

# modern AKIS

## Together for Systems' Innovation

Funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

modernAKIS Together for Systems' Innovation

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

Grant agreement number: 101060527

**HORIZON Coordination and Support Actions**

# Deliverable 3.4

# Toolkit and learning material developed for the capacity building team in Task 3.2

Due date of deliverable: M34 – May 2025

Actual submission date: M35 – June 2025

**Call:** HORIZON-CL6-2021-GOVERNANCE-01

**Topic:** HORIZON-CL6-2021-GOVERNANCE-01-25

**Start date of the project:** September 1st, 2022 **Duration:** 84 months

**End date of the project:** August 31st, 2029 **ProjectID:** 101000250

| TYPE | | | DISSEMINATION LEVEL | | |
|---|---|---|---|---|---|
| **R** | Document, report | ☒ | **PU** | Public | ☒ |
| **DEM** | Demonstrator, pilot, prototype | ☐ | **SEN** | Sensitive, only for members of the consortium (including the Commission Services) | ☐ |
| **DEC** | Websites, patent fillings, videos, etc. | ☐ | | | |
| **OTHER** | | ☐ | | | |

| | | |
|---|---|---|
| **Project management** | **Teagasc** | |
| **Person in charge** | Avion Phillips | Teagasc |
| **Work package** | WP3 | |
| **Work package leader** | Avion Phillips | Teagasc |
| **Author(s)** | Maria Gerster-Bentaya | UHOH |
| **Addition Authors** | Avion Phillips | Teagasc |
| **Quality reviewers** | Anita Dzelme<br>Stephanie Bürger | LLKC<br>LFI |
| **Version** | V1.0 | |

**Citation: Phillips A., Gerster-Bentaya M., (2025) Toolkit and learning material (handbook) developed for the capacity building team in Task 3.2 (Deliverable 3.4). modernAKIS Project (GA No. 101060527), Horizon Europe Coordination and Support.**

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Table of content

1. EXECUTIVE SUMMARY ..... 6
2. BACKGROUND ..... 7
3. ENTRY POINTS AND SUGGESTIONS FOR CONDUCTING TOPIC-RELATED EVENTS ..... 9
3.1. Module 4 Interactive Innovation ..... 9
3.2. Module 5 AKIS Governance ..... 10
3.3. Module 6 Monitoring and Evaluating the AKIS ..... 12
4. FACILITATION AIDS ..... 14
4.1. Resources to find practical examples ..... 14
4.2. Energizers ..... 14
5. DESIGNING AND PLANNING AN EVENT ..... 15
5.1. Event formats ..... 15
5.2. Planning Steps ..... 16
5.3. Template Planning Script ..... 18
6. METHODS AND TOOLS ..... 20
6.1. Tools to structure and visualise results ..... 22
7. ANNEX ..... 23
7.1. Module 4 Interactive Innovation Supplementary Materials ..... 23
7.2. Module 5 AKIS Governance Supplementary Materials ..... 36
7.3. Module 6 Monitoring & Evaluation Supplementary Materials ..... 51

# Table of illustrations

Figure 1 Visualisation of supporting materials developed for Tasks 3.1 and 3.2 ..... 7
Figure 2: Key elements to consider about the format, purpose and content of the event being planned. ..... 15
Figure 3: Stepwise process for planning an event ..... 16

Table 1: Outline of the session understanding interactive innovation and its benefits (with material from Module 4) ..... 9
Table 2: Outline of a session "Elaborating measures for improving collaboration among AKIS actors" (material from Module 5) ..... 10
Table 2: Planning script template ..... 18
Table 3: Detailed event plan template ..... 19
Table 4: Overview of different methods and examples of when they can be used ..... 20

# Legal Disclaimer

The information in this document is provided "as is" and no guarantee or warranty is given that the information is fit for any particular purpose. The above referenced authors shall have no liability for damages of any kind including without limitation direct, special, indirect, or consequential damages that may result from the use of these materials subject to any liability, which is mandatory due to applicable law. The sole responsibility for the content of this publication lies with the authors. It does not necessarily reflect the opinion of the European Union, which can also not be held responsible for any use that may be made of the information contained therein.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Executive Summary

WP3 strives to improve the capacities of actors involved in the AKIS across all Member States through an iterative series of workshops supported by online e-learning modules and Toolkits linked to the content of these modules. The first set of e-learning modules (Deliverable 3.1) were developed in conjunction with the first Toolkit for Task 3.1 (Deliverable 3.3). These were the main supporting materials used to design and develop the first round of workshops in Member States.

Deliverable 3.4 presents the Toolkit for Task 3.2, aligned with the second set of three e-learning modules (Deliverable 3.2) focusing on interactive innovation, AKIS governance, and monitoring and evaluation. This deliverable builds on insights from the first round of workshops and facilitator feedback on the previous Toolkit (Deliverable 3.3) and the reports on the Member State workshops (Deliverable 3.7). Key feedback included facilitators' requests for clearer outcomes, more contextual examples, and practical support for facilitation.

As a result, Deliverable 3.4 aims to provide:

- Clearer guidelines for desired/intended workshop outcomes while allowing adaptation to national contexts
- Exercises linked directly to the new e-learning modules, including supporting slides
- Resources to find practical examples for national implementation
- Techniques to enhance engagement, especially for less experienced facilitators

It also outlines suggested event formats, planning steps, and detailed templates to organise effective workshops, as many facilitators found the suggested agendas and event formats in the first Toolkit to be useful guidelines when planning their own events.

A key emphasis is placed on interactivity, relevance to local contexts, and accommodating varying expertise levels among participants. As such, both resources for finding such examples and methodologies that can be used during events are included in this deliverable. This Toolkit strives to clearly link these methods to specific use cases that the facilitators may have when organising their events. The Annex (p23) also contains supporting slides which complement the information in the e-learning modules and can be used by facilitators to prepare presentations.

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# 1. Background

The WP3 "Enabling AKIS Systems Thinking and AKIS conceptualisation" addresses AKIS Coordinating Bodies and other AKIS actors aiming to build their capacities to understand, analyse, transform, monitor and evaluate their AKIS, and to build effective networks enhancing knowledge flows and AKIS governance activities.

Facilitators from the different countries have been identified to form the "capacity building country teams" to conduct these capacity development activities 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.

WP3 has now developed 6 online modules that serve as introductions to topics needed to increase capacities of AKIS actors. The content of these modules provides the basis for capacity development workshops that are held in each Member State. The first three modules, which correspond to Task 3.1, were linked to the first round of Member State workshops, as documented in Deliverable 3.7. To provide additional support for the facilitators of these workshops in each Member State, a Toolkit (Deliverable 3.3) was also developed in addition to the modules, to provide helpful materials that facilitators could use when carrying out these workshops. This Toolkit for Task3.1 also included three examples of different event formats, possible agendas for events and numerous facilitation activities that could be used during the workshops in Member States. This document, Deliverable 3.4, is the Toolkit developed for Task 3.2, which corresponds to the second set of three modules. This deliverable once again aims to provide supporting material for facilitators to carry out the Member State workshops linked to this second set of modules under Task 3.2.

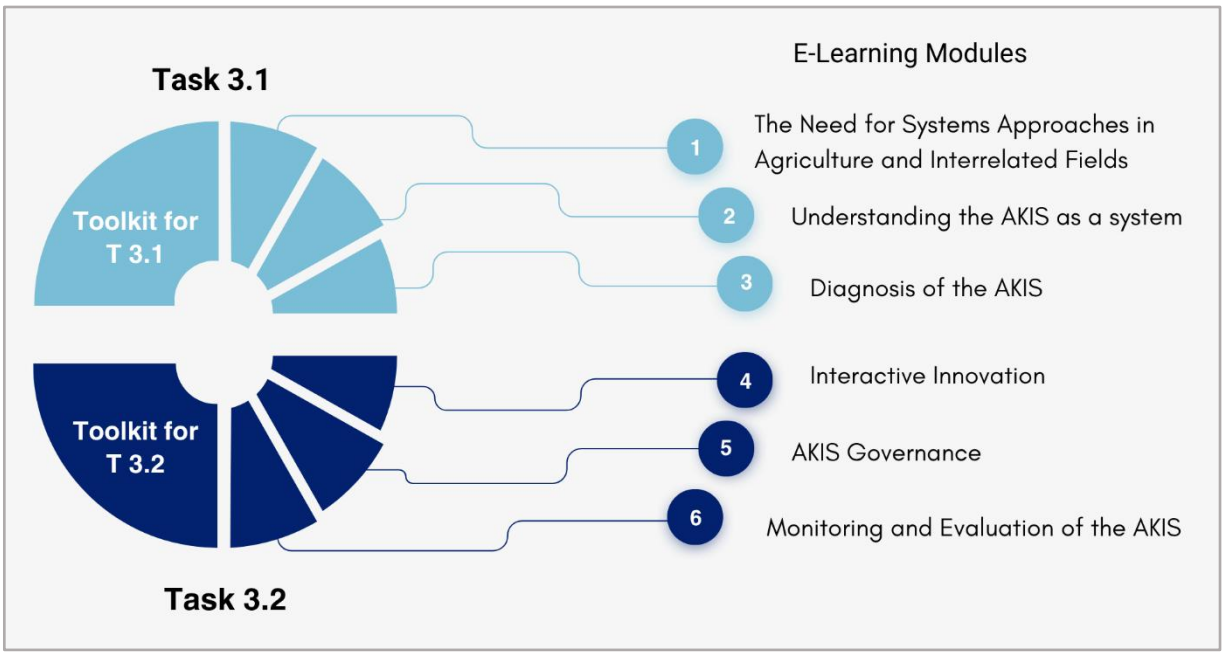



*Figure 1 Visualisation of supporting materials developed for Tasks 3.1 and 3.2*

Due to the iterative nature of these tasks, feedback from facilitators about the first round of Member State workshops and D3.3 (Toolkit for T3.1), was essential to informing the development of this deliverable. Reflections provided by facilitators helped to ensure that improvements were made in alignment with the needs expressed by the facilitators after the first round of activities under Task 3.1.

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

Overall, facilitators indicated that the Toolkit for Task 3.1 was used more for inspiration than to actively design their workshops in the Member States. Many consulted the section which proposed the different types of events and suggested agendas to understand what was expected, and from there, built their own agendas that were more suited to the context in their respective countries.

A summary of the key feedback received from facilitators is presented below:

1. Actors in some Member States have much more formal interactions, and the proposed activities were perceived as too informal by some facilitators.
2. Many facilitators were experienced in conducting workshops with the target actors and used methods that they were comfortable with and that they knew would work best.
3. Many facilitators chose to use and integrate the e-learning modules into the workshops themselves, and used the slides developed to accompany the modules more than the proposed activities in the Toolkit for Task 3.
4. For many facilitators, these workshops were the first time that the concept of the AKIS was being explored and in some cases, it was the first time the group of actors was meeting. In these instances, the facilitators were focused on building relationships among the actors and getting them all on the same page about what the AKIS looks like in their respective countries.
5. Some facilitators indicated that they needed clearer guidelines on what the outcomes of these workshops should be rather than methods to be used in the workshops themselves.
6. Facilitators expressed a need for examples that would allow them to explain the concepts within their own national contexts. More experienced facilitators were able to do this themselves, but others asked for resources where they could find such examples.
7. Facilitators who were less experienced, requested some supporting information on exercises that they could use to better engage with participants and tips for facilitation e.g. energizers rather than descriptions of activities that could be used in the workshops e.g. World Café.

This Deliverable 3.4 (Toolkit for Task 3.2) has therefore been developed taking into account the feedback provided by the facilitators as well as the reflections of the authors on the reports of the workshops in the Member States.

As a result, this report will include the following to better address the needs of facilitators:

- Clearer guidelines and suggestions for the outcomes of workshops, while still allowing facilitators the freedom to customise the workshops to suit their national contexts.
- More targeted exercises directly linked to the content in the second set of modules as well as an annex containing better developed supporting content slides for each of the modules.
- Helpful resources that can assist facilitators in the identification of suitable examples that can be used to illustrate the concepts presented in the modules both in their Member States but also in others.
- Facilitation exercises and techniques to help improve engagement of less experienced facilitators.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# 2. Entry points and suggestions for conducting topic-related events

This section presents potential outcomes and guidelines for events that can be carried out that are directly linked to the second set of modules. For each module there are suggested objectives. Facilitators are not required to achieve all these objectives; they are suggestions of what possible objectives could look like to help facilitators come up with their own objectives that might be more suited to the context of the AKIS in their specific country.

An example of what a session designed to achieve one of these suggested outcomes could look like, is also elaborated in more detail for each module. These examples are not intended to be strictly adhered to, but rather to provide a guide of what could be done, allowing facilitators to have a potential structure that they can adapt to suit their needs and target audience.

## 2.1. Module 4 Interactive Innovation

**Suggested objectives:**

- Participants have a clear idea about an interactive innovation.
- Participants know what support is needed to promote interactive innovations.
- Participants understand what is needed to create an enabling environment for interactive innovation

**Detailed Example:**

Objective: Participants have a clear understanding of an interactive innovation and its benefits.

