

Trainer guidelines for delivering the LIAISON How to training modules

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Introduction

This four-module (12 hr) training course has been developed to share and disseminate key findings from the H2020 funded LIAISON project. It is designed for practitioners who are already involved in multi-actor projects or individuals who are interested in learning more about effective ways to work together in co-innovation projects. For the purposes of this training course a ‘practitioner’ is any actor seeking to take part in or provide direct support for partners in co-operation initiatives or projects which innovate through a participatory process.

It is anticipated that people participating in this course will have either had direct experience of being involved in a multi-actor project or are interested in participating in group collaboration to support innovation in farming, forestry and rural development. The learnings from LIAISON may have relevance to other sectors too but the content in this course has been generated directly from our learnings but can be adapted to other settings.

The course is designed over four three-hour sessions and includes a trainer’s guide, presentation materials, exercises, case studies and handouts.

It has been developed and piloted by the Soil Association and covers four core learning modules:

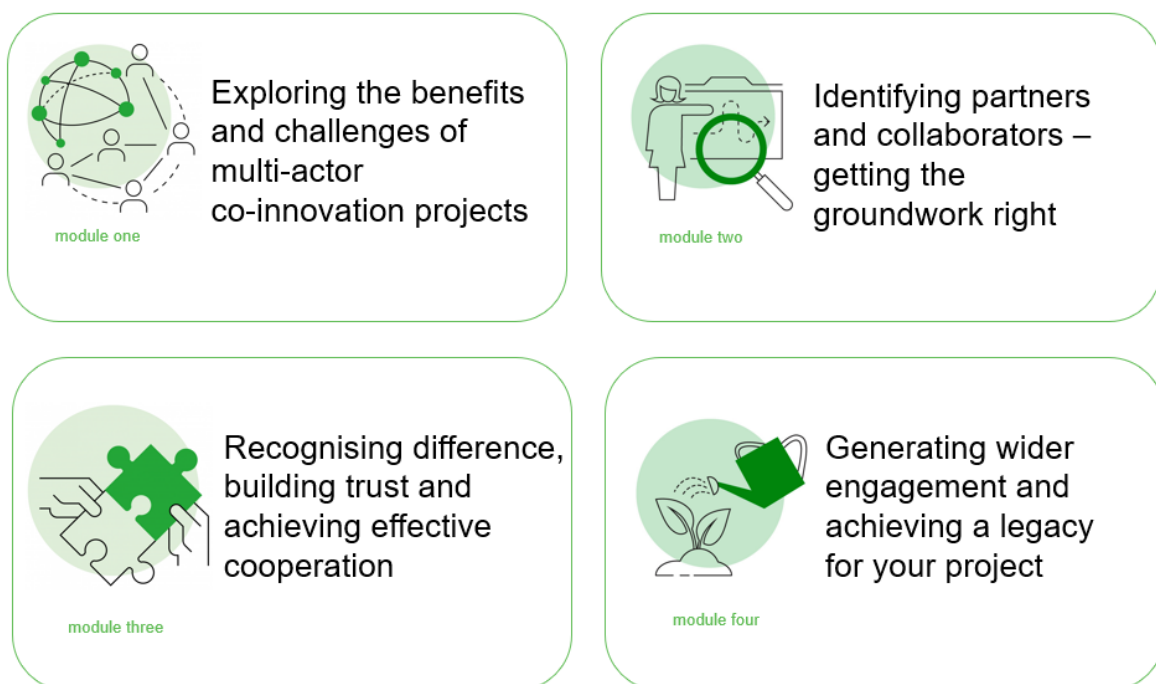


Figure 1: Overview of LIAISON training modules

Supplementary information can be accessed from LIAISON toolbox here liaison2020.eu including Interactive Innovation Tool Box containing the five LIAISON How to guides, LIAISON - Impact Assessment and Evaluation Tools and LIAISON Interactive guide to facilitating participatory projects.

About LIAISON

LIAISON (Better Rural Innovation: Linking Actors, Instruments and Policies through Networks) is a multi-actor project which has been funded within the EIP Agri, an initiative launched by the European Commission in 2012 with its goal of fostering competitive and sustainable agriculture and forestry that “achieves more and better from less”.

The interactive innovation approach brings together a diverse range of public and private innovation actors (farmers, advisors, researchers, businesses, NGOs etc.) with complementary knowledge and experience to appraise, gather, co-create and disseminate practical solutions to the real needs of farmers and foresters. These needs are driven by and derived from the real opportunities and day-to-day challenges faced by farmers, foresters and rural businesses. The innovations generated with an interactive approach can deliver solutions that are well adapted to circumstances, and which are easier to implement.

