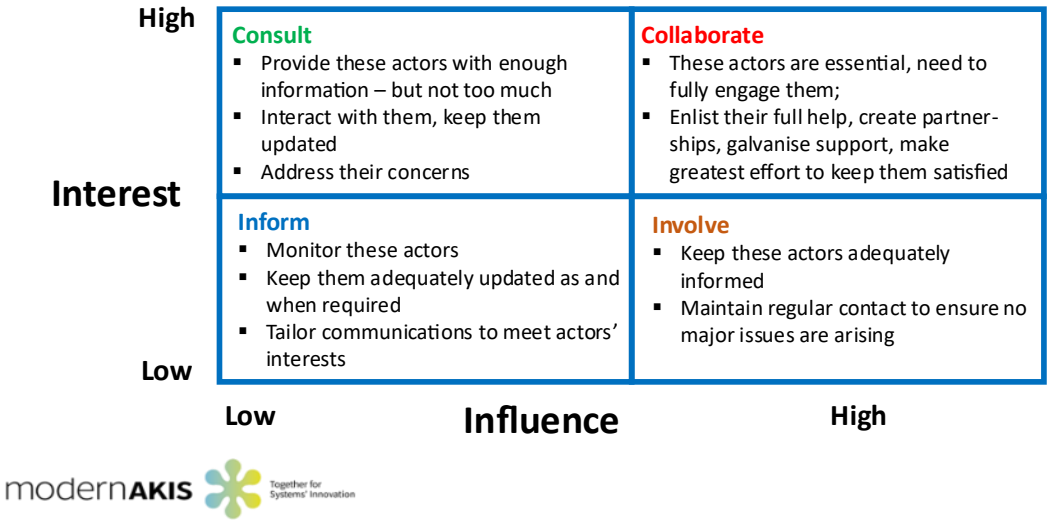
The interest / influence matrix– strategies of involving actors



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Exercise

Task

Analyse selected actors of your country AKIS using the interestinfluence matrix.

Working procedure

- ❑ Identify actors in the AKIS (consult the AKIS map of your country report)
- ❑ Select the main 5-6 actors …
  - …providing the frame (conditions)
  - …further key actors within the AKIS
- ❑ Briefly characterise them and allocate them in the interestinfluence matrix
- ❑ Make visible / justify / argue:
  - What shows / demonstrates that they are important?
  - How do you recognize hat they are interested?

9 Wire game

1-name	Wire game
2-objectives that can be achieved with the tool	• Demonstrate the multiple connections between actors. • Show the different amounts of connections between actors. • Understand who intermediaries are and their role in connecting one actor to another e.g. advisors • Understand the strength of connections (weak or strong?) • Are the connections one way or two way?
3-duration	App. 40 min – depending on the number of participants
4-how to proceed, guiding the activity	**Preparation** 1. Explain the activity. 2. Give roles to individuals if they are not present in the room. 3. Provide different colour strings to different actors. **Establish the net** 4. Ask each actor to say what connections they think they have with the different actors. 5. Moderator links different people with the strings. 6. This is repeated with each actor. 7. At the end you have a human map. **Strength of Connections** 8. Ask actors is it easy for you to meet e.g. farmers or advisors? Are there ways that you could better connect with farmers or others. Are you able to share your opinion in the policy making process?

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	9. What are the benefits of having stronger connections? Learning for others on how to improve their connection 10. What type of information is being transmitted. 11. How is information exchanged- phone, meetings. Is this the best?
5-material, templates, etc.	Several meters of strong string of different colours
6-source	Developed and used in a training in Latvia
7-examples, graph, experiences	

10 Interpreting the AKIS map

1-name	**Interpreting the AKIS map**
2-objectives that can be achieved with the tool	Participants.... • can interpret the AKIS map: identify different types, levels of actors, linkages • derive meaningful conclusions
3-duration	40 min
4-how to proceed, guiding the activity	**This unit can follow the learning unit of "Understanding the AKIS diagnosis procedure"** **Starter**: 1. Distribute the AKIS map from the AKIS report 2. When have you looked at this map the last time? For what purpose? **Description and analysis of the map** 3. Highlight that the map is the infrastructural perspective and explain why. 4. Encourage participants to describe the map; also making use of the legend; probe with questions, such as… a. What are the different levels? b. What are the different types of actors; c. What linkages exist, Which differences in the linkages exist? Who is linked to whom? Who is most / least linked? 5. Analyse:

