



Training Concept

D4.1: Participatory Processes and Innovation
Brokering: First Principles and Methods for the
CERERE project (CERERE Training Concept)

WP4, T4.2

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Abstract

D4.1 is a deliverable of WP 4, the overarching objective of which is "to support existing and foster the creation of new Operational Groups within the EIP-AGRI framework". The purpose of D4.1 is to present a 'training concept' which will inform training provided to innovation brokers and facilitators of participatory and knowledge-sharing activities working in the context of the EIP-AGRI, and EIP Operational Groups specifically. D4.1 consists of a written report containing: first principles of participatory processes and innovation brokering; how to main successful relational group dynamics; a toolbox of participatory methods; and how to evaluate group functioning.



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Technical References

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* PU = Public

PP = Restricted to other programme participants (including the Commission Services)

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I. Introduction

The overall objective of Work Package 4 (WP4) is to foster the creation of Operational Groups (OGs) within the European Innovation Partnership (EIP) framework.

The EIP for agricultural productivity and sustainability (EIP-AGRI) was launched in 2012 to contribute to the European Union's strategy 'Europe 2020' for smart, sustainable and inclusive growth. EIP-AGRI works to foster competitive and sustainable farming and forestry that 'achieves more and better from less' (EIP-AGRI, 2015).

EIP-AGRI aims at creating a flexible and open system for the bottom-up creation of a multiplicity of OGs.

An OG can be described as a group of people who come together to work on concrete, practical solutions to a problem or innovative opportunity and whose project is funded by the EU Rural Development policy "Operational Groups are the EIP-AGRI's main tool for turning innovative ideas into real solutions for the field" (EIP-AGRI, 2016).

An OG consists of several partners with a common interest in a specific, practical innovation project. The partners or 'actors' involved should be from a diverse combination of practical and scientific backgrounds such as farmers, researchers, advisers, businesses, environmental groups, consumer interest groups or other NGOs.

The partners in an OG must co-operate with others and share the achieved results within the European network. Thereby, other groups within the EIP-AGRI network can benefit from their work.

WP4 takes into account the barriers that exist to up scaling the implementation of both best practices and research results identified and shared in WP2 and WP3¹. The aim of WP4 is to also build facilitation, brokerage and translation of research for innovative and diversified organic cereal systems.

Specific objectives of WP4 are the following:

- To support both existing and prospective Operational Groups willing to implement the knowledge focused on the overall cereal food system.
- To provide training in participatory approaches in order to develop skills in facilitation, brokerage and translation of research within and outside the CERERE network.
- To provide training materials (practice abstracts and guidelines) for further dissemination.

Task 4.2, entitled 'Training facilitators and innovation brokers', is conducted as part of WP4 which aims to foster the creation of Operational Groups within the EIP framework. Task 4.2 was undertaken in preparing this D4.1 deliverable document.

¹ WP2 will identify and synthesise a range of best practices involved in building innovative cereal food systems. WP3 aims to make knowledge on best practices, research results and collected solutions identified in WP2 available to end users of sustainable cereal food systems.



Figure 1 Definitions of Task 4.2 and Deliverable D4.1

Task 4.2 Training facilitators and innovation brokers

This task is composed of two activities. Firstly, CERERE partners will develop a training methodology to train facilitators of participatory process and field activities specifying objectives, training methods (such as e-learning, face to face seminars), learning resources to be produced as well as evaluation tools (high-level as well as self-evaluation/reflection tools). Second, the concept will be tested in a 1-day pilot training (in parallel with the second meeting at M14) in which facilitators and innovation brokers (at least 20 participants) will be trained to create and animate OGs. The task consists of three deliverables; deliverable **D4.1** is addressed by this document.

Deliverable

D4.1 Training concept: a written report describing the training concept as formats, learning resources, training objectives and ways to evaluate the training efficacy.



2. Participatory Processes and Innovation Brokering: First Principles

2.1 Participatory Learning & Action (PLA)

2.1.1 2.1.1 Introduction

By involving different actors, participatory research approaches allow us to recognise implicit and explicit factors that shape how interactive processes work (Darnhofer et al., 2012).

Participatory multi-actor approaches to research and innovation have become particularly important in this context, inviting farmers, farm advisors, value chain actors and scientists to collaborate in a process of active knowledge construction rather than passive technology transfer. This should result in locally relevant solutions.

Ensuring the successful adoption of a technology or practice requires taking into consideration the culture, power, institutions, policies, as well as the actors themselves. Action-based participatory approaches can achieve this (Darnhofer et al., 2012).

Participatory Learning and Action (PLA) can be described as “a growing family of approaches and methods to enable local people to share, enhance and analyse their knowledge of life and conditions, and to plan, act, monitor and evaluate” (Chambers, 1997). Therefore, PLA is carried out for, with and by people, not on them.

Of particular importance are facilitators' behaviours and attitudes. It is imperative that the facilitator establishes rapport, listens and learns, is patient, respectful, facilitates, is personable, and knows when not to speak and when not to be present. It is essential that facilitators know when and how to ‘hand over the stick’, to empower, be flexible, embrace mistakes, become aware of biases, and to encourage positive participation.



There are seven key principles of PLA:

1. The right to participate

All individuals have a right to play a part in shaping decisions.

2. Hearing unheard voices

Seeking out unheard voices and creating the safe spaces that allow individuals to be heard.

3. Seeking local knowledge and diversity

Local people have their own expert knowledge of their community. It is crucial to recognise that there are different perspectives and realities within communities. Different actors bring their own unique experiences and interpretations.