*Table 1: Outline of the session understanding interactive innovation and its benefits (with material from Module 4)*

| | *Topic* | *Possible Method* | *Comments* |
|---|---|---|---|
| 1 | Starter | Brainstorming: What do you know about an interactive innovation? What makes it interactive | You may write the answers on a flipchart and use them later during the presentation |
| 2 | The concept of interactive innovation | Interactive presentation with Q&A | Use the Power Point of the module |
| 3 | Importance of the concept | Exchange in smaller groups (in pairs, three participants): What have you heard so far about the benefits of an interactive innovation? | Collect on flipcharts |
| 4 | Benefit of the interactive innovation concept | Presentation followed by Q&A | |

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 2.2. Module 5 AKIS Governance

**Suggested objectives:**

- Participants have discussed the current state of their country's AKIS regarding the 4 features of a well-functioning AKIS.
- Participants understand their country's AKIS governance model
- Participants understand the importance and role of a coordinating body (CB)
- Participants shared their challenges as a CB
- Participants developed measures for improving collaboration among the AKIS actors in view of better governance
- Participants explored their level of competences in view of their tasks and responsibilities

**Detailed Example:**

Objective: Participants developed measures for improving collaboration among the AKIS Actors in view of better governance.

***Table 2: Outline of a session "Elaborating measures for improving collaboration among AKIS actors" (material from Module 5)***

| | ***Topic*** | ***Possible Method*** | ***Comments*** |
|---|---|---|---|
| 1 | Starter: Assessment of collaboration | Voting:<br>Prepare the voting map: Enlarge the country's AKIS map and ask participants to vote according to the question: "How to you assess the collaboration among the different actors?"<br>- Green: ok, everything is fine<br>- Yellow: works, but needs to be improved<br>- Red: problematic | Collaboration among different actors can be of different degree / quality. This might come out when asking participants about the reason for their positioning; take time for this exchange |
| 2 | Prioritising | Which collaborations need to be strengthened – Where is urgent action needed? | Give each participant 3 dots |
| 3 | Coordination / collaboration mechanisms and activities | How can we improve the collaboration among these actors`? | |

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

| | | | |
|---|---|---|---|
| | | a) Presentation of different coordination mechanisms (ppt)<br>b) Adding other possibilities<br>c) What can we do concretely to have a better collaboration? →list activities on a flipchart<br>d) How best can we organise (responsibilities, time frame, ….) | |
| 4 | Special contribution of the CB | What can the CB do specifically to facilitate the coordination? →Collect ideas and come to an agreements what is feasible | Note ideas on a flipchart |

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 2.3. Module 6 Monitoring and Evaluating the AKIS

**Suggested objectives:**

- Participants can differentiate between monitoring, evaluating, and assessing AKIS
- Participants know their tasks in the evaluation of the CAP strategy
- Participants understand when and in what context different types of assessments should be used.
- Participants are able to assess the contribution of different actors to the well-functioning of their country's AKIS.

**Detailed Example:**

- Objective: Participants are able to assess the contribution of different actors to the well-functioning of their country's AKIS

| | ***Topic*** | ***Possible Method*** | ***Comments*** |
|---|---|---|---|
| 1 | Starter | Sociometrics / Voting with Mentimeter or any other tool:<br>How well does the AKIS in your country fulfil its functions? | You can provide a measurement of % or give three or five options:<br>(very bad) – bad – ok – (good) - perfect |
| 2 | Recall | What are the different viewpoints that can be used to look at an AKIS? | If participants can remember up to four areas no further additions are needed |
| 3 | The 3 AKIS assessment types | Interactive presentation | |
| 4 | Aspects of the functional assessment | Interactive presentation of the seven functions and Q&A | As often attention is put on the infrastructural view, this time, the functional view will be in the focus. |
| 5 | Functional analysis | Group work: Depending on the number of participants, allocate the seven functions and analyse using the questions:<br>- Which functions are carried out? By whom? To what extent? Who are the central actors/nodes?<br>- Which functions are not carried out? – and who should carry them out? | The more participants there are, the more small groups can be formed and functions allocated accordingly. |

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

| | | | |
|---|---|---|---|
| | | - How are certain functions sequenced across the system? | |
| 6 | Presentation and discussion of results | Have the groups present their work and clarify questions | |
| 7 | Analysis of gaps and overlaps | Compare the results by asking:<br>a) Where do you see overlaps? What are consequences?<br>b) What gaps, challenges did you identify? What are implications and challenges if gaps persist? | You can ask more probing questions like:<br>- Are there any actors overloaded?<br>- Is it a fair share of tasks in view of the actors' other duties? |
| 8 | Identification of actions | What actions need to be taken to fill in the gaps? How can these challenges be addressed? | It would be wise to be as specific as possible and take out the most important challenges. You may do a voting exercise to identify the most important challenges. |
| 8 | Final | Sociometrics: After having assessed the different functional aspects of the AKIS, and in view of your entry statements, how do you see you country's AKIS now? (worse as before, same, better) | |

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# 3. Facilitation Aids

## 3.1. Resources to find practical examples

How to find practical national examples that could be used in the training?

- Read the AKIS report of your respective country. You can find it on https://i2connect-h2020.eu/resources/akis-country-reports/
- Read the country's AKIS strategy; it can be found in your country's CAP strategic plan which you can find on https://eu-cap-network.ec.europa.eu/countries_en
- Consult the AKIS-in-practice webpage of the modernAKIS / ATRACTISS projects on https://akisconnect.eu/akis-in-practice
- Practical examples have also been presented in various modernAKIS cross-country Communities of Practice (ccCoP) sessions. You can find descriptions of these examples in Chapter 4 of Deliverable 4.1Governance and policy models co-created and shared in the e-platform.
- The Tools4CAP project has also developed several factsheets on different benchmarking tools. These factsheets not only provide examples of tools that can be used in the Member State workshops but also highlight the strengths and weaknesses of the various tools presented. They can be accessed at https://www.tools4cap.eu/benchmarking-factsheets/

## 3.2. Energizers

Energizers are quick, fun activities to boost up a group. They are particularly useful after a meal, when groups may be getting sluggish, or late in the day when energy is disappearing and motivation is decreasing. Often an icebreaker, a team building activity and an energizer overlap.

There is a huge diversity of energizers available online. Here are some links to energizers that can work in-person or be adapted for use online:

- Stand Up If - https://www.sessionlab.com/methods/stand-up-if
- This or That - https://www.sessionlab.com/methods/this-or-that
- Make it Rain - https://www.sessionlab.com/methods/rain-icebreaker
- 1,2,3 - https://www.sessionlab.com/methods/1-2-3-p2rb1b

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# 4. Designing and planning an event

## 4.1. Event formats

Good planning of an event is key – specifically if more people are involved in the preparation of an event. For the planning it is useful to determine the format, the purpose and the content of the event. Importantly, the time availability determines whether a certain purpose can be achieved or not.

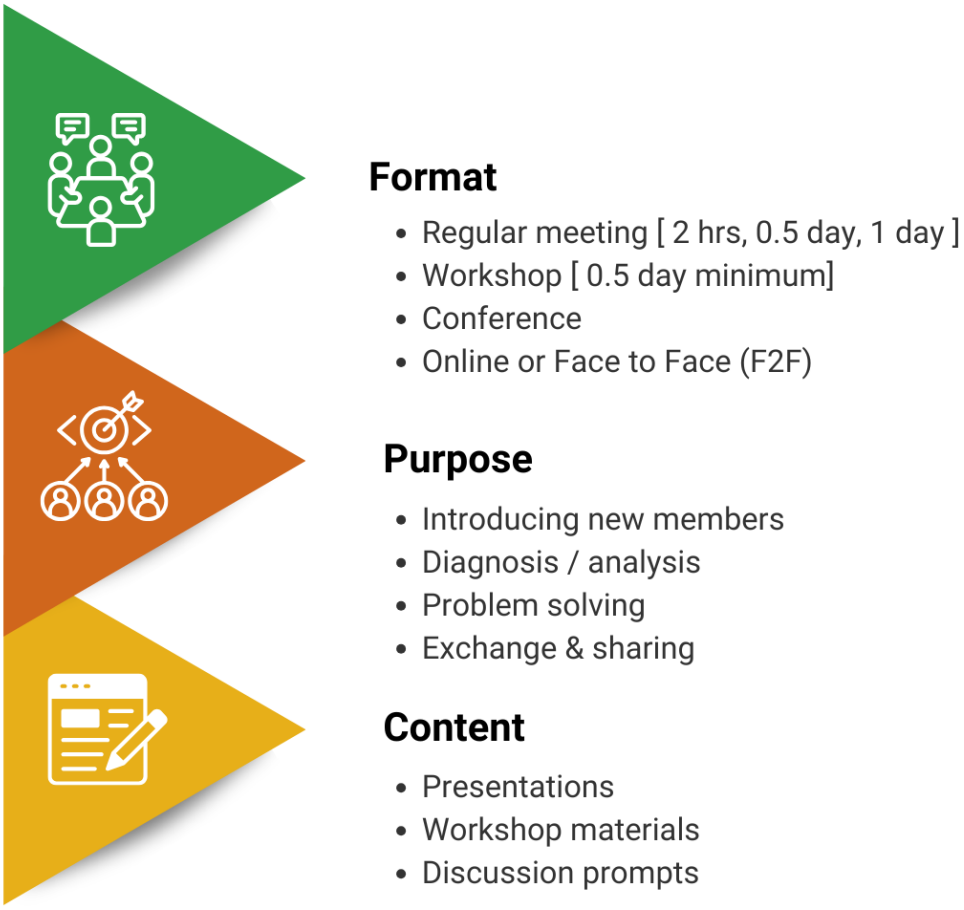



***Figure 2: Key elements to consider about the format, purpose and content of the event being planned.***

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 4.2. Planning Steps

In parallel, or shortly after, the design and planning of the event can start. It is advisable to proceed step by step and to start early enough:

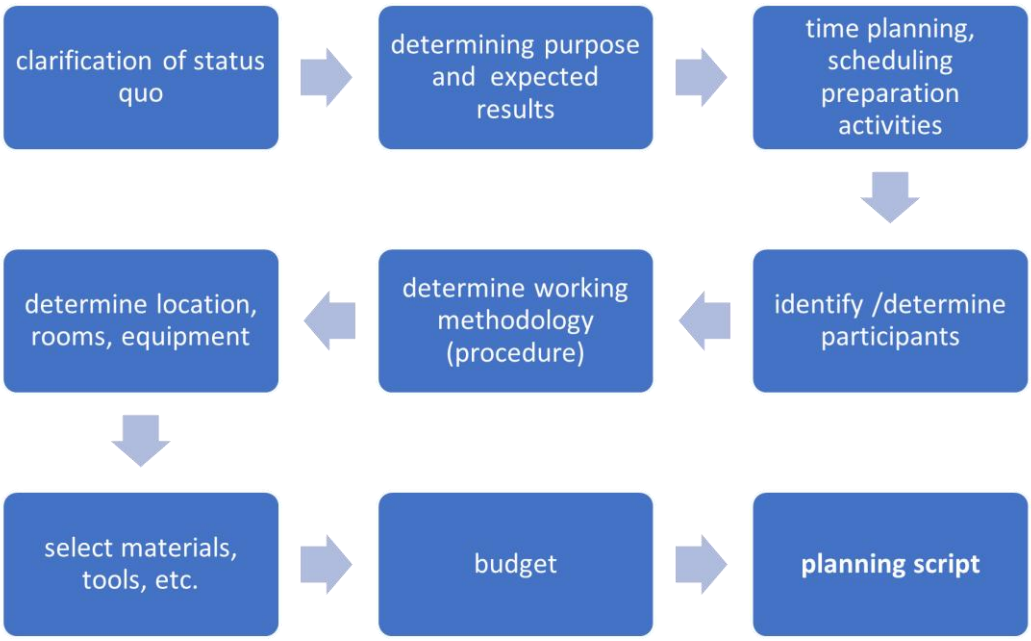



***Figure 3: Stepwise process for planning an event***

**Clarification of status quo**: What is the challenge / problem / topic that should be addressed?

**Purpose and expected results**: Specify the overall objective(s) of the event and get a clear idea of what you would like to achieve. You use this information to invite participants later.

**Time planning**: a) How long should the entire event last? How much time should be dedicated to each (sub) topic? When to start, when to end? When shall be the breaks? Is an excursion necessary? B) Fixing the time table of preparation activities and responsibilities.

**Participants: their roles, number, familiarity with the topic**: Who shall be invited and which role should everybody have (facilitator, Coordination Body, other actors, expert, note taker, …). How should participants prepare for the event (short report of activities, reading documents, prepare an input, elaborate a poster, ….)

Specifically, have in mind the following points regarding your audience:

- Participants have different level of expertise and knowledge in the field of AKIS.
- Not all participants had a deeper look into the preparatory modules.
- They are interested in content which they can use in their daily work.
- Participants don't like long presentations but prefer exchange, interactivity.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

For the general organisation of the event, please consider:

- The number of participants can be between 5 and 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 with content, "catch" them with interesting interactive sessions.

**Working methodology**: What are suitable methods for handling the content? For longer events, make sure there is an alternation of interactive & creative methods and presentation / sharing methods.

**Location, rooms, equipment/logistics**: The location of the meeting should be easily accessible (preferably by public transport) to avoid long travel time – but still suit the purpose. If possible, use rooms with mobile furniture and enough space for short break-out sessions; if group work sessions are planned with bigger groups and longer, organise additional break-out rooms close to the main meeting room. Having groups walk longer distances between the main and breakout room will otherwise take up a lot more "travel time". Prepare media (beamer, pin boards, cards, markers, pins, flipcharts and paper) and other logistics (drinks, snacks).

**Materials, tools**: Determine what is necessary to apply the methods that are being used during the event (e.g. templates, prepared flipcharts with questions, graphs, etc.), handouts, program, participants list, other information material.

**Budget**: What is the total budget and how can it best be allocated to the different cost items (honorarium, travel costs, drinks/snacks/beverages, room rent, etc.)

