

## NEFERTITI STRUCTURED AKIS WORKSHOP: Mapping local AKIS and role of Farm Demonstrations and Peer to Peer Learning

### 1. WORKSHOP - INTRODUCTION

#### Objective

This guide, prepared by WP5 of NEFERTITI, sets out procedures to organize and implement a NEFERTITI AKIS-Farm Demo workshop. The overall objective of the workshop is to explore how to integrate NEFERTITI farm demo activities (demos) and peer to peer (p2p) learning in the local AKIS<sup>1</sup> system and to remove bottlenecks in the dissemination of results from practice-oriented research to end-users, as well as leverage synergies, improve innovation, and foster sustainability of the AKIS through multi-actor “ownership”. In short, it is meant to collect actors insights on **“how can farm demos and p2p learning help support and strengthen local AKIS?”**

#### Background materials and worksheets

This guide is based on a more complete workshop that was held in Almeria, Spain<sup>2</sup>, on November 8, 2019. There is also an explanatory video available (thanks to Tomas Alföldi from FiBL) at <https://www.youtube.com/watch?v=8xURGGTRzYQ>. We strongly suggest you watch the video before you read further in this guide. The workshop protocol has been adapted for NEFERTITI local AKIS so that they can hold a “mini” workshop. This guide contains simple worksheets (Annex 1) for each step of the workshop and an optional pre-workshop survey for participants on their local AKIS (Annex 2). Suggested number of participants is 8-9 people and it is expected that approximately 2.5 to 3 hours is necessary.

#### Usefulness for your local AKIS

NEFERTITI local AKIS will be able to better determine the best ways to integrate farm demos and p2p learning in their specific agricultural contexts and local AKIS. The workshop gives local AKIS coaches a “snapshot” of the state of their local AKIS as the project nears an end. It helps to consolidate the community, and may contribute to the sustainability of the local AKIS in the future. Several subject matter related local AKIS may wish to carry out a joint workshop.

Specifically, **local AKIS will explore the following questions:**

- What is the structure of the local AKIS?
- What are the main opportunities/barriers to promote agricultural knowledge and innovation?
- What role does/could p2p learning and farm demos play in the transmission of agricultural knowledge and innovation? Specifically, are demonstration activities a useful tool to promote knowledge exchange, co-creation, and learning?
- What actions could be carried out in the short and medium term to improve the local AKIS, particularly with respect to the NEFERTITI approach to farm demos and p2p learning?

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<sup>1</sup> AKIS means Agricultural Knowledge and Innovation System. It includes farmers, advisors, supply companies, technicians, cooperatives, professional organizations, journalists, researchers, trainers, technology centres, etc. which are involved and are active from their respective positions in the transmission and dissemination of agricultural knowledge and innovation.

<sup>2</sup> The workshop outcomes, while not a scheduled deliverable, are complementary to other outcomes of WP5 and feed into T5.5, which are recommendations to the Commission on AKIS and P2P and Farm Demos. It was carried out in concert with a “NEFERTITI Week” of farm demo activities in Almeria, Spain, in relation to the water and nutrient hubs.

Below in paragraph 2 you find a very compact scheme of the workshop and preparation. Paragraph 3 will give a more detailed description including the methodology.

## 2. WORKSHOP - COMPACT DESCRIPTION

Preparation Workshop	
Preplanning and selection participants	Optional: survey annex 2
Prepare <u>organisation</u> , roles, setting up	

Workshop		
10'	Introduction	
35'	Activity 1 (Group): mapping local AKIS, identify barriers & strengths	Flipcharts/photos, Worksheet 1.1, 1.2, 1.3
15'	Activity 2 (Plenary): sharing	
20'	Coffee Break – coordinators consolidate barriers	Worksheet 2.1
30'	Activity 3 (Group): identify strategies & actions including P2P and farm demos	Worksheet 3.1
30'	Activity 4 (Plenary): feedback and improve/consolidate	Worksheet 4.1
15'	Vote and Close	<u>Menti</u> or hand vote