4. Reversing learning

Being prepared to unlearn what has already been learned.

5. Using diverse methods

Using a range of participatory methods assists in attracting in as many people as possible to undertake learning.

6. Handing over the stick (or pen, or chalk)

'Experts' should allow space for others to participate.

7. Attitude and behaviour change

Changing the attitudes and behaviours of the powerful is a vital aspect of participatory practice.

Source: participatorymethods.org

A practical, adaptive research strategy enables diverse groups and individuals to learn, work and act together in a co-operative manner; to focus on issues of joint concern; identify challenges; and generate positive responses in a collaborative and democratic manner.

For example, ENU-Wheat is an OG from Germany which was established to test ways to develop a sustainable and environmentally friendly wheat value chain using less nitrogen fertiliser. The OG involved farmers, millers, bakers and researchers to stimulate knowledge exchange from agriculture to food production (EIP-AGRI, 2016).



2.2 Multi-Actor processes: Guidance Notes

Effective multi-actor processes, including multi-actor co-creation; stakeholder engagement; and innovation brokering, create conditions where different knowledges, perspectives, priorities, objectives and resources etc. of a wide variety of actors are facilitated to come to light and shape project processes and outcomes. Uncovering different stakeholders' knowledge through effective participatory techniques is the 'gold' of the multi-actor 'mining' process.

CERERE aims to engage with a diverse variety of actors. In this context, it is important to note the distinction between 'stakeholders' and 'actors', which is highlighted in guidelines for Horizon 2020 projects.

An actor is described as a **'partner taking part in project activities'** while a stakeholder is described as a **'person expressing a view/stake at a certain moment during the project'** (van Oost, 2015). Arnstein's (1969) Ladder of Participation echoes these definitions and draws attention to the meaning of genuine partnerships between actors, as distinct from consultations with stakeholders.

Figure 2: Arnstein's (1969) Ladder of Participation.



Source: Arnstein (1969) adapted by Macken-Walsh 2016

Awareness that people have different subjectivities ('mind sets') and attentiveness to these subjectivities is crucial for facilitators to support effective multi-actor work. Researchers, rural extensionists, farmers, entrepreneurs etc. all have different knowledges, priorities, circumstances, perspectives etc. Within single occupational groups - farmers, for example - there will also be great diversity in circumstances, perspectives, priorities etc. The ultimate aim of multi-actor work is to create processes where all actors involved contribute their valuable knowledges, perspectives etc.



*The interactive innovation approach under the agricultural European Innovation Partnership (EIP-AGRI) fosters the development of research into practice applications and the **creation of new ideas thanks to interactions between actors, the sharing of knowledge and effective intermediation**. In this interactive innovation model, **building blocks for innovation are expected to come from science, but also from practice and intermediaries such as farmers, advisors, businesses, NGOs etc**. Key for interactive innovation is to include existing (sometimes tacit) knowledge into scientific work: **endusers and practitioners are involved, not as a study object, but in view of using their entrepreneurial skills and practical knowledge for developing the solution or opportunity and creating ownership**. Innovation generated with an interactive approach tends to deliver **solutions that are well adapted to circumstances and easier to implement** since the participatory process is favourable to speeding up the acceptance and dissemination of the new ideas”.*

(Horizon 2020 Work Programme 2016-2017, part 9, p. 10).

The nature of different actors' knowledges and how these knowledges are communicated vary widely and it is the challenge of those facilitating or supporting multi-actor work to uncover and valorise² different knowledges. Pre-conceived ideas and assumptions in relation to the nature of different actors' knowledges and perspectives should be avoided/ overcome.

² Valoriser: French transitive verb, to; donner de la valeur à = to increase the status; (economics) [région, matériau, produit, ressource] = to develop (finance) = to increase the value of; considérer comme important = to value; mettre en valeur = to highlight, to bring out. Collins French-English dictionary.



2.3 Stakeholder Engagement & Innovation Brokering

It is important to observe that while 'stakeholder engagement' and 'innovation brokering' are related, they are strategically different.

Stakeholder engagement is widely discussed in the business literature, where definitions vary from understanding engagement as 'consultation' to understanding engagement as actively generative of enhanced learning, innovation and performance (Unerman, 2007, 87-88).

Figure 3: Definition of 'Stakeholder Engagement'

[The] overall importance of stakeholder engagement is to drive strategic direction and operational excellence for organisations, and to contribute to the kind of sustainable development from which organisations, their stakeholders, and wider society can benefit by:

Learning:

- Identifying and understanding:
 - The needs, expectations and perceptions of internal and external stakeholders;
 - The challenges and opportunities identified by those stakeholders and;
 - The material issues of internal and external stakeholders

Innovating:

- Drawing on stakeholder knowledge and insights to inform strategic direction and drive operational excellence;
- Aligning operations with the needs of sustainable development and with societal expectations

Performing:

- Enhancing performance
- Developing and implementing performance indicators that enable internal and external stakeholders to assess the organisation's performance

Source: Accountability, 2005, 9 cited in Unerman, 2007, 87-88

Innovation brokering is a topic discussed widely in the agriculture literature and Klerxx et al. (2009) highlight the value of brokers as neutral and impartial actors in responding to and supporting the interests of various stakeholders.



Figure 4: Definitions of 'Innovation Broker'

Howells (2006) first coined the term "innovation intermediary":

"An organization or body that acts as an agent or broker in any aspect of the innovation process between two or more parties. Such intermediary activities include: helping to provide information about potential collaborators; brokering a transaction between two or more parties; acting as a mediator, or go-between, [for] bodies or organizations that are already collaborating; and helping find advice, funding and support for the innovation outcomes of such collaborations" (Howells, 2006, 720 cited in Klerxx et al., 2009,4).