The **planning script** contains all the points mentioned above and helps in particular with the micro-planning of the event. When creating the script, it quickly becomes clear whether there is enough time to deal with a topic using a selected method or whether another method should be chosen or what cannot be dealt with. Ideally, alternatives are included in the script. This document is helpful to also keep everybody updated within the planning team, and supports in allocating facilitation responsibilities, updating new members of the planning team, the sharing of responsibilities (content and logistics) and finally the generation of the invitation and the agenda of an event.

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

### 4.3. Template Planning Script

The following section includes templates for micro-planning including a planning script template (Table 3) and a detailed event plan template (Table 4).

***Table 3: Planning script template***

| | |
|---|---|
| Number of expected participants: | |
| Short characterisation of participants (background knowledge, experiences with the type of event you intend to plan): | |
| Objectives of the meeting: | |
| Location, need for breakout rooms, free space, etc.: | |
| Organisation of breaks, meals, socialising (evening) events: | |
| Excursion: | |

*Table 4: Detailed event plan template*

| *Resp.* | *Date, time* | *Duration* | *Topic* | *Objective(s)* | *Methods, procedure, tasks* | *Materials* | *Comments* |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# 5. Methods and tools

This section presents in a more general way different methods linked with specific examples of how they can be used. Having a certain purpose in mind *("I want to…")* we offer possible methods that could be used to work on it. Concrete examples in the context of an AKIS-related training will illustrate it more clearly. This should enlarge your methodological repertoire and support you in designing your events in line with your chosen objectives.

***Table 5: Overview of different methods and examples of when they can be used***

| I WANT TO… | SUGGESTED METHOD |
|---|---|
| **Analyse the collaboration among actors in the AKIS** | You can use the Problem framer with Sailing boat[1] which can be used to frame a **problem**, (identify, structure hampering & hindering factors, set priorities and formulate challenges to overcome). |
| **Understand which components of the AKIS my audience knows and if they are familiar with their place in the AKIS** | You can use an Interactive presentation which includes asking questions and activating participants' knowledge prior to a detailed and content rich presentation. |
| **Map out specific next steps to address an issue my AKIS CB has identified** | You can use an Action board[2] or an ABC-analysis[3] which helps to decide on actionable tasks: after having identified a series of suggestions to address a previously analysed problem, the solution proposals are categorized in the effort/impact matrix. |
| **Have participants engage with the information presented and identify any questions they have** | You can use an Expert Interview or Pair work to activate participants by encouraging them to discuss the presentation in small groups and formulate two questions they would like answered and two comments (what was new, what is their opinion on..). Collect their questions/comments which then will be given to the expert for answering or brought into a plenary discussion. |
| **Diagnose a given subsystem / organisation and its linkages to the AKIS** | You can use a SWOT Analysis to identify a current state for developing goals, strategies, and actions via **identifying the strengths, weaknesses, opportunities and threats** of an organisation in view of a previously set goal. |
| **Collect feedback on sensitive topics that are difficult to discuss openly in the group** | You can use Card Collection which allows participants to anonymously answer your questions in an honest way that might be difficult to do via discussion if the power structure in the group does not allow open exchange. e.g. "What support do you need from your superior to fulfil your coordination functions?" |

Funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

| | |
|---|---|
| **Facilitate discussion among all participants when working with a large group** | You can use the Fishbowl method[4] which prioritises the activation of all participants; experiences and ideas can be contributed by each participant; generation of new solutions including diverse perspectives; usually 15-20 Persons, but suitable for bigger groups as well, but participation will be restricted. |
| **Prioritise which of a given set of actions/options are the most important/feasible to achieve set objectives** | You can use "Dotting" Voting which determines priorities in case of many options / activities in view of a previously set objective. |
| **Quickly gauge the mood or thoughts of the participants about specific topic** | You can use the Flashlight method which is an effective way to gather thoughts and opinions especially when starting out the event or securing results for short feedback rounds. |
| **Encourage intensive dialogue among many participants** | You can use a World Café which is useful for a large group and multiple topics of discussion. |
| **Get an overview of the participants and their understanding of the AKIS** | You can use Sociometrics a quick energising mapping or lining up along certain criteria to get an overview of knowledge, opinions, and experiences. |
| **Get my participants thinking about what evaluating the AKIS means** | You can use Brainstorming to activate ideas and begin an informal discussion around the topic. |

For more inspirations regarding methods, please consult the following sources:

Brower H., Browers J. (2017). The MSP Tool Guide: Sixty tools to facilitate Multi-Stakeholder Partnerships. Companion to the MSP Guide. Wageningen: Wageningen University and Research, CDI. https://mspguide.org/the-msp-tool-guide/

Wielinga E. (ed.) (2024) The i2connect Toolkit. Fuelling competences of advisors in interactive innovation processes. https://i2connect-h2020.eu/

[1] Inspired by and adapted from: https://www.workshopper.com/post/project-kickoff-workshop#toc-step-2-what-s-moving-us-forward-10-minutes-

[2] Inspired by and adapted from: https://www.workshopper.com/post/decision-making-workshop

[3] Inspired by and adapted from: https://www.orghandbuch.de/Webs/OHB/DE/Organisationshandbuch/6_MethodenTechniken/63_Analysetechniken/631_ABC-Analyse/abc-analyse-node.html

[4] Inspired by and adapted from: https://www.orghandbuch.de/Webs/OHB/DE/OrganisationshandbuchNEU/4_MethodenUndTechniken/Methoden_A_bis_Z/Fish_Bowl/Fish_Bowl_node.html

Funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

### 5.1. Tools to structure and visualise results

For easy capturing and understanding contents, facilitators can use visual supports that provide structure and give orientation also for participants when elaborating results.

**Miro (**and **Mural)** offer a huge variety of templates for structuring (the list is not complete; it is advisable to have a look during the planning of an online event which template is most suited and to get familiarised with it.

- Matrices (for SWOT analysis,)
- Alignment scales (virtual voting, sociometrics)
- Likert Scales
- Fishbone (Ishikawa) diagram (to analyse cause-effect relationships according to 6 areas),
- Brainwriting template
- Mind Map

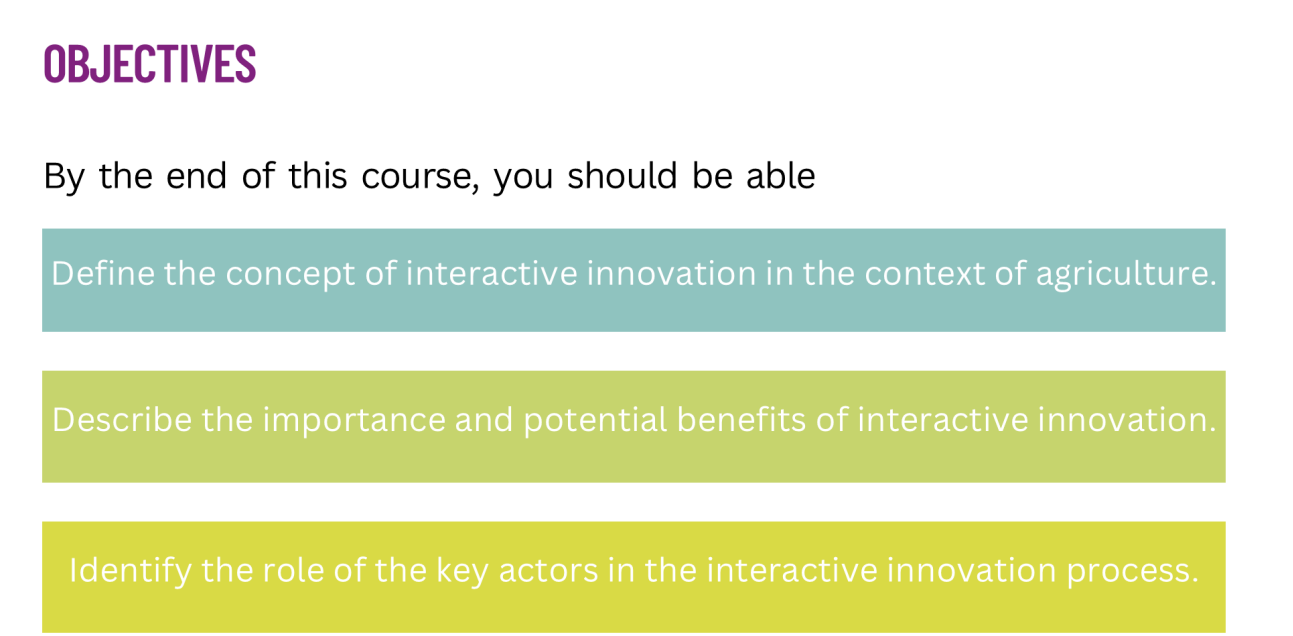
All tools can of course be used for face-to-face workshops as well.

# 6. Annex

The supplementary material in this section is meant to support facilitators when they are presenting or introducing these topics during the workshops. Several facilitators requested slides with images/ content that matched the modules online and so care was taken for this batch of modules to provide this supplementary material. The editable Power Point files will be made available on the modernAKIS SharePoint to all facilitators but are included here as images.

## *6.1. Module 4 Interactive Innovation Supplementary Materials*




Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Innovation is often described as a new idea that turns out to be successful in practice.

Innovation is based on existing products and practices that are used in new geographical or environmental conditions.

Innovation can be technical, technological, organisational or market related.

Module 4 Interactive Innovation Supplementary Material by A. Phillips

## The potential benefits of innovation




Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Actors in the innovation process

Actors within the AKIS have specific and well-defined roles. Actors can be people, groups or organisations and can come from various backgrounds and jobs such as:

Farmers
Advisors
Input industries (companies that make supplies)
Processors (people who process raw materials)
Traders
Researchers
Extensionists
Government officials
Civil society organisations



# Common examples of innovation in practice

**Products and services**

Innovating products and services means developing new products or enhancing existing ones to better serve existing customers.

For example, a pig farm sells "New Pork" that is produced from a new breed of pigs and a novel feeding method.

**Marketing strategies**

Innovating marketing strategies means finding new ways to reach different audiences or creating demand in new situations.

For example, a traditional Dutch cheese producer shifts from targeting local households to international tourists by marketing the cheese as a souvenir.

**Operational process**

Innovating operational processes means improving the efficiency of internal workflows.

For example, a field robot improves weed control.

Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Common examples of innovation in practice

| Business models | Answer to social problems |
| --- | --- |
| Innovating business models means finding new revenue streams, particularly from things previously considered waste or unused assets.<br>For example, a restaurant converting food scraps into compost to sell to local gardeners or a retail store renting out its space after hours for community events. | Innovating social solutions means creating approaches that address community challenges.<br>For example, an app that connects food businesses with surplus items to local community centres, reducing waste while helping families access affordable food. |

Module 4 Interactive Innovation Supplementary Material by A. Phillips

# Why is innovation important?

The world is changing and we need to know how to move forward and prepare for the future.

Innovation on our farms is necessary to survive.

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

Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

**Interactive innovation** brings together people with different types of knowledge and resources to solve specific problems or seize opportunities. It might combine practical farming experience, business insights and scientific expertise, along with various resources such as people, skills, equipment and networks.

**Discovery**

New ideas can come from many places outside of formal education. They often bubble up from the ground level when people connect, learn together, talk things through and pull together resources. Actors bring diverse perspectives, knowledge and access to different resources to enrich this process.

**Collaboration**

The outcome comes from cooperation, co-creation and mutual learning among a variety of actors. They work together by sharing what they know and what they have, with others who make sure everyone along the value chain is connected.

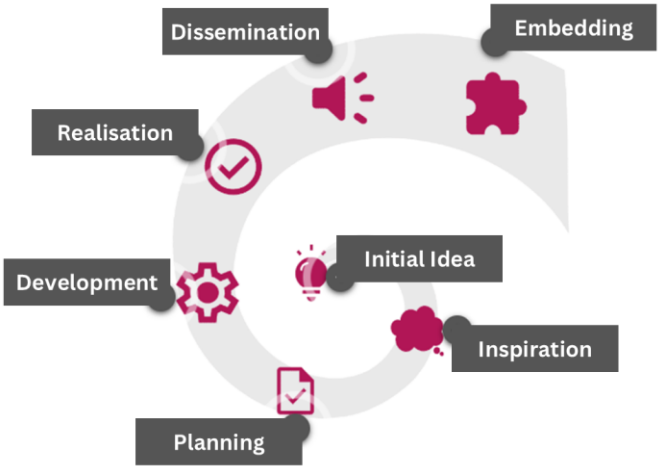
**Development**

The solutions are tested to ensure that they are ready to be implemented and disseminated to a wider audience.

Module 4 Interactive Innovation Supplementary Material by A. Phillips

# Interactive innovation process

Interactive innovation can be represented through a spiral pattern. The Spiral of Innovation model captures this by breaking the process into seven interconnected phases that showcase how actors interact and communicate. Each phase features specific activities, different key actors and potential challenges to navigate.




Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Interactive innovation process

Initial idea

Innovation begins with the initial idea, where a problem or opportunity sparks a new concept. Sometimes interactions between actors can also spark new concepts. In this phase, pioneers look outside the box to generate fresh perspectives.

Inspiration

Others become engaged in exploring this idea, coming together in an informal network of like-minded individuals. In this phase, actors mobilise their contacts and start developing a warm network. A warm network is a group of individuals motivated to:

- Fine tune the idea
- Explore the notion together and creatively
- Agree on a shared ambition.

Module 4 Interactive Innovation Supplementary Material by A. Phillips

# Interactive innovation process

Planning

This phase involves creating an action plan to explore the idea formally and securing the resources that are needed. Managers and funders work together to make room for testing new approaches, sometimes using formal agreements when needed.