After the workshop	
Send WS materials to Cynthia: <a href="mailto:cgiagnocavo@ual.es">cgiagnocavo@ual.es</a>	Worksheets, Maps, Photo's, <u>Menti</u> results

### 3. WORKSHOP -DETAILED DESCRIPTION - METHODOLOGY/PROTOCOL

#### 3.1. Preplanning and selection of participants – selection of 8-12 participants

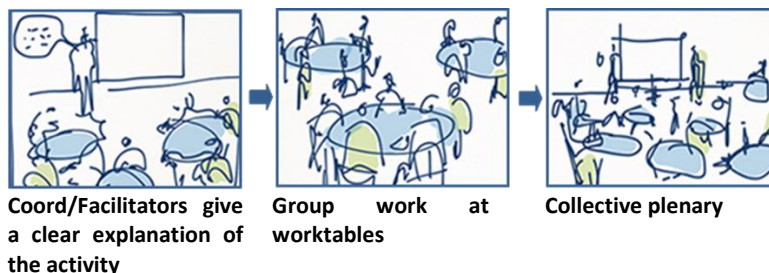
Eight to twelve (or more if you prefer) participants should be chosen for their experience and role in the local AKIS. It is important that all participants are close to knowledge/innovation transmission in their professional activity, both by occupation and by sensitivity.

Suggestions for participants: Farmers must be represented, individually and/or through associative bodies or cooperatives. Input or tech providers may be relevant or other SMEs involved in the value chain. Also, advisors, whether they work independently or for a supply company, public administration, etc., should be included. This workshop is a particularly good opportunity to involve local AKIS ecosystem actors and regional or local administrations. Public and private entities involved in issues related to agricultural training and experimentation, as well as technology companies in the auxiliary industry and of an innovative nature that pay special attention to the transmission of knowledge to/from farmers and advisors should be considered. It is also useful to have academic representation that contributes to building the theoretical body of the activity and the development of formal products such as reports and articles, both for academic and technical publications. Specialized journalists, innovation managers from different public and private entities may also be included. Attempts should be made to maintain gender balance, with special attention to women farmers, as well as young farmers and their representatives. In general, keep in mind a balanced representation of professions and gender.

Invite participants a month or two before the workshop with an explanatory email in which the objectives and structure of the workshop are described. A few weeks before the workshop the optional Google survey can be sent to all participants (see survey Annex 2). The survey serves multiple purposes. First, it provides background knowledge that lays a foundation for the workshop and guides the organizers on focal points and trends, and guides the organisers and the participants in the subject matter and the scope of discussion. It also prepares participants to be open to the possibility of introducing suggestions for improving their local AKIS and sustaining farm demos beyond the project life. A few weeks prior to the workshop, it is useful to have the NEFERTITI project visible in the local agricultural press and blogs.

#### 3.2. Organisation of the workshop

The structure of the workshop includes an introductory session followed by two alternating group work sessions and plenary sessions (that is, first a group session followed by its plenary, and then a second group session followed by its plenary). These sessions will be held sequentially as indicated below (with group work and plenary sessions being repeated):



### 3.3. Role, functions and personnel responsible for the workshop

Role	Functions	Personnel
Coordinators	Presents project, programme, objectives, and activities, controls agenda time	1-2 people
Facilitators	Introduce and check that activities run accordingly with the established programme and dynamics.	Coordinator(s) + 1 person
Spokesperson	Guides the discussion per table and explains each group's results to all Workshop participants during the plenary sessions.	1 per work group
Secretary	Keep a record of the discussion held in the different worktables and ensure completion of worksheets. Photos should be taken of Maps.	1 per table 1 or 2 during plenary sessions

### 3.4. Setting up the workshop

- Participants are given names tags with table numbers, and an authorization to be signed, giving permission to non-commercial use of images for the NEFERTITI project.
- Organise the room to allow for group work and plenary presentations, as well as space to exhibit group work. Make sure that flipcharts, various stickers, coloured pens, printed Worksheets, etc., are at hand.
- Planning the seating arrangements is an important task: create a balanced, multi-actor environment at each table. The groups do not change during the sessions but the spokesperson and note-taker/secretary per table can be rotated.
- All members' opinions should be considered, and the final decision made by consensus. If some topic of special interest arises on which there is no agreement by all the members, these "not agreed" topics should be included on the worksheets and presented in plenary.