EIP-AGRI (2017):

"An innovation broker tries to link different partners from the field, from science, commercial partners etc. and make sure that the right expertise and knowledge is involved in the project. They have to ask themselves, who should we get together in the same room to discuss this particular subject?"

In working with stakeholders and brokering innovation between them, it is necessary to take an emic approach - i.e. be attentive to the different 'mind sets' of diverse stakeholders (partially represented in the illustration presented in Figure 5 below). For those seeking to effectively engage with and/or broker between stakeholders, a starting point for an intuitive approach is to strive towards uncovering *what is important to and motivates different stakeholders; and what is their 'inside' distinctive knowledge?* **The distinctive, inside knowledge is the 'gold' of the multi-actor 'mining' process. Practicing attentiveness to the 'inside' views of stakeholders demonstrates (and generates) intuitive skill. However, according to some, there is no 'recipe' for intuition:**

Figure 5: Etic (the names we give) and Emic (the names they give themselves)



Source: Pinterest, cited by CPS (2017)



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2.4 Knowledge for Stakeholder Engagement & Innovation Brokering

While there are important distinctions between stakeholder engagement and innovation brokers, the knowledge and skills required for success are similar. Arguably, the most important and fundamental skill is intuition. However, there is no 'recipe' for intuition:

"It is a big problem in a democratic society where people are supposed to justify what their intuitions are. In fact, nobody can justify what their intuition is. So, you have to make up reasons, but it won't be the real reasons"

(Hubert Dreyfus cited in Flyvbjerg, 2004, 427)

It is difficult if not impossible to develop a manual to train people how to be intuitive. However, it is also argued, "Intuition is a muscle; you have to use it to make it stronger or it atrophies" (Jenkins, 2015). There are ways of thinking and forms of knowledge that are supportive of intuitive ability. Furthermore, particular practices are supportive of building intuitive skill. For example, 'reflective practices' such as a keeping journal of learning reflections when involved in an interactive project is supportive of developing intuitive ability (participatorymethods.org, 2017). The practicing of participatory methods and techniques in general requires and develops intuitive ability. It is practicing participatory methods in a *reflective* way; however, that develops intuitive ability, not the methods and techniques themselves.

"Participation can do without special methods and tools, but not without special attitudes and behaviour!!!"

(FAO, 2017)

"A 'participatory method' per se does not exist because whether or not a method becomes participatory, relies on the frame of mind of the facilitator"

(Groot, 2002)

Providing spaces for stakeholders' circumstances, priorities and resources to emerge and shape the engagement and innovation process is a relational and methodological challenge. The required methodological techniques are available in a vast technical literature. However, choosing and practicing the techniques in the 'right' way (considering the contextual and relational context(s) involved) is vital for effectiveness, which again highlights the importance of intuition. It is often only after beginning the engagement process is the facilitator sufficiently informed about and acquainted with the group to choose the correct tool/technique.

"Facilitation of participatory processes addressing complex issues implies the reverse of the proverb look before you leap' - facilitators must 'leap before they look'"

(Geldof, G., 1999 cited in Groot, 2002).

Five core scenarios for multi-actor work were identified recently in the context of other multi-actor Horizon 2020 projects, SKIN & AgriDemo-F2F, for the purposes of identifying methods and techniques that can be used in those scenarios (Macken-Walsh, 2017a; Macken-Walsh, 2017b). **The five scenarios are also broadly relevant to CERERE and are contained (along with sample techniques and tools) in the templates outlined in Section 4.2 – CERERE Innovation & Brokering Toolbox.**



2.5 Gender Analysis

Gender is a crucial consideration in how participatory multi-actor processes may be facilitated. The different productive and social roles of men and women may lead to imbalanced power relationships. This inequality may decrease the efficiency of the short food supply chain.

“While women in farming have had to contend with the ideological and cultural barriers of a very masculine industry, feminists view participatory forms of rural development as providing considerable potential to include women in political structures in a way that has not previously been achieved.”

(Shortall and Byrne, 2009)

Feminization of agriculture can take five main forms: “*substitution* (women taking over activities because economic developments allows men to disdain them; *integration* (where women do work ostensibly considered traditional for their sex); and *competition* (where women vie with men for equal employment opportunities and in all aspects of social and political life)” (Barberis 1972, 10 and Inhetveen and Schmitt 2004 cited in Byrne et al., 2014). “*Reconstitutive feminization*” occurs when change occurs at the level of self – amongst men as well as women – in the allocation of productive and reproductive work (Byrne et al., 2014). The ‘progressive feminization’ of agriculture describes how women are carving out new roles for themselves that differ from traditional male endeavours (Ventura, 1994, p. 27).

Women are highly involved in the short food supply chain (potentially representing integrative, progressive or reconstitutive feminisation), but their contribution may be undervalued and overseen. Gender analysis is a type of socio-economic analysis that uncovers, for example, how gender relations affect a development problem.

Brouder (2017, p 4) states that “CERERE is progressive because it embodies an ontological shift from competition to cooperation. Valuing the small-scale farmer over capitalist investors is now a legitimate concern consumer’s hold and acknowledging the feminisation of these consumer preferences is vital”. She explains ‘the feminisation of consumer processes’ as the artisanal production at the small-scale farm level that has been widely initiated and facilitated by women members of farms.