Development

Experimentation takes place as planned in the previous stage, with evidence gathered to prove if the solutions are useful. During this phase, experts and suppliers test these new practices and collect both qualitative and quantitative data about how well they perform.

Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Interactive innovation process

Development

Experimentation takes place as planned in the previous stage, with evidence gathered to prove if the solutions are useful. During this phase, experts and suppliers test these new practices and collect both qualitative and quantitative data about how well they perform.

Dissemination

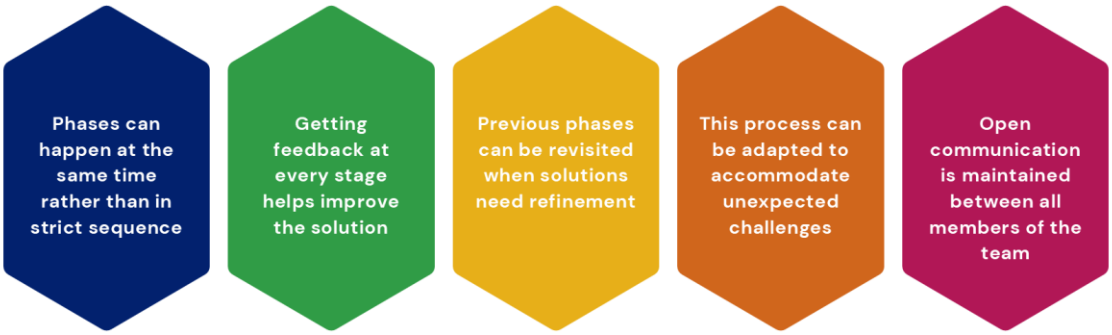
Successful innovations spread and other people facing similar challenges become aware of the solution. In this phase, users share experiences with those who could benefit from the solution.

Embedding

Finally, new practices become standard as they become included in policies, laws and structures. During this phase, managers and gatekeepers create better conditions so the innovation can become everyday practice.

Module 4 Interactive Innovation Supplementary Material by A. Phillips

**The Spiral of Innovation** model adapts to the unpredictable nature of collaborative problem-solving. Discover the key characteristics that make this approach flexible and effective.




Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# What is the right environment for interactive innovation?

There are four key characteristics that make interactive innovation effective.



**Addresses a real challenge**

Interactive innovation addresses a real challenge through:
Tackling actual problems faced by farmers and foresters
Focusing on complex issues that don't have simple solutions

**Is collaborative**

Interactive innovation requires frequent interactions between partners throughout the process. It also encourages active sharing of knowledge, skills and expertise among all members.

**Is multi-actor based**

Interactive innovation brings together diverse actors from different sectors, examples include:

- Advisors
- Researchers
- Farmers and foresters
- NGOs
- Private companies

**Shares power and responsibility**

In interactive innovation, success comes when authority and responsibilities are distributed fairly among all participants. This includes:

- Distributing decision-making authority fairly among all participants
- Recognising the unique expertise each actor brings to the process

Module 4 Interactive Innovation Supplementary Material by A. Phillips

Let's explore how **Innovation Support Services (ISS)** help farmers and foresters navigate change. We'll examine different types of support available and discover why having the right support makes innovation more successful.

## How do ISS help ?

Farmers, growers and foresters need consistent support throughout their innovation journey, from the first idea to putting it into practice.

## How do ISS work ?

No provider has all the skills needed throughout the process. Different expertise are required at various stages, so multiple experts contribute when their specific skills are needed.

## How does EU policy support interactive innovation?

CAP Regulation (EU) 2021/2115 now requires Member States to support innovation, especially for farming projects under the EIP-Agri programme.

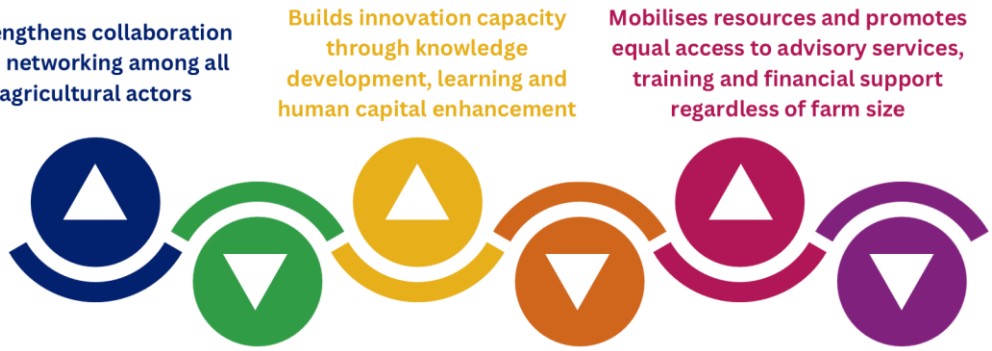
Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Here are some key ways that ISS can benefit the AKIS.




Module 4 Interactive Innovation Supplementary Material by A. Phillips

**Innovation Support Services (ISS)** push t he innovation process forward, by carrying out seven fundamental functions.




Module 4 Interactive Innovation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 1 Raising awareness and sharing knowledge

Through awareness training, ISS share useful scientific or technical information with farmers and other actors to help them understand important topics. They focus on providing practical knowledge that helps farmers make informed decisions and adopt better practices when it is needed.

**Examples**

- Sharing information through websites, brochures, magazines, webinars and so on
- Organising exchange visits
- Organising demonstration activities

**Key Skills**

- Having good knowledge of the subject matter
- Communicating clearly with different audiences
- Using networks effectively



## 2 Advising and providing ongoing support

When people need guidance, ISS offer targeted support that responds to what people actually need. They bring actors together to work out solutions to complex problems.

**Examples**

- Finding out exactly what people need to provide better support
- Collecting useful information and data
- Creating advice packages designed for specific situations
- Helping people find specialist advice when needed
- Bringing together experts from research, advisory services and businesses to solve complex problems

**Key Skills**

- Being reliable
- Having good knowledge of the subject matter
- Understanding the bigger picture: political, economic and social factors
- Knowing how innovation works and using the right tools
- Keeping the group motivated and enthusiastic
- Using networks effectively
- Always being open to learning and improving



Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 3 Helping people explain what they need

ISS help actors clearly express their needs to other actors. Through targeted support, it strengthens their ability to communicate effectively with relevant stakeholders.

**Examples**

- Analysing what people really need
- Developing strategies and future visions
- Building connections with users and partner organisations to clarify specific needs, details and costs

**Key Skills**

- Showing empathy, building trust and listening carefully
- Understanding the bigger picture: political, economic and social factors
- Knowing how to gather and analyse information effectively



## 4 Connecting people and creating networks

Networks grow stronger when ISS improve relationships between actors and align complementary services. Essentially, ISS aim it to provide the right service at the right time and place.

**Examples**

- Finding the right partners and bringing them together
- Managing discussions and resolving conflicts
- Creating connections with other important players and potential users
- Helping different parts of the production chain work together

**Key Skills**

- Communicating clearly with different audiences
- Showing empathy and building trust
- Understanding the bigger picture: political, economic and social factors
- Identifying who needs to be involved
- Having good knowledge of the subject matter
- Keeping the group motivated and enthusiastic
- Using networks effectively



Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 5 Building skills in those involved in innovation

ISS are designed to support actors in improving their ability to develop and apply new ideas.

**Examples**

- Individual training sessions, either in person or online
- Setting up peer learning and coaching opportunities
- Creating hands-on learning experiences

**Key Skills**

- Expert knowledge of the subject matter
- Good planning and coordination abilities
- Using effective teaching methods and learning approaches



## 7 Helping small, specialised innovations grow into widely-used practices

From small beginnings to widespread adoption, ISS create pathways for niche innovations to expand into different contexts. This support includes helping navigate policy barriers, connecting with the right institutions and creating systems that allow good ideas to spread beyond their original setting.

**Examples**

- Working with authorities to create safe spaces for testing new ideas
- Providing starter facilities and testing environments
- Helping establish rules and funding that make it easier for innovations to spread
- Planning and carrying out strategies to make the most of new ideas
- Supporting patent applications and approval processes
- Discussing changes with people who will be affected by the innovation

**Key Skills**

- Understanding the bigger picture: political, economic and social factors
- Knowing how innovation develops and grows
- Spotting important patterns in how innovations progress
- Bringing different sides together to find agreement
- Building strong relationships with various stakeholders
- Using networks effectively



Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 6 Enhancing and supporting access to resources

Resources become more accessible as ISS help acquire the support needed to make innovation happen.

**Examples**

- Helping access essential supplies like seeds and fertilisers
- Arranging use of facilities such as technology platforms and laboratories
- Finding funding through credits, subsidies, grants or loans
- Assisting with preparing and submitting applications for programmes like Operational Groups
- Managing projects from start to finish

**Key Skills**

- Securing financial resources
- Managing budgets and resources effectively
- Writing strong project proposals
- Using professional connections to open doors



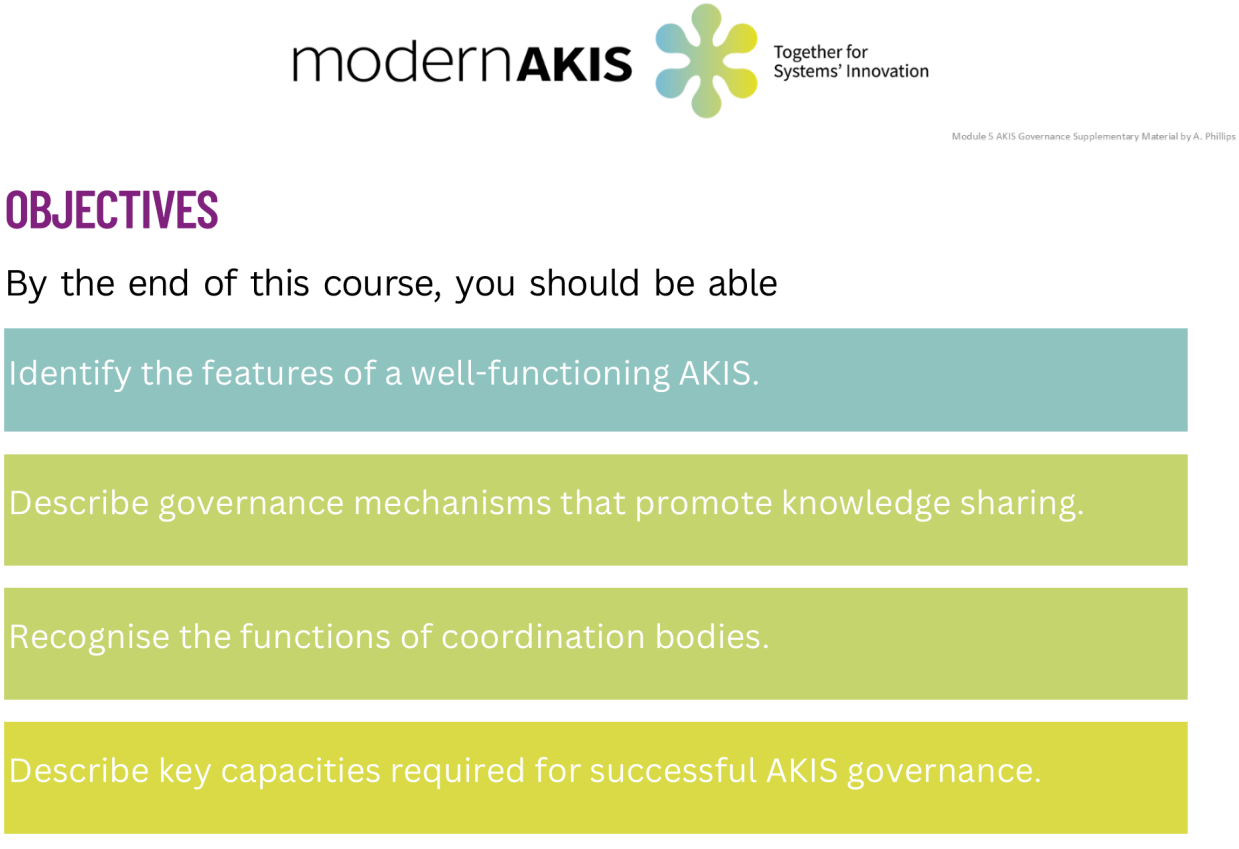
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 6.2. Module 5 AKIS Governance Supplementary Materials




Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Why is a well functioning AKIS important?

Different actors in the AKIS develop knowledge and innovations that play a key role in supporting farmers to meet the challenges of today and tomorrow.

Different actors with diverse expertise, knowledge and competencies find solutions to challenges more easily when they interconnect.

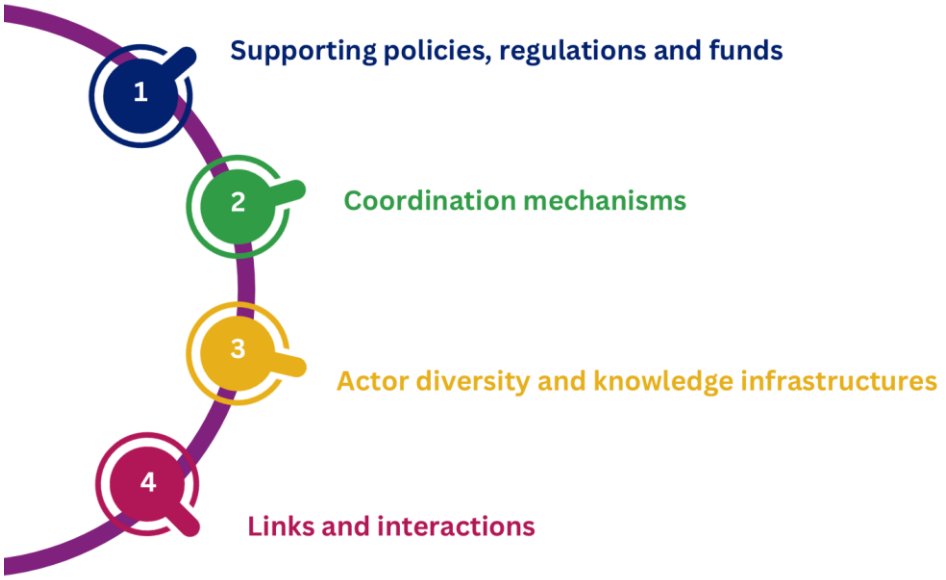


Different actors create better synergies that improve communication of project results, making them widely used and saving costs.