### 3.5. Opening workshop and development of activities



- Delivery of material to participants. Obtain signatures and image permission, name tags, table number.**
- Reception of participants + Opening of the workshop**
- Introduction to the workshop (10')**

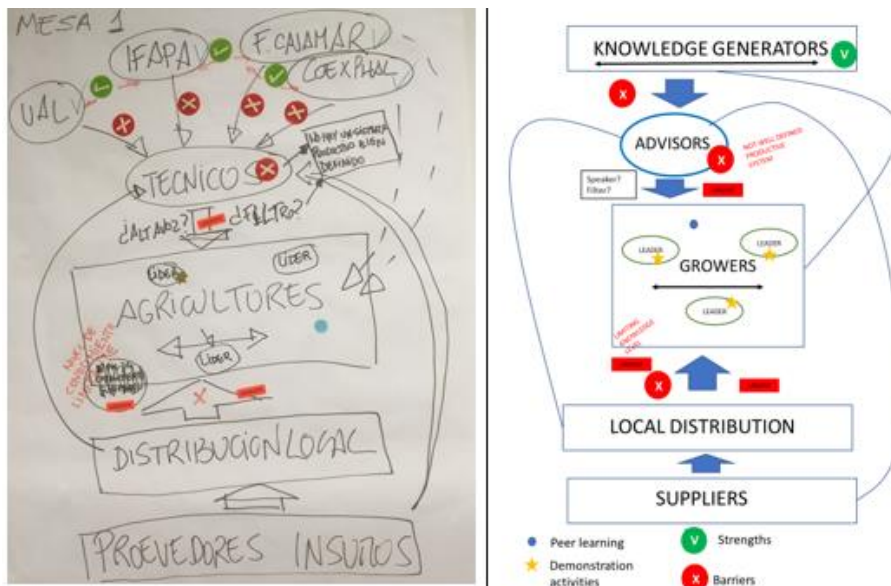
The workshop should be introduced by the workshop coordinator/facilitators with a presentation of NEFERTITI, and the objectives, and programme of the Workshop. Facilitators are in charge of clearly introducing all the workshop's activities by means of a Power-Point presentation, ensuring that the objectives of each session are met within the established time, as well as resolving any possible doubts related to the workshop's dynamics.



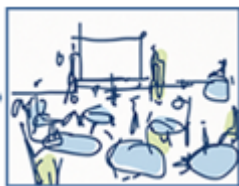
#### **ACTIVITY 1 - Group Session. Preparation of maps of the innovation and knowledge system. Identification of barriers and strengths/p2p and demos (35')**

**Mapping:** In the "mapping exercise" examples may be shown to participants in order to illustrate the exercise. Care should be taken not to pre-influence how the "map" should appear. To "draw" the map, post-its of different shapes will be used to characterize the different actors and different colours for barriers and strengths should be available (bright stickers work well too). They identify both successful and unsuccessful knowledge and innovation flows and indicate where bottlenecks and barriers occur, as well as where p2p learning and demos take place.

**\*No worksheet for Mapping (free form on large flipchart paper), but each group to take clear photos of MAPPING! Example below:**



Barriers affecting knowledge and innovation generators and intermediaries, the strengths/opportunities presented by the local system, and the p2p learning initiatives or demo activities on farms identified in Worksheets 1.1, 1.2 and 1.3, should be detailed on the map and the worksheets. These worksheets will be gathered by the secretary to provide information during the café break to make a list for Café worksheet 2.1.