After analysing the CERERE proposal through a ‘gender lens’, Brouder (2017, p8) identified three main deficits that should be observed by project partners and participants throughout project implementation:

- Lack of recognition of women specifically as a category of actors with demonstrated capacity for innovation in alternative food systems.
- No intentional departure from masculinized, globalized, capitalist practices.
- No clear strategy to ensure that female farmers’ access to the knowledge/networks produced will be ensured

Unless dedicated efforts are made to ensure these points are addressed, gender inequalities that are officially recognised as permeating research, agriculture and most social systems are likely to prevail and disadvantage women (participants and stakeholders).



3. Operational Groups: Successful Group Dynamics

3.1 Core Issues

WP4 aims to support existing, and foster the creation of new Operational Groups within the EIP-AGRI framework.

The development of effective guidelines for mobilising and operating Operational Groups will increase the capacity of stakeholders to engage with the EIP-AGRI framework more proactively in the future (EIP-AGRI, 2016).

A crucial and first question (to which there are varying answers) when it comes to garnering meaningful engagement in OGs is why, from stakeholders' (diverse) perspectives, should they become involved in OGS? How can they come to they perceive themselves as stakeholders in the first instance?

“Many companies ... suffer from a lack of focus when engaging stakeholders, failing to define when and why and what for”

(Kuenkel, 2013)

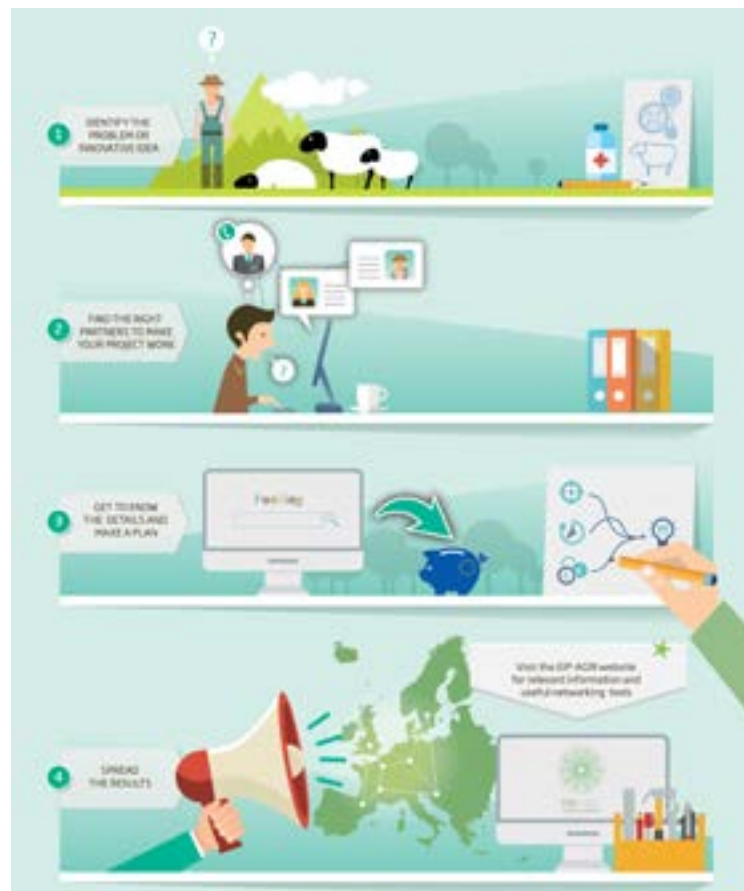
Arriving, within the CERERE community, at shared understandings of why stakeholders should engage is a core preliminary challenge.

An Operational Group can consolidate stakeholders' respective reasons for working together by addressing the 'five Ws' (Who? What? Why? When? Where?) and 'H' (How?):

- **Who** are/should be the stakeholders/actors involved in the CERERE community?
- **What** are the underlying objectives (activity-specific objectives but also objectives from a CERERE project perspective)?
- **Why**, from their perspectives, is it worth being involved?
- **When**, interactions with stakeholders are timed all along the project?
- **Where** are the venues for their engagement?
- **How** may these objectives and the objectives of stakeholders be realised (methodological techniques)?



Figure 6: Steps involved in an Operational Group



Source: EIP-AGRI (2016)

To set up a successful Operational Group an innovative idea, a plan, and the appropriate partners are required. Every Operational Group starts by identifying the problem or designing the steps to test an innovative idea. Having found the right partners to build a team, the Operational Group partnership needs to draw up a plan and at the end disseminating the results (Figure 6).

A facilitated group meeting among prospective Operational Group members will take place to address these questions to: help identify more possible members; the target audience of the project results; brainstorm phases of the project's operationalisation; define the dissemination objectives and audience's interest; and define the dissemination medium and means.

Effective engagement and innovation brokering creates conditions where the different knowledges, perspectives, priorities, objectives and resources etc. of a wide variety of stakeholders are facilitated to come to light and shape the engagement and innovation process.



3.2 Group Work: Five Ingredients for Success

By 'letting go' of traditional attempts at exercising influence – such as coercion and instruction – more credible, effective and socially legitimate forms of influence may occur through parity, debate, deliberation and learning.

However, it is important to recognise the components that are necessary for groups to work at their best. This is crucial in the context of CERERE as one of the main objectives of the project is fostering and creating new Operational Groups. Five key 'ingredients' are identified for successful group dynamics (Macken-Walsh and O'Dwyer, 2016).