A well-functioning AKIS allows advisors to work cooperatively with each other and with innovation projects, helping them become more competent.

Module 5 AKIS Governance Supplementry Material by A. Phillips

# What influences AKIS functioning?




Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 1 Supporting policies, regulations and funds

An AKIS needs a good policy environment and regulatory framework to operate effectively. This forms the foundation for how an AKIS is structured and how it works.

Supportive policies, regulations and incentives serve two main purposes:

- Encouraging collaboration, innovation and knowledge sharing
- Promoting agricultural knowledge, innovation, productivity growth and sustainable resource use

Adequate funding and financial resources are essential for supporting research, training and education, innovation projects, and extension services.



## 2 Coordination mechanisms

Coordination mechanisms are the processes and structures that ensure different actors and subsystems of the AKIS work together effectively to achieve a common goal. They facilitate effective collaboration, decision-making and resource allocation within the AKIS using various strategies and patterns depending on the country's AKIS structure.

These can include:

- Councils
- Working groups (SCAR AKIS)
- Think tanks (community of practices in the modernAKIS project)
- Thematic networks (such as EU CAP network, EIP networks)



Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 3 Actor diversity and knowledge infrastructures

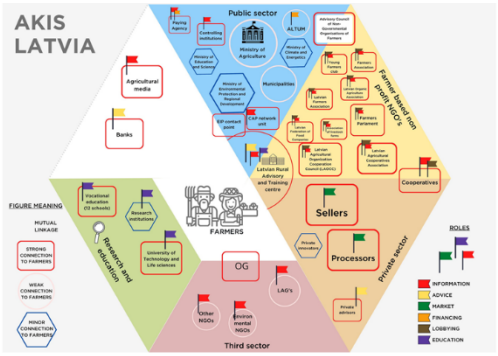
Including many different people and organisations allows for improvements in AKIS functioning.

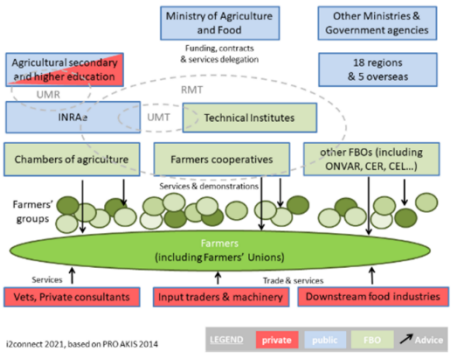



Module 5 AKIS Governance Supplementry Material by A. Phillips

## 3 Actor diversity and knowledge infrastructures

The Latvian and French AKIS diagrams show actor diversity by displaying the wide range of different organisations and people involved in Agricultural Knowledge and Innovation Systems. There is no uniform way to visualise an AKIS. This becomes clear when examining how the two diagrams are constructed. These diagrams show various actors at different levels as well as their linkages.




Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



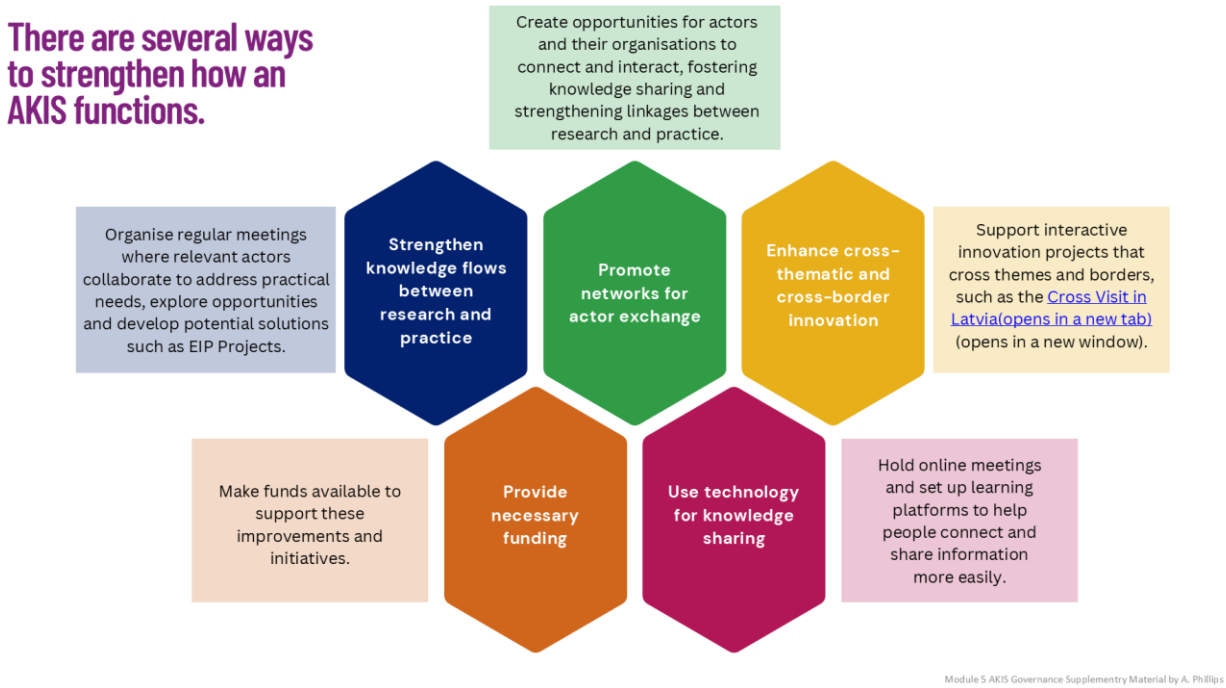
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# 5 Links and interactions

The types of interactions and strength of linkages among diverse actors improve how the AKIS is structured and functions.

These different interactions and linkages help facilitate knowledge sharing, innovation and partnership by influencing how information, expertise and resources flow throughout the system.

Module 5 AKIS Governance Supplementry Material by A. Phillips




Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

**Governance** is how various public and private institutions and organisations work together to manage their common affairs. It is a living process that seeks to accommodate diverse interests and allows for cooperative actions to be taken. It can be formal and informal.

### Formal

Formal governance involves institutions and regimes that have the power to enforce compliance.





### Informal

Informal governance involves arrangements between people and institutions that they believe are in their best interests.

Module 5 AKIS Governance Supplementry Material by A. Phillips

**AKIS governance** is about bringing together different organisations, setting rules for how they work together, using various methods to encourage cooperation and creating ways for everyone to communicate effectively. There are four key features of effective AKIS governance.

**Actors & Organisations**

An effective AKIS includes diverse governing actors and organisations.

**Guidelines**

Guidelines set clear rules about how things work. For example, who owns new farming innovations when they're developed and how to enforce those ownership rules.

**Mechanisms**

Different methods and tools help people work together, such as private partnerships, formal contracts, government programmes or international cooperation.

**Process**

A key feature of effective AKIS governance is establishing processes like regular meetings, working groups and communication channels so independent actors can coordinate their work effectively.

Module 5 AKIS Governance Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# The role of the public authority

**Create a foundation**

The public authority creates a foundation by:

- Creating an enabling environment through policies and funding
- Ensuring transparency through indicators and selection criteria

**Build connections & networks**

The public authority builds connections and networks by:

- Harnessing interconnectivity and interactivity among actors by encouraging thematic networking
- Promoting systems thinking and sense of belonging through AKISconnect, university training and considering different AKIS components during meetings

**Facilitate collaboration & learning**

The public authority facilitates collaboration and leaning by:

- Enabling collective action for adaptation, challenges and co-creation of innovations through operational groups
- Creating space for knowledge exchange and adaptive learning through farmer discussion groups, field walks and transnational exchanges, for example, European Innovation Partnership (EIP)

Module 5 AKIS Governance Supplementry Material by A. Phillips

A **Governance model** is any combination of actors, guidelines, mechanisms and processes that allows for the collaboration of different actors, their contributions as well as their integration in the AKIS towards achieving targeted outcomes. Each system develops its own governance model that suits its leadership structure and purpose.

Two models of AKIS governance can be observed across Member States

Managerial Model



Networking / collaborative model



Module 5 AKIS Governance Supplementry Material by A. Phillips

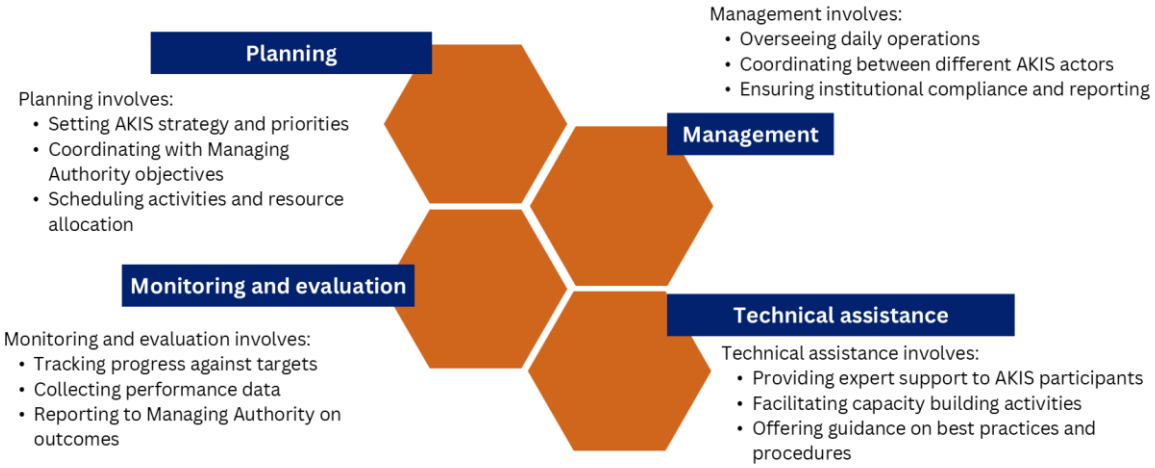
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Managerial Model

The Managing Authority (MA) of the CAP Strategic Plan establishes a coordination unit to ensure coordination functions are maintained at an institutional level. This unit, which may be new or existing, handles the day-to-day AKIS governing tasks.




Module 5 AKIS Governance Supplementry Material by A. Phillips

## Managerial Model

Let's explore the managerial model with an example.

Lithuania's AKIS coordination follows the managerial governance model and operates on three levels of responsibility:

- Management level (at the top): The Ministry of Agriculture acts as the main coordinator, overseeing AKIS policy and making sure all participants work together effectively.
- Administration level (in the middle): The Agricultural Science Council (with its secretariat) and Lithuanian CAP network handle the practical administration. They implement AKIS policies, get people actively involved and manage specific projects.
- Support/Execution level (at the bottom): AKIS participants such as farmers, advisors, researchers and so on take part in CAP activities, communicate with each other, share knowledge and help with consulting.

The arrows show this is a three-tier system with two-way coordination where the Ministry provides strategic direction from the top, middle-level organisations handle practical implementation and participants at the bottom engage in knowledge sharing whilst providing feedback up the system.

Module 5 AKIS Governance Supplementry Material by A. Phillips

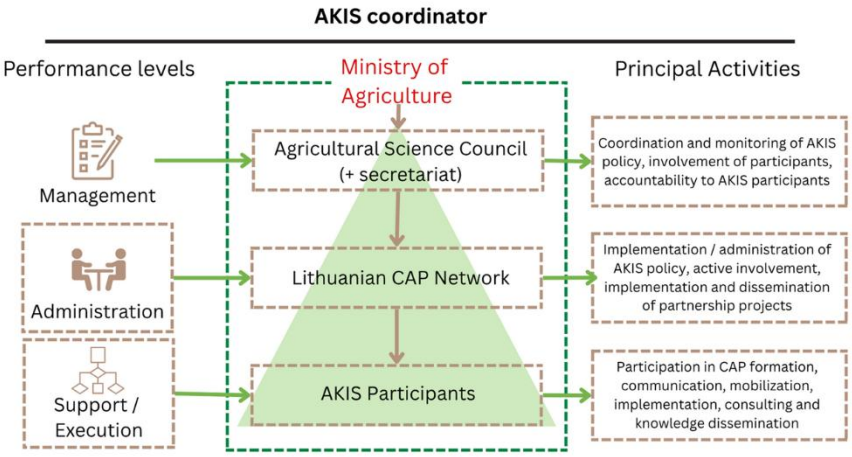
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Managerial Model

Let's explore the managerial model with an example.




Source: SCAR AKIS (2023)



## Networking / collaborative model

A governance network has the ability to consider a diversity of opinions, and all actors work to address challenges through knowledge exchange which increases the willingness of actors to implement solutions.

**Shared Responsibility**

The coordination functions are shared among multiple collective bodies such as CAP networks, steering committees and working groups, rather than being centralised with a single authority.

**Role division**

There's a clear division of responsibilities:

- The institutional body handles strategy management and implementation.
- Other entities focus on operational functions that match their expertise (research, networking, advisory services).