LIAISON is a ‘research and innovation’ project that aims to help unlock the potential of “working in partnership for innovation” in agriculture, forestry, and rural business. However, times are changing! All across Europe the agricultural, forestry and associated sectors are facing major social, economic and environmental concerns and challenges ... as well as many exciting opportunities.

Practical and effective new ideas are needed to help farmers and foresters continue meeting the expectations of wider society, whilst at the same time running their own successful businesses and working in harmony with the essential natural resources on which we all depend. Innovation is therefore one of the hottest topics of discussion from farmhouse kitchen tables to meeting rooms.

There are many different types of innovation relevant to agriculture and forestry. Some innovation such as digitalisation is currently very technical. But innovation is not just about ‘technology transfer’, it can also include social or management changes too. Innovation has many dimensions and encompasses a range of processes. It is also about networking, information exchange, collective intelligence and the co-creation of new knowledge and ideas. It is about farmers/foresters, advisors, researchers and others working together in partnership to find solutions to day-to-day needs, challenges and opportunities.

The LIAISON project aims to understand better what makes a successful partnership for innovation. Why do some partnerships have the ability to organise themselves, to capture new ideas, to nurture them and create something new? How do they test this and turn it into something with real practical application?

The key objective for LIAISON is how to encourage more of these successful partnerships for innovation and these training materials have been developed as a resource to help share our learnings more widely and create a lasting legacy for the programme. The course covers the key questions that LIAISON set out to answer:

- **Creating partnerships:** How to find the ‘right’ partners? Which factors ensure trust and long-term cooperation? Can we ensure the involvement of different partners even when their interests vary or change over time?
- **Managing projects:** Who is leading the group? Who is making decisions about the project? And who is benefiting most?
- **Spreading the news:** How to ensure an efficient communication and dissemination of the lessons learned from innovation processes?
- **Measuring ‘success’:** How to assess the positive impact of working in partnership for innovation? Which self-assessment tools work well in practice?

The content of the training modules has been devised drawing on a number of LIAISON outputs but specifically the five ‘How-to Guides’. The guides are essential reading for anyone delivering this training course and the following guidance for trainers is based on the assumption that they have been read.

LIAISON has developed five ‘How to Guides’ to support practitioners taking part in co-innovation initiatives. They are:

- [Coming Together](#)
- [Good Planning](#)
- [Healthy Partnerships](#)
- [Connected Partnerships](#)
- [Achieving Impact](#)

The five guides highlight what has been learnt from LIAISON’s activities and data collection. The aim is to help all that use them enhance the way they co-innovate in farming, forestry and rural development. You can download the How to Guides here: liaison2020.eu/your-material.

The Soil Association would like to extend special thanks to Judith Conroy, Deborah Crossan, Fiona Geary, Kate Pressland and Jessica Stokes for participating in a workshop to pilot and validate the training materials at the Royal Agricultural University, UK in April 2022.

Trainer guidance

Detailed below is an explanation of the training modules. It includes briefing information to help the trainer prepare to deliver and provides suggestions and tips on how to deliver the course in a group setting. A range of activities and exercises have been suggested alongside the key findings and information generated by LIAISON.

The materials can be adapted and utilised more informally as part of presentations or briefings. When re-purposing these materials please ensure that the graphics and content are attributed to the Horizon 2020 funded LIAISON programme by utilising the LIAISON logo or referencing liaison2020.eu.

Module one - Exploring the benefits and challenges of multi-actor co-innovation partnerships

This three-hour module will introduce participants to the training course, the LIAISON project and define what we mean by multi-actor co-innovation projects. It is the introductory module to the LIAISON how-to training course

Duration	Activity	Notes	Materials
15 mins	<p>Learning outcomes</p> <p>By the end of the module participants will have:</p> <ul style="list-style-type: none"> a) Understood what can be defined as a multi-actor partnership b) Considered the benefits of adopting a multi-actor approach for co-innovation projects c) Identified approaches to assist in ideas creation and partnership forming d) Gained insights into how to select and bring together an effective partnership 	<p>Introduce the training course by explaining the learning outcomes</p> <p>Invite the attendees to introduce themselves through a short ice breaker exercise:</p> <ul style="list-style-type: none"> ➤ Name ➤ Organisation ➤ Any experience of being part of a multi-actor project <p>Ask each participant to classify how they would rate their experience and also share your experience:</p> <p><i>Newbie (absolute beginner)</i> <i>Interested observer</i> <i>Novice</i> <i>Serial collaborator</i> <i>Multi-actor veteran</i></p>	<p>Slide 1-2</p> <p>Stickers for name badges</p>