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	a. Are the relevant actors mentioned? Who is missing? Where should the missing actor(s) be put? b. Who are the (most) influential actors? c. At the actors on the right level? **Assessment and conclusions** 6. How would you assess the quality of the AKIS from the infrastructural point of view? a. How well, not well are actors connected? Which ones are better, which ones are less well connected? Why? Why should they be more connected? b. Do we have the adequate infrastructure and facilities (physical, knowledge-related and financial)? c. Are the intended clients reached? d.) What do we need to put in place to improve our AKIS? 7.
5-material, templates, etc.	AKIS Map of the respective country for each participant
6-source	
7-examples, graph, experiences	

11 Network analysis

1-name	**Network Analysis**
2-objectives that can be achieved with the tool	• Support focussing on projects networks • identifying effectively engaged actors; • exploring what actors might be missing; • identifying how to reach those you have not yet contacted and who could link you to them
3-duration	20-45 min – depending on the number of participants
4-how to proceed, guiding the activity	1. Draw a circle (this will be your initiative) and ask participants to discuss what the shared ambition of this initiative is. 2. Map the "carriers", people committed to the project and its ambition who will stay even if others drop out and place them around the core; use one post it colour. Make sure you identify them with names! (not just organisations) 3. Ask participants to identify the "factors" needed to succeed (for example, money or knowledge) to meet the project's ambition. Use one post it colour for all factors and place them in post-its in the "outer" ring. 4. Ask participants to identify actors (users, suppliers, others) that could help provide the necessary factors ("factor providers")- and place their names

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	them by the relevant factor. Use one post it colour for all factor providers and make sure you identify them with names, or at least key roles! (not just organisations) 5. Ask participants to identify actors that could connect you to the people you have identified as factor providers; these actors are known as "links". Use one post it colour for all factor providers and make sure you identify them with names! (not just organisations). Place them in between carriers and factor providers. 6. Connect carriers to links; and links to factor providers. Once you have mapped these connections, participants should identify specific actions they will take to make these connections happen; or, if links to key factor-providers are missing, how to reach them. Map these ideas on a flipchart; encourage participants to write their ideas on post its and add them to the flipchart. 7. Wrap up: ask the participants to share what actions they will follow in the coming months; and the key insight that they gained during the workshop!
5-material, templates, etc.	Materials: • Rope and pieces of paper to recreate the Network Analysis on the floor (see pic) **or** a whiteboard to draw it as the exercise progresses. • Blocks of sticky notes, at least 4 different colours. • Sharpies or pens. • Bring your own project to explore!
6-source	Description taken from: https://www.akisconnect.eu/iss-tools-and-methods Based on: https://i2c-toolbox.fibl.org/network-analysis.html https://www.youtube.com/watch?v=dS-wI1aC_0E&list=PLoM2EpmMX11eH41XegFmwISpNITOiQfCS&index=8
7-examples, graph, experiences	

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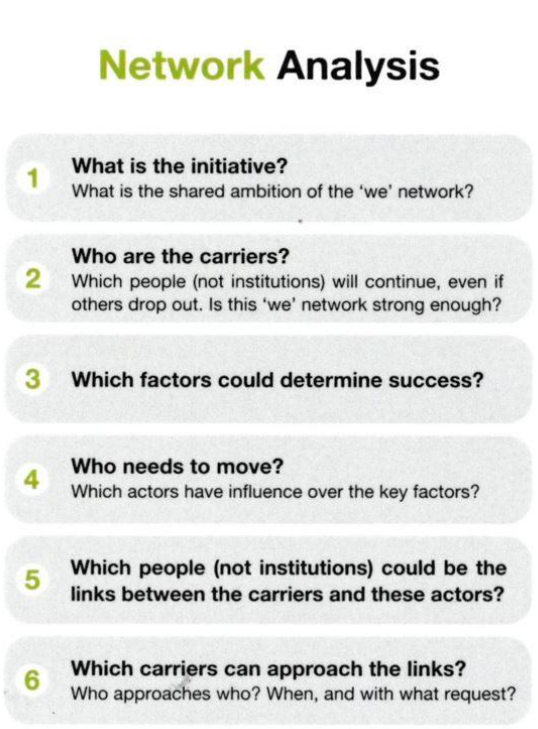