**Operational activities**

The operational activities concentrate on:

- Networking through newsletters, conferences, discussion forums
- Capacity building
- Making knowledge accessible through web platforms and innovation databases



Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Networking / collaborative model

Let's explore the networking / collaborative model with an example.

Finland uses a network governance model for its AKIS. AgriHubi serves as the designated AKIS coordination body and works together with the National Rural Network to develop the AKIS system. They collaborate through an AKIS working group that includes representatives from across the network, as outlined in the CAP Strategic Plan.

This diagram shows Finland's network governance model for AKIS, which works very differently from the managerial model.

At the centre, agribusinesses are at the heart of the system, with all other actors connected around them. Around the network, multiple actors work as equal partners. These include:

- Research institutions
- Consumers
- Enterprises
- Advisory services
- Education providers
- Government
- Other stakeholders

Module 5 AKIS Governance Supplementry Material by A. Phillips

## Networking / collaborative model

Let's explore the networking / collaborative model with an example.




Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# AKIS Coordination Bodies

AKIS Coordination Bodies (CBs) represent the first attempt by European policies to establish an institutional structure responsible for creating an enabling environment for innovation.

AKIS CBs have three main duties (EC, 2021).

Act as the main contact point for the European Commission regarding AKIS governance and the AKIS strategic approach.

Organise and coordinate advice, advisors and all other AKIS activities across the system.

Maintain regular contact with regional coordinators and key actors to encourage effective knowledge sharing, innovation creation and widespread dissemination of results.

Module 5 AKIS Governance Supplementry Material by A. Phillips

## AKIS coordination bodies should also

### Commision contact point

As the main liaison with the European Commission, the AKIS CB should:

- Ask for modification of the CAP plan if needed, while continuously supporting interaction and implementation of the AKIS plan
- Keep an overview on the progress and performance foreseen in the CAP plan, using a dedicated framework for monitoring and evaluation, in particular those related to the CAP indicators
- Provide information and be a reliable translator of public aims and activities

### AKIS intervention and coordination

To organise and oversee AKIS activities effectively, the CB should:

- Follow day-to-day AKIS interventions and actions
- Create transparency about actors, interests, tasks and resources spent for knowledge and innovation issues
- Coordinate activities that enhance AKIS actors' access to new knowledge and innovations

### Network facilitation

To maintain strong connections across the AKIS network, the CB should:

- Cooperate with AKIS multi-actor platforms across the geographical levels in the country
- Support knowledge exchange through networking and coordination actions
- Negotiate and mediate among competing actors to collaborate on common objectives within the AKIS

Module 5 AKIS Governance Supplementry Material by A. Phillips

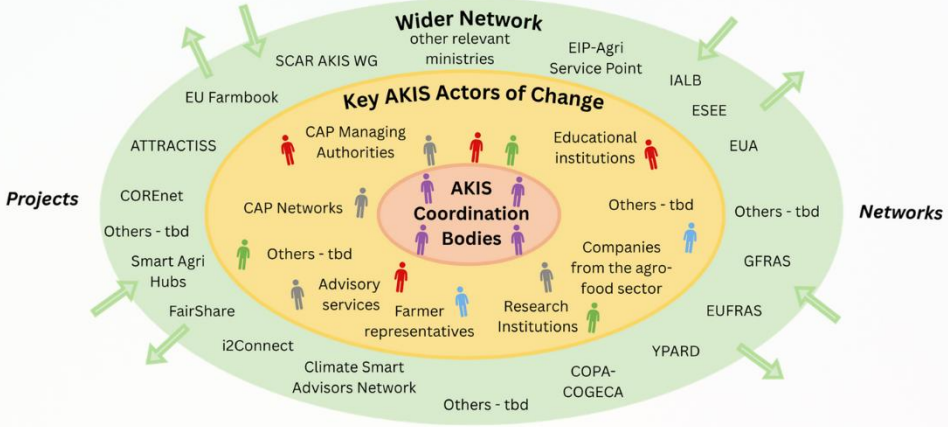
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Coordination Bodies are part of a wider network

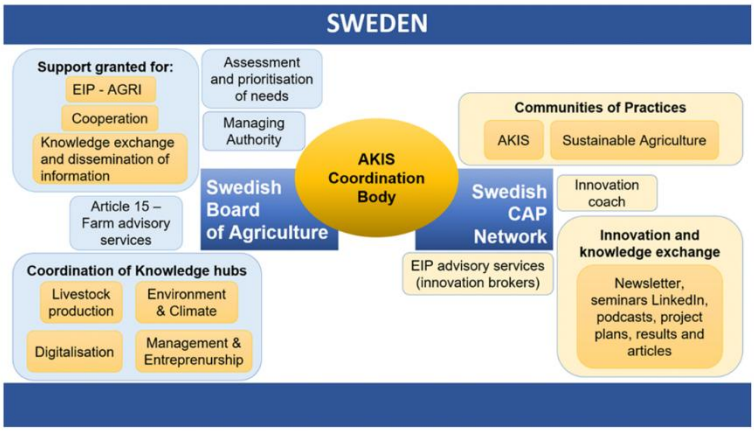
To fulfill these duties effectively, AKIS Coordination Bodies operate as part of a larger network. The CB connects to different key AKIS actors of change such as advisory services, who in turn connect to a wider group of actors like specialised networks. Information and knowledge flows between all these actors and networks with CB in the middle helping everyone communicate effectively.




Module 5 AKIS Governance Supplementry Material by A. Phillips

# The Swedish CB as an example

The Swedish Board of Agriculture coordinates between different networks and services, working closely with the Swedish CAP Network to ensure information and knowledge flows effectively throughout the system. Each component has a specialised role and they're all connected through the central coordination body. This creates a support system for Swedish agriculture and innovation.




Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## The Swedish CB as an example

let's explore what the Swedish CB does as part of coordinating the Swedish AKIS strategy.

**The CB works directly with the European Commission on AKIS matters.**

**Builds innovation capacity through knowledge development, learning and human capital enhancement**



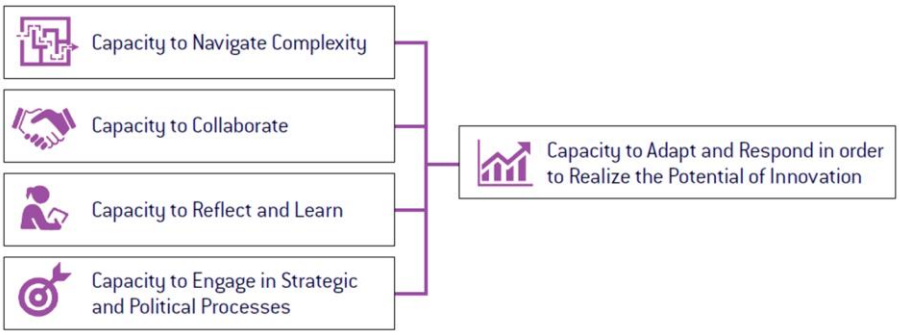
**The CB ensures AKIS connects and aligns with other European projects and policy areas.**

**The CB helps different AKIS actors work together more effectively and become better integrated as a system.**

Module 5 AKIS Governance Supplementry Material by A. Phillips

## Key Actor Capacities

This diagram shows how four key capacities work together to achieve innovation potential in an AKIS. The arrows indicate that all capacities must be developed simultaneously as interconnected skills that work as a system. These capacities contribute to AKIS adaptability and strength, shifting the focus from reactive problem-solving to co-creating the future.




Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Capacity to navigate complexity

Navigating complexity requires certain prerequisites including a shift in mind-sets, attitudes and behaviours.

These prerequisites provide the foundation needed to:

- Understand the larger system
- Understand the relationships between the parts of the larger system
- View changes in the larger system as an emerging property that cannot be predicted or planned for in a linear way



Module 5 AKIS Governance Supplementry Material by A. Phillips

## Capacity to collaborate

The capacity to collaborate includes:

- Enabling actors to understand each other's perspectives
- Managing diversity and resolving conflicts to combine individual skills and knowledge
- Creating awareness of how different abilities complement one another
- Building synergetic partnerships and networks to enhance collaboration
- Developing communication skills and strategies, both internally and externally



Module 5 AKIS Governance Supplementry Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Capacity to reflect and learn

The capacity to reflect and learn involves bringing stakeholders together and leading critical reflection and cyclical learning processes that drive action and change.

This requires:

- Creating trust where different opinions are respected and voiced
- Implementing systematic tracking to enable reflection
- Designing flexible, adaptable interventions
- Conducting iterative analysis
- Promoting experimentation and risk taking



Module 5 AKIS Governance Supplementry Material by A. Phillips

## Capacity to engage in strategic and political processes

Capacity development for transformational change is inherently political and involves questioning the status quo and understanding how different groups influence each other through economic interests, power imbalances and government-community relationships, whilst supporting disadvantaged groups and creating new ways for stakeholders to collaborate.

Managing strategic approaches include:

- Building stronger agricultural knowledge systems by developing both human skills and community connections
- Measuring how well different programs work together
- Using evaluation results to improve future programs



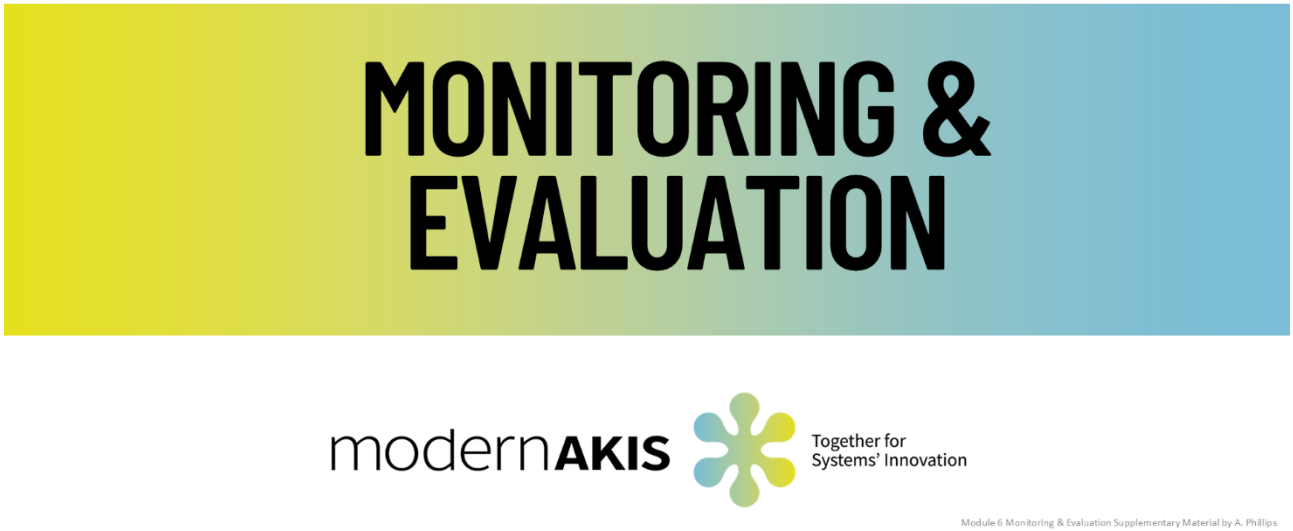
Module 5 AKIS Governance Supplementry Material by A. Phillips

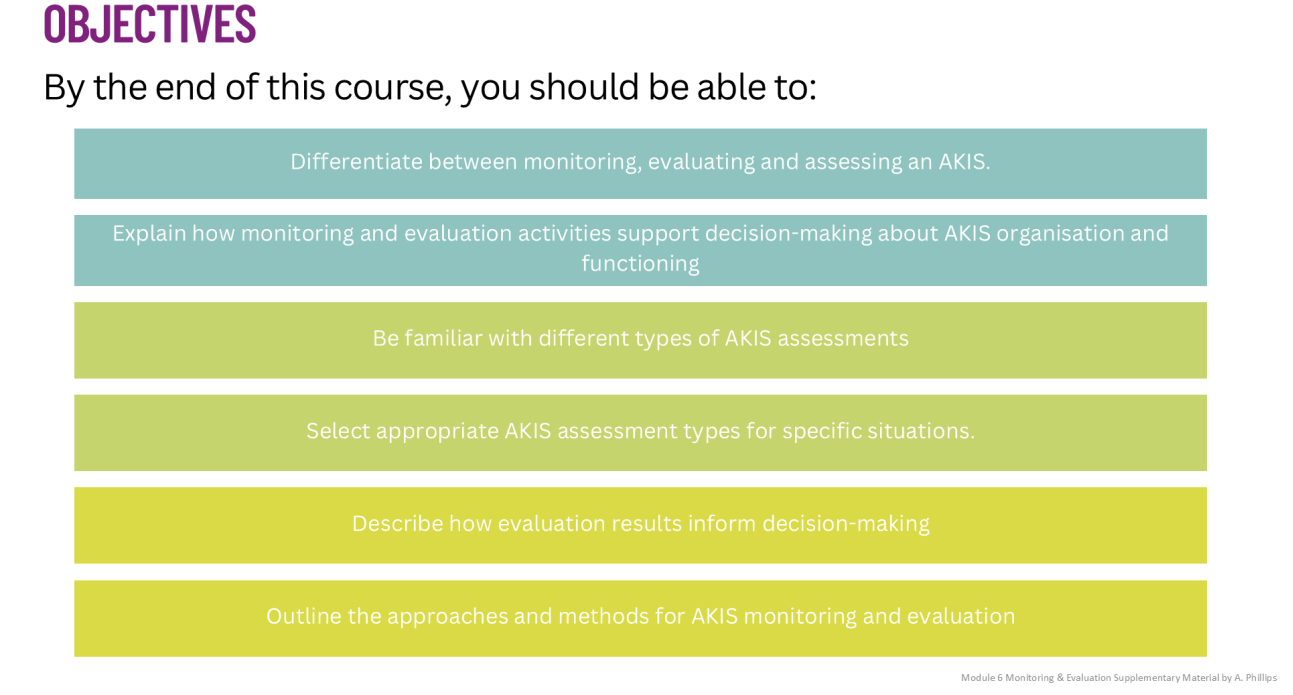
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## 6.3. Module 6 Monitoring & Evaluation Supplementary Materials



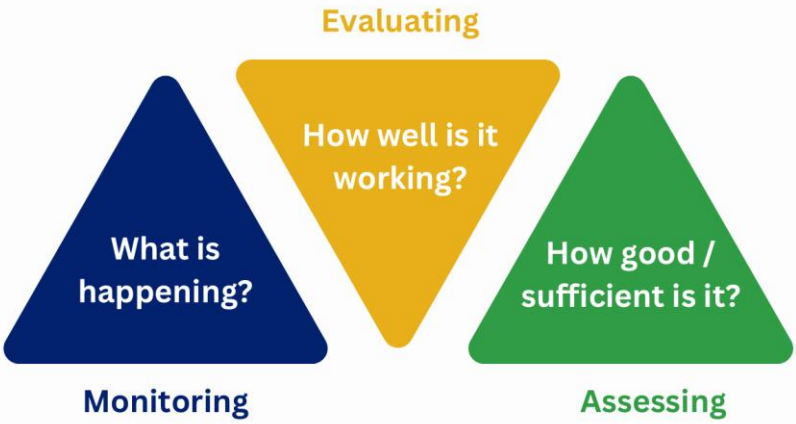




Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Let's start with some key terms




Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips




**Monitoring** involves collecting and tracking information to observe how an AKIS is performing and functioning on an ongoing basis. It enables timely identification of problems and corrective actions. It answers "what is happening?" by gathering both numerical and descriptive information.