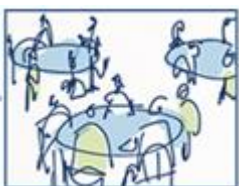


**ACTIVITY 2 - Plenary. Sharing (15´)** After the maps have been made, the table spokesperson explains the mapping proposed by their table. The spokesperson identifies the main opportunities/strengths for, and barriers to, knowledge/innovation transmission in the local AKIS, and where p2p and on-farm demo activities play a role. All the maps are displayed and grouped throughout the workshop so that participants can visualize them and brainstorm. The timekeeper should carefully control the time, giving each group 5-7 minutes.

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**Coffee break; networking and contact (20´)** Coordinators/secretaries collect worksheets 1.1, 1.2, and 1.3 and any observations during Activity 2 Plenary. After a consolidation and merging process, to be reflected in Café worksheet 2.1, identified barriers (2-3 per working table) are presented to the workshop participants on a flip chart/blackboard/screen to be used in the next group session.

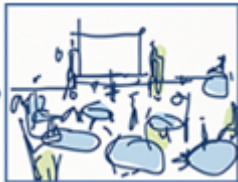


**ACTIVITY 3 - 2nd Group Session. Designing strategies and actions to overcome barriers and take advantage of opportunities, matching p2p learning and demo activities (where it works within AKIS, where it could work, challenges and implementation strategies (30´)**

In the café break the barriers have been grouped and are explained in the second group session to the participants, with the help of a poster or blackboard. The different worktables choose and work with 2-3 of these items (randomly chosen



by choosing small folded papers). Worktables design strategies and actions (and note them down on a worksheet) to overcome the barriers in a time horizon of 0 to 3 years. In addition, they identify opportunities for p2p learning and demo activities on farms that could contribute to the improvement of the local AKIS. Finally, they establish concrete actions that could improve the local AKIS, especially for producers, and the implementation of p2p learning and demo activities in the field in the next 2 years.



**ACTIVITY 4 - Plenary. Group exhibitions and feedback between groups**

**(30')** Each group will post their results on the wall (alongside their respective barrier sheet) and the group spokesperson will explain them to the rest of the groups. During the plenary the rest of the participants can intervene to enrich the results of other groups, detect synergies, overlaps, etc. A consolidated list of barriers and actions should be noted

by one of the coordinators/technical secretariat so that a mentimeter can be created for the end of the closing workshop. Coordinators to design mentimeter ahead of time, and load up:

1. Consolidated list of top Barriers; and
2. Consolidated list of strategies/actions presented in Activity 4-Plenary, including, but not limited to, p2p and demos.



**Closing of the workshop (15')** The facilitators + coordinator condense results of the workshop. A collective vote is taken with the application Mentimer (or by show of hands) on the relevance, on a scale of 1-7, of identified barriers and strategies/actions. including but not limited to p2p learning and demo activities.

**Voting on mentimeter—save the results. Or simply take a hand count and save the result.**

### ANNEX 1 Worksheets

**Activity 1-Groups:** Barriers, strengths, and opportunities for p2p learning and demo activities are indicated in tables below. The ideas collected are used by the group to contribute to the local AKIS map.

**Worksheet Group Activity 1.1.** Identified barriers from worktable groups:

BARRIERS/BOTTLENECKS in existing AKIS	MAIN ACTORS that are involved
1. Text, text 2. Text, text 3. Text, text 4. Text, text 5. ....	[Identify type of actor: farmer assoc., advisors, public admin, Univ, etc.]

**Worksheet Group Activity 1.2.** Identified strengths from worktable groups:

STRENGTHS in existing AKIS	MAIN ACTORS who are involved
1. Text, Text 2. Text, Text 3. Text, text 4. Text, text 5. .... ...	[Identify type of actor: farmer assoc., advisors, public admin, Univ, etc.]