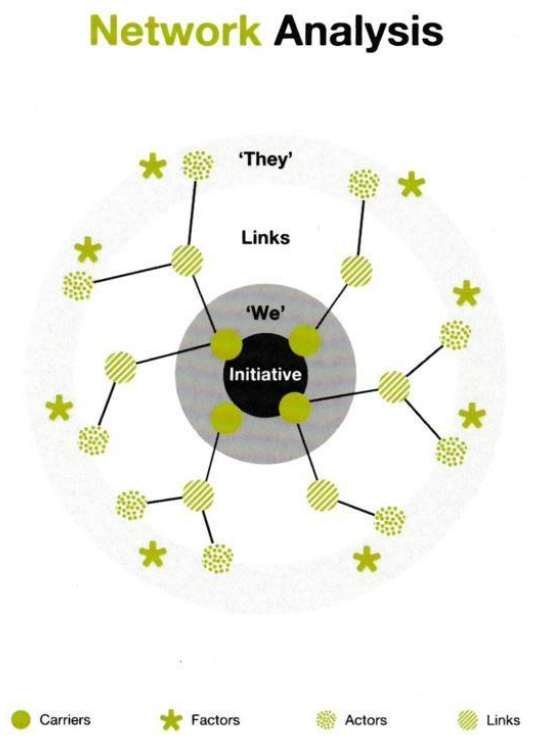

12 SWOT Analysis

1-name	SWOT Analysis
2-objectives that can be achieved with the tool	• to discover weaknesses and strengths of an individual, group or organization, and to identify both potential opportunities and threats.
3-duration	min
4-how to proceed, guiding the activity	1. Introduction of the matrix (see below) 2. The group defines, discusses and records as many factors as possible for each heading. Emphasize that strengths and weaknesses should refer to internal aspects of the group, project site or activity. Opportunities and threats can be looked at as internal or external factors affecting them. 3. Alternatively, different sub-groups can, for example during a workshop, undertake a SWOT on their own. Comparing the different SWOTs can foster a constructive discussion about the differences and similarities of experiences and possibilities. 4. Based on this overview, discuss what actions are needed. Use these questions to help the discussion:

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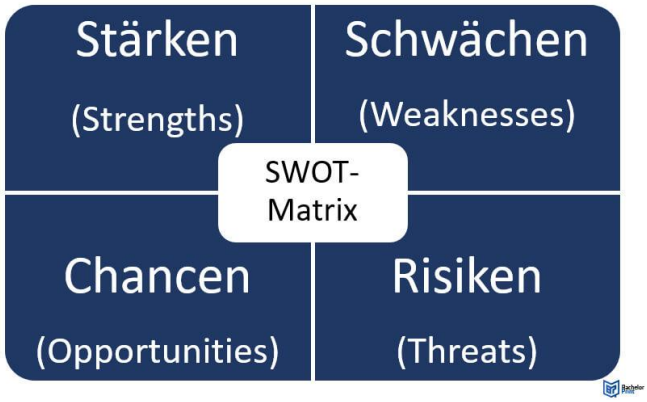
	• How can we apply our strengths to make use of the available opportunities? • How can we use our strengths to avert threats? • How can we deal with our weaknesses? • What are the threats on the horizon? A SWOT analysis might be helpful in complementing the stakeholder analysis, the hierarchy of objectives, identify the risks and the mitigation measures.
5-material, templates, etc.	Matrix: 
6-source	*Source*: Sixty tools to facilitate multi-stakeholder partnerships *Link*: https://edepot.wur.nl/409844;
7-examples, graph, experiences	

Please refer to accompanying document modernAKIS Modules 4 to 6.

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