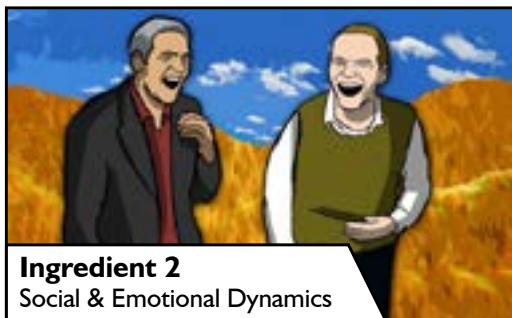
Building a focus on shared goals and commitments; and generating trust, solidarity, friendship and fun within groups are worthwhile endeavours. Once a healthy group dynamic is in place, groups will be better positioned to interrogate, debate and engage with new knowledge in an empowered way. Such a process is important for the creation of innovative concepts.



Five Ingredients for Success



“We might all be different as individuals but our group has common goals. We as members genuinely believe in and commit to these goals. Our group is well organised and we have a clear idea about how we operate. We have our schedule of meetings well in advance so that we can plan and prepare”



“Enjoyment and fun is an important part of how our group works. It makes taking part a more positive experience. We have developed good working relationships and even some friendships. This provides an environment conducive to sharing challenges and to identifying solutions.”



“In order for us as group to create solutions, we must feel that we can speak openly and truthfully without feeling that what we say might be irrelevant or not useful... We are all different, we speak different languages, and it's important that we show that we value each other's point of view. There's no sense that certain types of knowledge are superior in the group and people are not afraid to speak up”



“While the proverbial saying 'a rising tide lifts all boats' may not be true in many cases, it is a core principle of this group. What we do is relevant to all members and therefore is of interest (and potential benefit) to all members”



“We have access to and are exposed to different types of expertise in the group and this is a major driver of the group – it is why we want to be involved. Our group is also expertly facilitated and if we didn't have that expert facilitation, our group wouldn't operate as well as it does”



4. Participatory Processes: Toolbox

4.1 Introduction

A useful way of thinking about methodological approaches to stakeholder engagement and innovation brokering is that they require a 'toolbox'. This is because in order for stakeholder engagement and innovation brokering to be successful, different 'tools' must be intuitively taken out of the 'box' in response to different actor contexts, situations and needs. The act of choosing is as important as the toolbox itself. There is no one protocol that can be followed to support effective engagement/brokering but there are multiple techniques and tools that can be used intuitively to achieve effectiveness, depending on the environmental and relational context.

4.1.1 Techniques in Context

There is a range of manuals containing methodological techniques and tools for effective engagement and innovation brokering, informed by methodologies such as PLA, 'Living Laboratories' etc. for co-design and co-creation. The EIP-AGRI toolbox is also relevant. Many of the manuals are available online and are listed in an online document

A manual developed for a project with a focus similar to the CERERE project is the Foodlinks 'Pool of Tools and Methods' (Kamer et al., 2011). This and various other relevant manuals contain useful and potentially effective tools that can be selected for use in the CERERE project.

4.2 CERERE Innovation Brokering Toolbox

4.2.1 Preparation & Development

This section presents the tools and processes that are foundational in the practice of participatory action research.

The toolbox provides a framework and selection of tools that may be advantageous for participatory action research in the CERERE project. It provides suggestions to help users ensure that they:

- Account for all factors necessary for conducting effective engagement and innovation-brokering,
- Consider what tools are available for engaging stakeholders,
- Communicate decisions and outcomes (within the project team, with funders, and with actors/stakeholders involved).

The toolbox demonstrates that there is a wide range of stakeholder/actor engagement methods and tools available, each with their own (scenario-dependent) advantages. The tools and processes presented help, in different scenarios, to engage people and mobilise co-creation.



Five core scenarios for multi-actor work were identified recently in the context of other multi-actor Horizon 2020 projects, SKIN an AgriDemo-F2F, for the purposes of identifying methods and techniques that can be used in those scenarios (Macken-Walsh, 2017a, 2017b). **The five scenarios are also broadly relevant to CERERE and are contained (along with sample techniques and tools) in the CERERE toolbox**

Figure 7: How to approach stakeholder engagement & innovation brokering



Source: Adapted from Macken-Walsh, 2017.

4.2.2 Online 'Live' Toolbox

The toolbox, which is available in an integrated form online, is presented in two tables:

- In Table 1, examples of participatory tools/techniques from existing sources that can be used together with stakeholders in achieving objectives are presented. Links are provided to existing manuals and toolkits with instructions how to implement the techniques. Categories of tools/techniques to achieve each of the five objectives (Figure 7) are allocated a unique symbol.
- In Table 2, the main processes involved in an Operational Group are outlined.

An integrated version of the tables is available to CERERE partners online, [where they can access and add more techniques to the toolbox.](#)

It is important to remember that appropriate techniques must be intuitively chosen for different manifestations of how the scenarios evolve in context. Partners can choose methods from the list presented below and iteratively add tools to the CERERE online toolbox.



The list includes detailed guidelines to implement tools and techniques, such as the comprehensive modular manual by Chevalier and Buckles (2013). Direct links to examples of the tools and techniques available in Chevalier and Buckles (2013) and other sources are provided in the Table below, categorised according to the objectives identified.