**Worksheet Group Activity 1.3.** Identified opportunities/locations for p2p learning and demo activities from worktable groups

OPPORTUNITY FOR P2P LEARNING AND DEMOS in AKIS	AGENTS to organise p2p and demos
1. Text, text 2. Text, text 3. Text, text 4. Text, text 5. ....	[Identify who will be the main driver behind action]

**\*No worksheet for Mapping (free form on large flipchart paper), but take clear photos of MAPPING!**

**CAFÉ:** during café and after Activity 2-Plenary, coordinators collect all worksheets from Activity 1 and create a consolidated list of barriers from worksheets and also from Mapping presentations. They create a consolidated list of Barriers on a Worksheet, as well as in a visible place (flipchart, blackboard).

Café Worksheet 2.1 which should be also written somewhere visible for whole group

CONSOLIDATED BARRIERS
1. Text, text 2. Text, text 3. Text, text 4. Text, text 5. ...

**Activity 3-Groups:**

**Worksheet 3.1 Summary of strategies and actions to overcome assigned barriers/take advantage of opportunities as discussed within the working groups – include, but do not limit to, where p2p and demos can be utilised.**

STRATEGIES/ACTIONS
1. Text
2. Text
3. Text
4. Text
5. ....

**Final Activity 4-Plenary:**

**Worksheet 4.1 – Consolidated strategies and actions and actors to be involved**

CONSOLIDATED STRATEGIES/ACTIONS
1. Text
2. Text
3. Text
4. Text
5. ....

Coordinators to design mentimeter ahead of time, and load up options to evaluate: a) Consolidated Barriers; and b) Consolidated strategies/actions presented in Activity 4-Plenary, including, but not limited to, p2p and demos. Voting on mentimeter—save the results.



**ANNEX 2 -Survey**

**Online questionnaire of the workshop Agricultural Knowledge and Innovation Transfer in the [add definition local AKIS] in [add local AKIS location].**

*The aim of the workshop is to try to characterize how agricultural knowledge and innovation is transmitted, who the main actors are, what strategies for action could be taken to support the local agricultural knowledge and innovation system, and what role peer to peer learning and farm demos could play in this regard.*

*As a preparatory activity for the workshop we would like to ask you to fill in this short questionnaire for which we will only need your previous experience and knowledge. The results of the questionnaires will be used as a starting point in the development of the workshop.*

*Thank you very much for your collaboration.*

*1.- Name and affiliation*

.....

*2.- If you had to define your **main** role in the knowledge and innovation system of [define local AKIS area], it would be qualified as*

- User
- Generator
- Broker/mediator

*3.- On a scale of 1 to 7, how would you, in your role as an end-user, rate your ease of access to available information and knowledge relevant to your work in the sector? (1 is very complicated, 7 is very simple) .....*

*Any comment?.....*

*4.- On a scale of 1 to 7 and in role as a knowledge generator, how would you rate the ease with which your information reaches users (1 is very complicated, 7 is very simple) .....*

*Any comment?.....*

*5.- In your opinion, what are the sources from which farmers receive the most effective and useful information and knowledge? Please choose three of the following options:*

- Neighbours and relatives
- Growers
- Advisors from the cooperative
- Suppliers (warehouses, seed companies, irrigation tech suppliers, etc.)
- Public/private research or experimental centres (specify which one)

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- University
- Official training programmes
- Agriculture Unions
- Free lance advisors

- *Social networks*
- *Web pages*
- *Vocational Training centres*
- *Books, magazines*
- *Other (specify) .....*

6.- *Among the above options, which are the most used sources of knowledge in the sector, even if they are not the most useful (ordered from highest to lowest)*

*Source 1 .....*

*Source 2 .....*

*Source 3.....*

7.- *What in your opinion are the most important barriers to the transmission of knowledge?*

- *The information available is not independent*
- *Too much information*
- *Information is contradictory*
- *Information is untested*
- *I have no possibility to access the information in an easy way*
- *The information is not relevant because it's not about what I care about*
- *The information is too complex and I don't understand*
- *The information is too generic*
- *Others (specify) .....*

8.- *Could you suggest some way to improve the transmission of agricultural knowledge?*

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