**Evaluation** examines information to judge how well an AKIS and its strategy meet set goals and standards. An independent evaluator provides conclusions and recommendations. These support accountability and decision-making by addressing "how well is it working?" at different stages: before, during and after implementation.




**Assessment** examines performance and capacities against benchmarks to reflect on quality and value. It answers "how good or sufficient is it?"

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

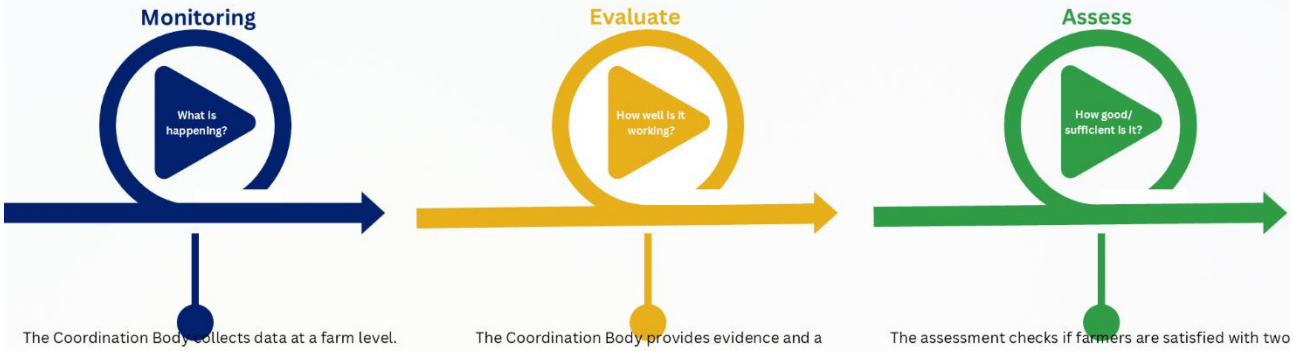
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Let's look at an example

The Spanish AKIS Coordination Body needs to evaluate the CAP Strategic Plan advisory services. They want to determine if these services effectively help farmers increase their profit margins throughout the supply chain.




The Coordination Body collects data at a farm level. This includes:

- Costs of inputs, incomes and margins of farm production over time
- Number and topics of advice provided up and down the supply chain
- Revisions of contractual conditions for farmers

The Coordination Body provides evidence and a judgement about farmers' positioning in the supply chain. They evaluate whether advisory services delivered to different actors throughout the chain have achieved their intended impact.

The assessment checks if farmers are satisfied with two key areas:

- The quality of advice they receive
- How their new positioning in the supply chain meets their expectations about power and bargaining

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

**AKIS assessments are essential for understanding whether agricultural systems are working well enough to enable knowledge sharing between different stakeholders and support innovation.**




Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Structural Assessment

A structural assessment examines an AKIS by mapping its components and how they interact with each other. It checks whether the main components are in place. This analysis takes place at a specific time and within a particular context.

**What does it examine?**

- Key actors
- Knowledge infrastructures
- Interactions shaped by institutions, rules and values

**What does it assess?**

- Whether actors and infrastructures exist
- How actors and infrastructures interact and to what degree
- The potential, challenges and barriers affecting these interactions
- The roles of different actors



## Structural Assessment

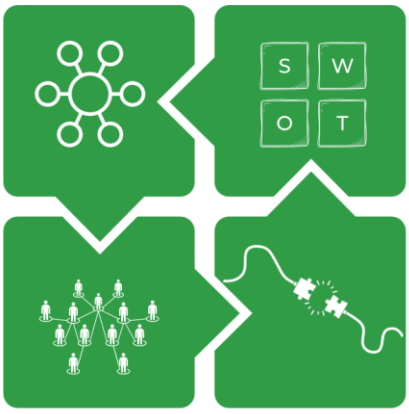
**Methods for Structural Assessment**

**Actor mapping and diagrams**

This method identifies who is involved in the system by mapping the different types of actors and showing their basic interactions within the AKIS.

**Social network analysis**

This method examines how well actors are connected to each other by assessing whether the linkages between them are well established and satisfactory.




**Other methods**

Other methods that can be used for structural assessment include Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and a needs assessment.

**Relational matrix**

This method categorises what types of linkages exist between actors by analysing the nature and quality of their connections.
Linkages can be described as:

- Strong/weak
- Formal/informal
- Occasional/regular
- Competitive/collaborative

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

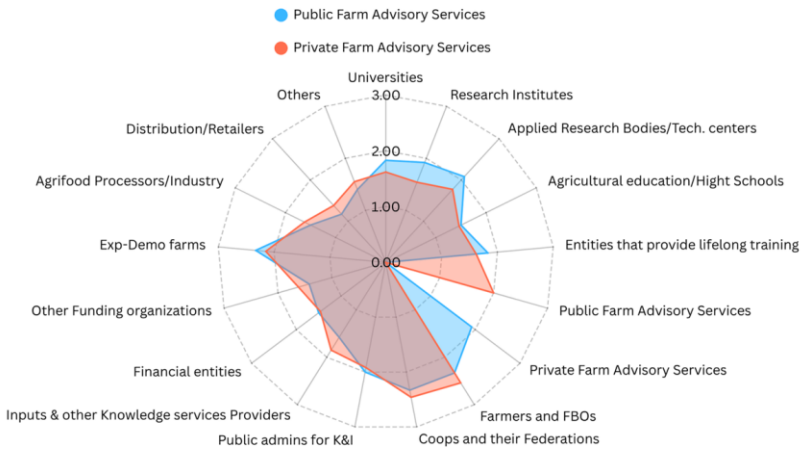
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Structural Assessment Example - Italian AKIS

A relational matrix tool is used to assess the degree and type of interactions occurring between some key AKIS actors. The collection of data is accompanied by interviews which provides a deeper understanding about the linkages currently in place within the AKIS.




The blue area represents the public farm advisory services.

The orange dotted area represents the private farm advisory services.

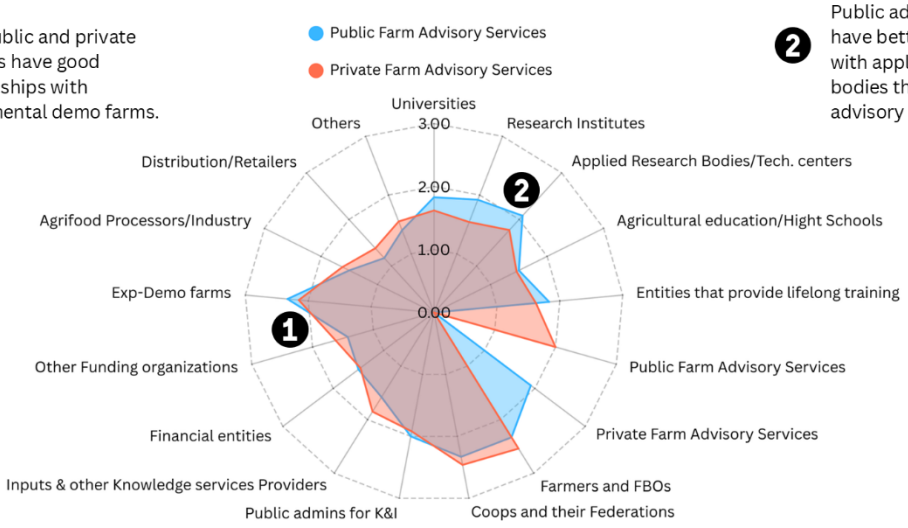
The numbers (0-3) show the strength and frequency of interactions, where 0 means no interaction and 3 indicates the strongest, most frequent connections.



## Structural Assessment Example - Italian AKIS

1. Both public and private advisors have good relationships with experimental demo farms.

2. Public advisory services have better connections with applied research bodies than private advisory services




Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

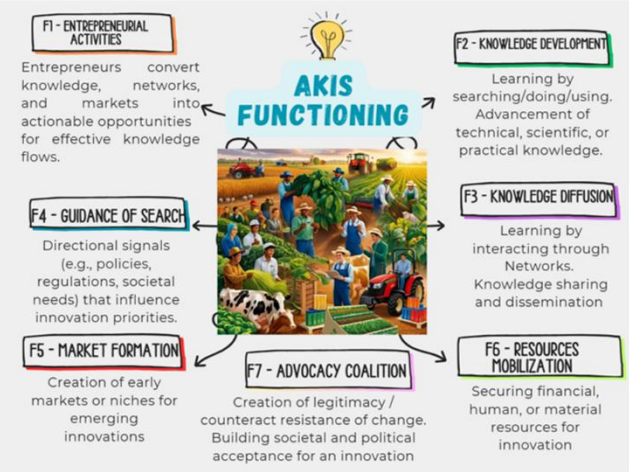
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Functionalist Assessment

A functionalist assessment analyses the system dynamics that make an AKIS work effectively. This approach examines how key processes operate and what they achieve. These dynamics are based on seven key functions which depend on the capacities and interactions of different components in the system.

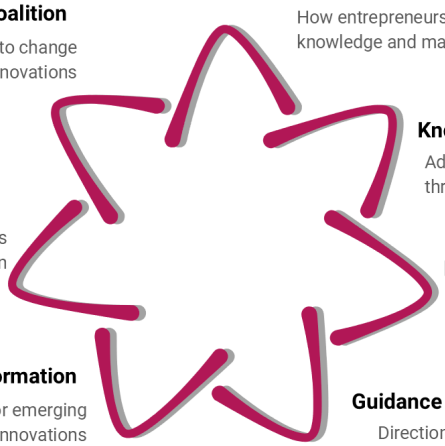



Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Functionalist Assessment

**Advocacy coalition**
Building legitimacy and counteracting resistance to change by creating societal and political acceptance for innovations

**Entrepreneurial activities**
How entrepreneurs within the system convert knowledge and market orientation into innovation



**Knowledge development**
Advancing technical, scientific or practical knowledge through research, practice and application

**Resources mobilisation**
Securing financial, human or material resources needed for knowledge and innovation

**Knowledge diffusion**
Learning through networks, focusing on knowledge sharing and dissemination

**Market formation**
Creating early markets or niches for emerging innovations

**Guidance of search**
Directional signals (like policies, regulations, societal needs) that influence research and innovation priorities

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Functionalist Assessment

**How do these functions work in practice?**

- Functions don't follow a set sequence

There is no set sequence of functions. Systems are not all the same, and the sequence in which different functions occur is not set in stone. They change based on the needs and behaviours of the system and of each innovation process.

- Some functions might not happen due to barriers

There are times when all of the functions might not be carried out as a result of system failures, gaps or barriers.

**What challenges commonly hinder the effectiveness of these functions?**

- Directionality (setting clear goals and direction)
- Policy coordination (aligning different policies)
- Demand articulation (identifying and expressing innovation needs)
- Reflexivity (the ability to self-examine and adapt)

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Functionalist Assessment

**Methods for Functionalist Assessment**

**Social network analysis**
This method examines how the seven functions are sequenced and connected across the innovation system.



**Gap analysis**
This method identifies which of the seven functions are missing or poorly performed within the innovation system.

**Functional analysis**

This method examines how well the seven functions are being performed within the AKIS by asking:

- Which functions are carried out?
- Who carries out each function?
- To what extent are these functions carried out?
- Who are the central actors/nodes?

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Capacity Assessment

Capacity assessment examines whether actors in the system have the skills and abilities they need.

It evaluates:
- What capacities exist within the system
- How well developed these capacities are
- Whether actors can effectively support innovation within the AKIS

This assessment uses key questions and criteria to evaluate how well the AKIS system is functioning across different areas.

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

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Capacity to navigate complexity

This requires applying a holistic perspective to comprehend relationships, feedback loops and adaptability within the system. This capacity focuses on whether stakeholders can work together towards shared goals.