Table 1: Methods for Stakeholder Engagement and Innovation Brokering







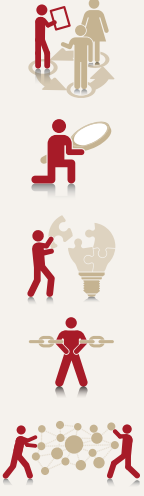
OBJECTIVE (WHAT?)	HOW?
Engaging 	Active Listening (P.35 of LINK) Stakeholder Identification (p. 75 of LINK) Participatory Engagement Planning (p. 64 of LINK) Power (p. 83 of LINK) Stakeholder Rainbow (p. 77 of LINK) Social Analysis CLIP (p. 79 of LINK)
Interrogating Existing Knowledge 	Audience Reaction Team (LINK) 'Exploring' (P.63 of LINK) Concept Mapping (p. 8 of LINK) The Socratic Wheel (p. 47 of LINK) Information Gathering, Analysis, Sharing (GAS) (p. 54 of LINK) Timeline (p. 59 of LINK) Case Visits: Pearls, Puzzles, Proposals (p. 4 of LINK)
Creating New Knowledge 	Flexible Brainstorming (p. 6 LINK) 'Opening Out' (p. 63 of LINK) Concept Mapping (p. 8 of LINK) Ideal Scenario (p. 97 of LINK)
Addressing Challenges/ Problems 	Previous Responses (p. 61 of LINK) Resource Mapping (p. 63 of LINK) Problem Tree (p. 65 of LINK) Levels of Support (p. 105 of LINK) Sabotage (p. 100 of LINK) Gaps and Conflicts (p. 67 of LINK) Card Sort (p. 8 of LINK) Force Field (p. 69 of LINK) Paradox (p. 71 of LINK)
Applying Knowledge 	'Closing Down' (p. 64 of LINK) Free List and Pile Sort (p. 39 of LINK) Ranking (p. 41 of LINK) Validation (p. 32 of LINK) Rating (p. 44 of LINK) Results and Risks (p. 111 of LINK)













Table 2 CERERE Operational Groups: where (OG name & location), who, why and how (methods)³

OG NAME & LOCATION?	WHO?	WHY?	METHODS?
<p>Name and location of Operational Group</p> <p>CERERE objective: Support existing and foster the creation of new Operational Groups</p>	<p>One person or group of people who have a concrete problem that needs to be solved or have an innovative idea that they want to make a reality, can set up a group.</p> <p>Maybe it will be necessary to bring other partners on board?</p> <p>Identify the stakeholders involved.</p>	<p>Why has this Operational Group been created?</p> <p>Before beginning the process, the group should ensure that the problem that has to be solved, or the innovation that the group is going to work on is clearly identified</p>	
<p>Areas of action</p> <p>CERERE objective: Share, discuss, validate and enrich knowledge of existing best practices.</p>	<p>Producers</p>	<p>Market knowledge</p> <p>Financial requirements</p> <p>Regulatory knowledge</p> <p>New product development</p> <p>Logistics (perishable produce)</p> <p>Distribution</p> <p>Maintaining freshness</p> <p>Coordination of suppliers and supplies</p> <p>Achieving variety</p> <p>Organising producers</p> <p>Use of Intermediaries</p>	

³ SKIN, CERERE's sister project, funded under the same H2020 call and topic, identified these examples, which are also potentially relevant to the SFSCs of CERERE (Macken-Walsh, 2017a).



		<p>Achieving volume of supply</p> <p>Organic farming</p> <p>Genetic resources</p> <p>Short food supply chains</p> <p>Availability/ management of adapted germplasm</p> <p>Use of rotations</p> <p>Soil fertility</p> <p>Weed competitiveness and crop protection strategies</p> <p>Alternative marketing schemes</p> <p>Quality-oriented processing techniques</p>	
	Consumers	<p>New product development</p> <p>Demand/preference for fresh produce</p> <p>Maintaining freshness</p> <p>Variety of produce, diversity</p> <p>Volume of produce</p> <p>Finding things in one place</p>	
<p>Prepare a roadmap</p> <p>CERERE objective: identify and synthesise innovative practices and research results</p>	Stakeholders	<p>Access to knowledge</p> <p>Practice ready research</p> <p>How to translate research to practice</p> <p>How to design and implement appropriate policy supports</p> <p>A permanent and topically relevant network to support farmers and producers</p>	    
<p>Share results</p> <p>CERERE objective: disseminate the knowledge accumulated throughout the network's operation to the outer world</p>	Stakeholders	<p>How to translate research to practice</p>	    



5. Participatory Evaluation

5.1 Monitoring & Evaluation

Monitoring and evaluation are important in Participatory Learning and Action (PLA) research.

Results should be assessed against goals and inform ongoing learning and planning in context. Evaluation focuses on answering general questions such as the below but more specific questions can be identified using a scenario-dependent approach:

- What are the results so far?
- What are the implications of the evaluation findings?

Ongoing results should be monitored against preceding observations or findings.

A participatory evaluation training exercise will be conducted to evaluate the pilot training and will be disseminated to participants in the aftermath of the training.

During the training exercise participants and the trainers are partners in a common learning process (Rump et al., 2014);

- There is not an expert (or group of experts) in front of a group of ignorant people. All participants and trainers bring their set of expertise and together they will co-construct a new knowledge stemming out from this particular situation and combination of persons. The trainers will adopt an exemplary position and role of transition partners ('walk the talk').
- The training is a learning opportunity where each participant is responsible for his/her own learning and development process.
- Learning is a systemic process and therefore is facilitated by the interaction between participants. The social learning aspects are emphasized through many participatory exercises carried out in small groups that contributing step by step to build the new knowledge.
- Theoretical inputs are considered as stimulating mater for reflection always subject to be questioned. They are never to be considered as absolute or definitive truth.