The key question for this capacity is: "Has a common vision and strategy been developed by stakeholders?"

Key assessment criteria includes:
- AKIS strategy in place
- Understanding your position and the position of others in the system
- Decision-making valuing local knowledge
- System failure/barriers adjustments
- Mechanisms for innovation scaling
- Mechanisms of collective visioning



Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Capacity to collaborate

This requires understanding others' perspectives, building partnerships, collaboration and effective internal and external communication.

The key question for this capacity is: ""Do the actors collaborate effectively?"

Key assessment criteria include:

- Effective interactive collaboration is applied by Operational Groups
- Innovation support services
- Incentives for networking and multi-actor approaches



Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Capacity to reflect and learn

This requires facilitating stakeholder collaboration through reflective learning, fostering trust, adaptability and iterative action for systemic change.

The key question for this capacity is: "Are mechanisms of monitoring and evaluation in place?"

Key assessment criteria include:

- Monitoring and evaluating processes, joint learning and follow-ups
- Understanding of knowledge flows
- Methods and tools for facilitation
- Methods and tools for learning and following up on evaluation results



Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Capacity to engage in strategic and political processes

This requires understanding and shaping the politics and power relations to create new ways for stakeholders to interact.

The key question for this capacity is: "Are stakeholders aware of major challenges of agriculture?"

Key assessment criteria include:

- AKIS Coordination Body: role, functions and attitudes
- Awareness of opportunities for policy change
- Guidance of research
- Strategic decision-making influenced by stakeholders
- Up-to-date skills



Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Capacity Assessment

### Methods for Capacity Assessment

**Scenario planning**

This method examines whether the system has the capacity to develop and work towards a long-term vision for the AKIS.



**Relevance assessment and funding alignment**

This method examines whether the system has the capacity to mobilise and access resources needed for knowledge and innovation.

**Participatory rapid appraisal**

This method examines the capacity of local actors to identify challenges and develop practical solutions or strategies to address them within the AKIS.

**Outcome mapping and impact assessment**

This method examines the system's capacity to create meaningful change by evaluating how actors' behaviours, roles and interactions have changed because of strategy interventions.

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

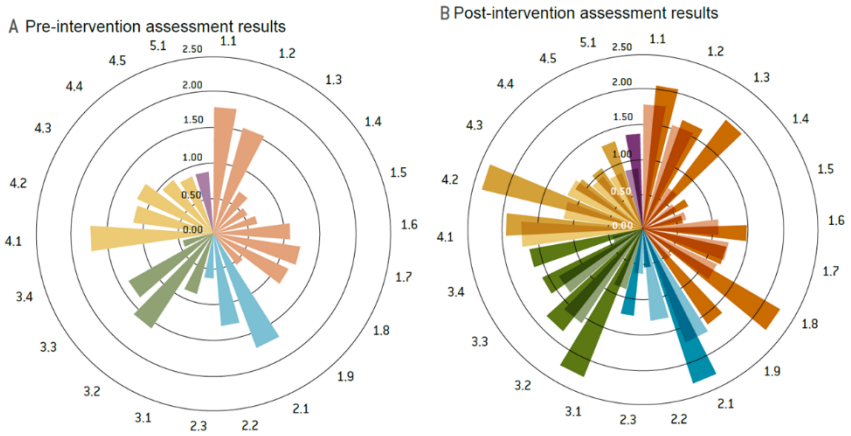
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Capacity Assessment Example - Rawanda's Cassava Innovation Partnership

The FAO capacity scoring tool assessed Rwanda's Cassava Innovation Partnership.
The left radar chart shows the pre-intervention assessment results. The right radar chart shows post-intervention assessment results after the project to assist capacity development was carried out.

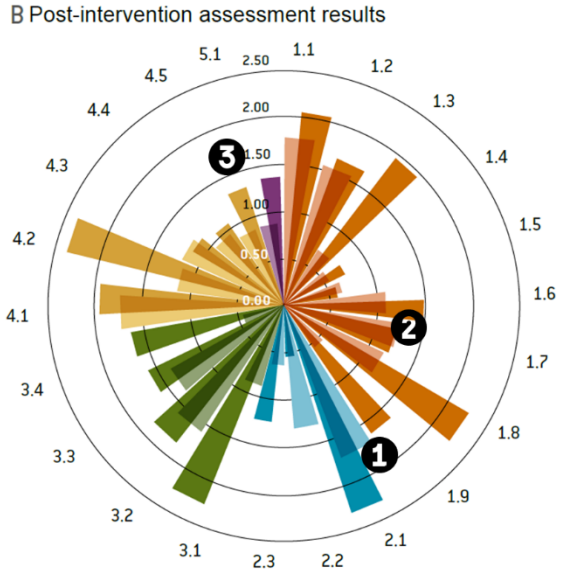



The indicators are colour-coded by capacity area:

- Navigating complexity (orange)
- Collaboration (blue)
- Reflection and learning (green)
- Strategic engagement (yellow)
- Technical skills (purple)



## Capacity Assessment Example - Rawanda's Cassava Innovation Partnership




1. Collaboration improved significantly (blue indicator 2.1)
2. Informed decision-making remained the same (orange 1.7)
3. Technical skills showed slight improvement (purple 5.1)

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Imagine you are responsible for evaluating and improving your region's AKIS.

There are key steps for choosing the right assessment approach. Understanding these steps will help you select the most appropriate method for your specific needs and context.

**Define your purpose**

Ask, "What do I want to know?"

For example, you might want to know about the integration of researchers and advisory services in EIP-Operational Groups.

**Consider timing**

Ask, "When do I need to make my assessment decision?"

It might be:

- Before creating your AKIS strategy (strategy design)
- While your AKIS strategy is being put into action (strategy implementation)
- After your AKIS strategy has been running (strategy evaluation)

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Imagine you are responsible for evaluating and improving your region's AKIS.

There are key steps for choosing the right assessment approach. Understanding these steps will help you select the most appropriate method for your specific needs and context.

**Match information needs to assessment type**

Ask, "What information do I need to make this decision?"

If you need to know:

- What components exist and how they connect, use structural assessment
- How well the system is working and what it achieves, use functional assessment
- What capabilities actors have and what barriers they face, use capacity assessment

**Choose your methods and tools**

Ask, "Which monitoring and evaluation approach should I take?"

You will:

- Decide whether you need ongoing monitoring, a one-time evaluation, or both
- Choose the specific methods and tools that match your assessment type and available resources

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

# Factors that determine assessment type

Timing refers to the point in time when the assessment is being conducted.

An assessment can be performed at any stage during the development of an AKIS. There are three main stages to be considered:

1. Ex-ante (before)
2. On-going (during)
3. Ex-post (after)

**Timing**



**Level**



The level refers to the scale or scope at which you are conducting the assessment, such as:

- Individual level (farmer, advisor, policy maker)
- Organisational level (advisory/research body, university, AKIS CB)
- System level (AKIS, supply chain/farming system)

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Timing

During the ex-ante stage, a pre-assessment of an AKIS acts like a health check-up.

The ongoing stage is the continuous process of monitoring and assessing performance during implementation.

The ex-post stage determines the outcomes, effectiveness and impact of implemented initiatives after completion.

**Ex-ante (before)** → **On going (during)** → **Ex-post (after)**

It evaluates:
- The system's nature
- Challenges
- Key actors

It involves:
- Regularly gathering data
- Analysing outcomes
- Making adjustments to ensure the AKIS remains responsive to stakeholder needs
- Adapting to changing conditions

It helps the assessor understand:
- What worked well
- What did not work
- How future interventions can be improved

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Timing

**Ex-ante (before)**

This stage helps:
- Identify areas for improvement
- Ensure targeted interventions and policies align with realistic needs of the agricultural sector
- Identify strengths, weaknesses, opportunities and threats associated with the initiative
- Policymakers and stakeholders make informed decisions

**On going (during)**

These ongoing assessments help:
- Maintain a dynamic and responsive AKIS
- Address emerging challenges
- Continuously improve support provided to the agricultural sector

**Ex-post (after)**

This post-assessment:
- Is strongly interconnected with pre-assessments and ongoing assessments
- Uses information collected from previous exercises
- Provides valuable insights for effectiveness and areas for improvement
- Supports data-driven decisions to enhance overall AKIS performance and impact

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Each stage of an assessment involves asking specific questions to guide your evaluation.

## Structural Assessment

**Ex-ante (before)**

You might ask:
- What are the SWOTs of the AKIS?
- Are there formal interactions between researchers and advisors?

**On going (during)**

You might ask:
- Which types of actors are not participating in Operational Groups?
- Which enablers/disablers/barriers are encountered within the AKIS at micro level?

**Ex-post (after)**

You might ask:
- How did the actors contribute to AKIS functioning over a specific time period?
- Which types of actors played a central role in helping to establish operational groups?

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

Each stage of an assessment involves asking specific questions to guide your evaluation.

## Functionalist Assessment

**Ex-ante (before)**

You might ask which functions need to be strengthened to meet future challenges of the sector?

**On going (during)**

You might ask:

- Is the AKIS Coordination Body working well and does it include the right mix of actors for its intended purpose?
- What is the overall level of interaction between actors within the AKIS?

**Ex-post (after)**

You might ask:

- Which actors are best suited to carry out specific functions, and how much responsibility should they have?
- Did research and innovation policy help define multi-actor innovation processes and support their expansion to reach more people and places?

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Each stage of an assessment involves asking specific questions to guide your evaluation.

## Capacity Assessment

**Ex-ante (before)**

You might ask:

- What are the gaps and needs to consider for capacity development?
- Which capacities are needed for the design and implementation of AKIS strategies within the CAP Strategic Plans?

**On going (during)**

You might ask:

- Are all the systemic capacities available within the AKIS? To what degree? By whom?
- Are the capacities of advisory services well developed and diverse enough to support their clients within the AKIS?

**Ex-post (after)**

You might ask:

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

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Level

An assessment can be performed at any level within the AKIS. The level at which the assessment is carried out will answer a variety of questions and provide knowledge relevant to that level of the AKIS.




Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## Individual Level

The individual level focuses on specific actors such as farmers, advisors and policy makers. Each assessment type could examine these actors from different perspectives:

**Structural assessment** examines how well this actor is connected with others in the AKIS.

**Functionalist assessment** examines what support these actors provide to the innovation processes within an operational group.

**Capacity assessment** examines whether farmers in operational groups have the capacity to demonstrate new innovations to other farmers

Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

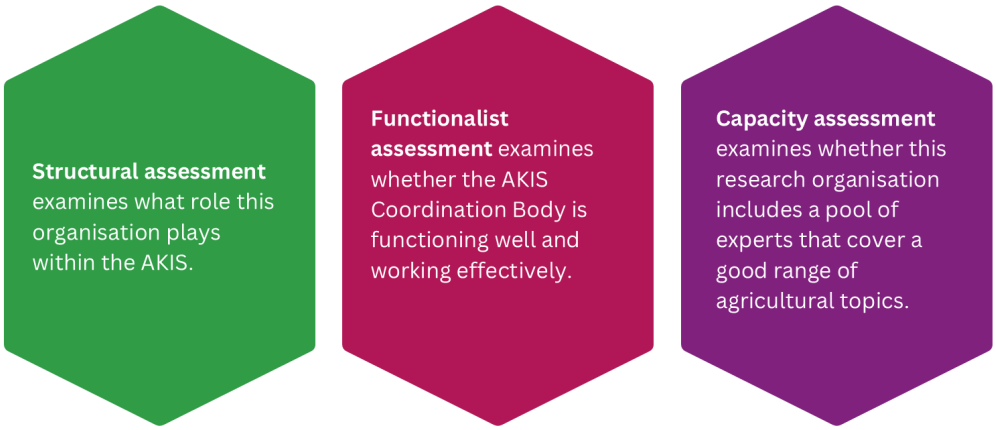
Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Organisational Level

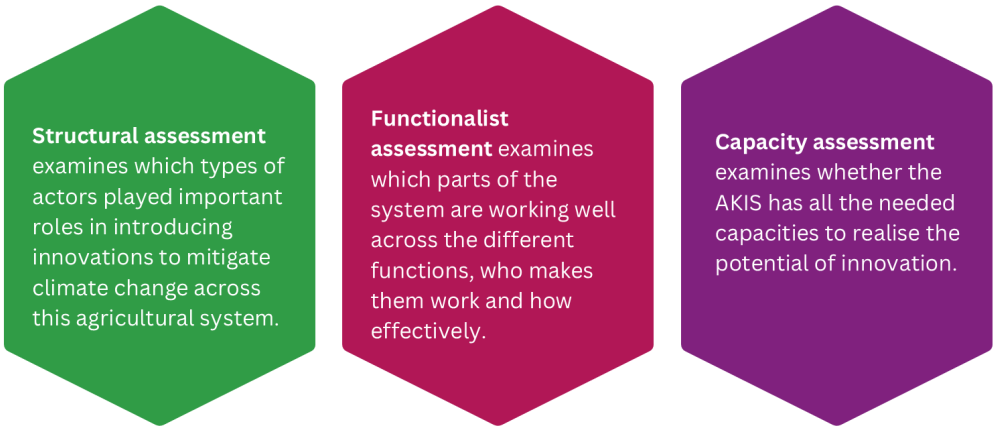
The organisational level focuses on institutions such as advisory bodies, research organisations, universities and AKIS coordination bodies. Each assessment type could examine these organisations from different perspectives:




Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

## System Level

The system level focuses on the broader AKIS, supply chains and farming systems. Each assessment type could examine these systems from different perspectives:




Module 6 Monitoring & Evaluation Supplementary Material by A. Phillips

Funded by the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.