Furthermore, the online toolbox should be used to integrate and specify the methods that have been adopted. Therefore, the online toolbox acts as a log of outcomes arising from the training

A participatory process to evaluate the training of innovation brokers taking place for CERERE in Florence in Nov. 2017 is presented in Annex I, Section 8 of this document.



5.2 Self-Appraisal for Groups: Guide for Facilitators

This assessment sheet is designed to assist you to facilitate a structured conversation about how the Operational Group you facilitate is functioning on an iterative basis and how it might function better.

The sheet is divided into five components, which correspond to five key ingredients for successful groups (Table 3, see also Section 3.2). These key ingredients were identified through research undertaken in Ireland and are consistent with research findings internationally in relation to how groups function at their best.



Table 3: Self Appraisal Sheet

1. Do you have shared goals in this group?		
Members have different goals	We have some shared goals	Many shared goals
2. Is the schedule of meetings clear and predictable?		
Sometimes	Most of the time	Always
3. Do you feel comfortable talking truthfully in the group?		
Sometimes people don't feel comfortable sharing	Most members feel comfortable most of the time	Yes, we all feel comfortable sharing
4. Do you think member feel comfortable challenging others within the group?		
Sometimes members feel offended by others	There's a challenging but mostly positive atmosphere	We readily and positively challenge each other
5. Are the meetings enjoyable to attend?		
Sometimes	Most of the time	Always very enjoyable
6. In this group, are the activities relevant and interesting to all members, do you think?		
Sometimes	Most of the time	Always
7. If you were to pick one word to describe this group, what would it be?		
Hard to pick a word	A positive word:	A not so positive word:
8. Can you please comment on the facilitation of this group.		
9. Can you give an example of a very well facilitated meeting or event that you attended.		
10. Are there any other issues you would like to mention/address?		

Please tick where appropriate for questions 1 to 7. Questions 8 to 10 are open ended and can be answered as desired in the space provided.



How to use the sheet:

- I. Distribute a copy of the appraisal sheet to each of the group member present.
- II. Allow an appropriate time (10 minutes suggested) for each member to complete the sheet.
- III. Prior to the meeting, you will have placed the A0 (flip chart size) version of the appraisal sheet on a flipchart stand.
- IV. Distribute 10 self-adhesive discs to each group member. All discs should be of the same size and colour.
- V. Once the allocated time has elapsed, invite each member to mark their answers onto the A0 size poster on the flipchart. In this way, each individual group member has an equal opportunity to record their views anonymously.
- VI. Take a short break to visually review the scatter of sticky discs under each question. It is likely that the collective answer i.e. the arrangement of the adhesive discs under each answer will shed some light on group perceptions.
- VII. Use the questions listed below (i.e. Section 4.3) to prompt further appraisal and reflection within your group. Pose the questions to the group and allow them time to respond. Make sure to acknowledge the questions where the perceptions are positive (you want more of that in the future) as well as probing how to improve the situation where perceptions are less positive/ negative (what can we do to improve?).
- VIII. Record the decisions reached and agreed actions, including the individual(s) responsible. Ideally, group members would take responsibility for many of the actions.
- IX. At the end of the meeting, photograph the A0 worksheet and email a copy to john.hyland@teagasc.ie (optional).



5.3 Questions for Use Following Completion of Assessment Exercise

1. Membership & Organisation

- What goals have the group currently?
- What additional/ new goals should the group adopt?
- How could we improve the organisation of the group? Who will take responsibility for that?

2. Security

- Why do you think certain people don't feel comfortable sharing information?
- Under what circumstances, do people not feel comfortable sharing?
- Why do you think people feel comfortable sharing?

3. Emotional and Social

- What makes our meetings enjoyable?
- When, and under what circumstances, are our meetings unenjoyable?
- What ideas have you got for keeping our meetings enjoyable?

4. Solidarity

- How do we show that the group is relevant to us all; what examples can you recall from the past 12 months of this?
- In the future, how could the group move towards a greater sense of solidarity?



6. Public Art: A Participatory Engagement Processes

Artistic praxis can be a powerful approach in fostering engagement, creating new relationships and igniting creativity in participatory processes and innovation brokering. Just as tangible objects and interactive processes are crucial tools in the orchestration of successful PLA, artistic praxis can creatively use materials and media to engage and mobilise participation of diverse participants around a topic of mutual interest or concern. Participants' collective use of materials / involvement in the media of artistic processes make them co-creators of artistic expression and artefacts, resonant with a key attribute of PLA – 'handing over the stick'. Such participatory artistic processes are particularly useful in mobilising different social groups to address contentious, emotive or even 'forgotten' socio-cultural issues. Used well (intuitively and culturally sensitively, see earlier discussion), participatory art can support the representation of individual subjectivities in public spaces and, crucially, dialogue between them. This creates a solid platform for the interchange of knowledges, providing a rich resource for successful innovation brokering.

Public art is a form of participatory artistic process that is planned and executed with the intention of being staged in the public domain, for instance, online, in the open air or in any other public space. Artists and art curators across Europe are implementing projects that engage and empower participants using participatory and group-based methods that are implementable within the operational contexts of the EIP-AGRI, particularly Operational Groups. Public artists are trained to understand and decode the language of cultural values - how they are embodied, represented; and expressionistic ways to re-value and re-contextualise histories, practices and narratives.



Public Art Project Example 1: Mind Meitheal

Mind Meitheal uses the cultural resonance of the Irish word “Meitheal” (collective use and exchange of labour in community-based settings), as a generative catalyst for locally-based think-tanks to animate discursive and imaginative, active participation within diverse groups around specific issues in rural areas. Starting from the premise that different knowledge forms have parity in the design of creative, sustainable strategies for the social, cultural, economic and natural future, *Mind Meitheal* seeks to link situated, place-based knowledge with academic, cultural and institution-based knowledge and enable an open, transdisciplinary exchange. Accounts of meetings (in various media) are circulated locally and across a broad range of academic, cultural and social institutions in order to invite responses that might contribute new insights and address problems and questions generated at the gatherings.

T.U.R.F. (Transitional Understandings of Rural Futures) An archive designed to reflect the complexity of power relations connecting the bogs and their owners with national and EU special **regulatory agencies and policies** was built up over several years and a process of exchange, called **Mind Meitheal**, providing space for the local knowledge of domestic turf-cutters to engage with scientific, cultural, legislative, governance, social science, and human rights knowledge. Within this space, where all participants had parity, new understandings were negotiated and shared and used in a report submitted to the Irish State and the EU by the Turf Cutters and Contractors Association. This work was exhibited in various venues between 2012 and 2014.



Deirdre O'Mahony, The last turf cut by Colm and John Harrigan before EU Natura 2000 legislation was implemented in 2012, digital archival photograph, 2013

www.deirdreomahony.ie



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement N°727848.



Public Art Example 2: SPUD

SPUD provides space for an investigation and aesthetic reflection on sustainability, food security, changing landscapes and rural/urban relationships. It is a transdisciplinary, collaborative project between artists and farmers, agencies and institutions curating and making new work and working with different rural and urban publics. The project uses a range of object based and dialogical aesthetic processes to reframe and make visible the relevance of rural tacit cultivation knowledge to urban publics today. This knowledge is still extant amongst older farmers but becoming increasingly redundant. SPUD also reflects upon the paradigmatic shift presently underway from the rural as a site of food production to an arena of cultural production. Exploring notions of traditional knowledge, self-sufficiency and relationships between agriculture and identity, the project seeks to publicly investigate the idea of merging Land and Art as 'Useful-Art'.



SPUD: A Village Plot: Irish Museum of Modern Art: March - August 2016

www.deirdreamahony.ie



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Public Art Example 3

Cross Land provided an interrogative frame through which to examine the problematic question of landscape regulation and its effects. The work explores the social, ecological and physical effects of changes in farming practices as evidenced in the growth and encroachment of Hazel scrub in the Burren, Co. Clare, Ireland. It takes the form of a coppiced 'X' or cross, each arm 60 metres long and 1.5m wide, cut through an area of dense hazel scrub near Carron in the Burren Region in North Clare. This is an area of great ecological importance - a limestone Karst region whose remarkable botanical diversity and richness is an important consequence of traditional local farming methods.



www.deirdreomahony.ie

A public art project for CERERE will be led by subcontractor, Deirdre O'Mahony, to engage participants across the consortium. The aim of the project will be to demonstrate the praxis of public art, applied to a topic specific to heritage cereals renaissance. The evolution of the 'real time' will be communicated through a blog targeted at CERERE participants (partners, actors, stakeholders) and the wider public. In preparation, Deirdre O'Mahony will contribute to the training in participatory processes and innovation brokering (WP4, Florence, Nov. 2017).



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8. Annex I

8.1 Training Evaluation

Evaluation is key part of the learning process (Deshler, 1998). Therefore, the training will be evaluated at the end of the training session for an end-of-event analysis to access the overall strengths and weaknesses of the pilot training.

It is important to find out if the training objectives have been achieved, and this section examines some important aspects of evaluating the training process. The evaluation is about the whole training process and not just the training event. Good feedback is essential to improve the effectiveness and the quality of the programme.

The evaluation will be at three levels at the end of proceedings;

- An evaluation form
- A quick review method called 'The Talking Wall'
- Oral feedback

The information collected from the evaluation methods will be used to improve training and guide the future direction of PLA during the project.



8.1.1 Evaluation Form

A standard training evaluation form will be used for the evaluation of the training (Tote et al., 2014; van Dijk et al, 2017). Attendees are requested to fill out the form below (Table 4).

Table 4 Evaluation Form

	Negative —————> Positive				
	1	2	3	4	5
1. The training has met overall objectives?					
2. Training objectives were learnable and appropriate to my needs?					
3. Did the training fit your expectations?					
4. How beneficial did you find the training?					
5. Were the topics explained in a clear way?					
6. Did you find the topics interesting?					
7. Has your expertise in PLA improved?					
8. Was the content at the appropriate level?					
9. Has the training helped in increasing the effectiveness of your work in this area?					
10. The training encouraged participant involvement?					

Additional Comments
11. Please comment on the methods used.

12. Is there anything about this training that you would like to have been done differently?

13. Suggestions for future training sessions?

Respondents are required to score initial questions on a 1 to 5 scale, with 1 being particularly negative and 5 being particularly positive. Questions in the 'Additional Comments' section are open ended and can be answered as desired in the space provided.



8.1.2 The Talking Wall

Participants will be given post-it-notes and asked to write comments about the training which they received onto a flip-chart for each of the following categories:

- “I like”
- “I didn’t like”
- “I learned”
- “I would change”

All participants are encouraged to read the comments provided by others.

8.1.3 Oral Feedback

Oral feedback entails listening and understanding everyone’s perspective of the event. It assesses how the training was received and establishes what changes needed to be made to the training that may not have been elicited in the other evaluation methods.

Figure 8: Acknowledgements

We would like to acknowledge existing H2020 project deliverables that informed the content of this training concept.

These include Macken-Walsh (2017a) and (2017b) and Rump (2014).





D4.1 Training Concept



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