		<p>Consider concluding this section with a query on the participants expectations from the course. Opportunity to flag that all will have differing levels of skills and experience and that every new partnership will bring new challenges and opportunities to co-innovate together effectively.</p> <p>Prompts could include: develop group facilitation skills, understand more about multi-actor approach to innovation, finding ways to better identify and engage with wider networks.</p>	
10 mins	Why do we need multi actor co-innovation projects? and About LIAISON	<p>Explain the diagram on slide 2 within the context of the LIAISON programme as outlined in the introduction to this trainer’s guide.</p> <p>Further reading includes LIAISON deliverable 3.4 Typology of interactive innovation project approaches https://liaison2020.eu/wp-content/uploads/2022/02/LIAISON-Deliverable-3.4-Typology-of-interactive-innovation-project-approaches.pdf</p> <p>Watch the short video developed by LIAISON partner TEAGASC embedded into slide 5 (https://youtu.be/Bx_h1np8bc) lasting 3m 40s</p> <p>Invite the group to reflect on multi-actor projects they have been a part of or are aware of. Ask them to consider and feedback to the group:</p> <ul style="list-style-type: none"> - What was the need, challenge or opportunity being addressed? - Who was involved? - What was the end result (output and/or impact)? 	Slide 3-6
15 mins	Coming together around an idea - Innovation spiral and pathways for interactive innovation	<p>How an individual or group forms around an idea can vary and while many will be familiar with the innovation spiral as a process it is important to consider the factors that are required to bring an idea forward, gain momentum and bring others on board.</p> <p>Introduce and explain the innovation spiral (slide 7) The innovation spiral was developed as it was recognized that while innovation projects are a journey/process it is rarely linear. Rather, it’s a continuous cycle with ups and downs, inputs from different places, repetitions, failures, and many steps back and forth. As a result it can be helpful to think about the separate stages in the process.</p>	Slide 7 - 9

		LIAISON found that it can be helpful to consider this process as a series of four pathways which can map across to the seven stages in the innovation process. The LIAISON How to training modules are particularly linked to pathways 1 to 3 (slide 9).	
45 mins	<p>Benefits and challenges of coming together to co-innovation</p> <p>LIAISON tool exercise - Participatory social network mapping and appraisal Click here to find online</p> <p>Guide: https://liaison2020.eu/wp-content/uploads/2021/09/LIAISON-Assessment-Tools.pdf</p>	<p>Ask the participants to think about some of the benefits of coming together around an idea. Then encourage them to think about some of the challenges they have or consider might be experienced.</p> <p>Introduce the exercise to familiarise the participants with the Participatory social network mapping and appraisal</p> <p>This tool is crucial at team-building stage and used iteratively throughout project/initiative to assess and improve network membership and collaborative relationships. It can be used for any size of multi-actor group.</p> <p>This exercise should take 30 mins (plus feedback)</p> <ol style="list-style-type: none"> 1. Explain the purpose background and logic of the tool 2. Talk the participants through Steps 1, 2, 3, 4 & 5 3. Ask them to consider in pairs a multi-actor scenario they were part of and the individual actors involved 4. Generate an example social network map (Step 3) 5. Ask the pairs to consider Step 4 and Step 5 6. Invite the pairs to provide brief feedback to the group on this exercise and its usefulness/relevance to their previous and future experience. 	<p>Slide 10-11</p> <p>Participatory social network mapping and appraisal Click here to find online</p>
BREAK			
15 mins	Leadership skills	<p>Show the range of skills that a good leader should have and encourage participants to consider why these skills are essential when leading a multi-actor partnership.</p> <p>What might a leader encounter/experience that is unique or different when working on co-innovation projects?</p> <p>Examples include:</p>	Slide 12

		<p><i>Interpersonal skills</i> – it may be that actors are brought into the partnership that are not used to working together or there could be a power conflict (e.g. farmer versus supply chain partner) <i>Technical skills</i> – e.g. researcher or engineer <i>Spreading the news</i> – effective communication at all levels is important in multi-actor projects especially as different actors may maintain differing key motivations to participate. Having the ability to adapt messaging and communication styles can be beneficial</p> <p>Another important point to consider is that for many multi-actor projects the leader will be bringing together a group of people who have not worked together before so it is vital that stable and effective leadership can be given from the outset.</p>	
30 mins	<p>Choosing the right partners</p> <p>LIAISON participatory tool exercise – Speed boat Click here to find online</p>	<p>Introduce the slide with the table detailing the elements for establishing a co-innovation group. It considers the who, what and how but also important to understand the ‘why’? Finding out why different actors can come together to collaborate can help to better understand motivations and shared goals.</p> <p>Introduce the exercise – speed boat</p> <p>By using the analogy “We are all on the same boat!” this activity brings participants together to define the project goals and identify individual and group strengths, limitations and risks. It can also help to identify any missing stakeholders who should be part of the consortia.</p> <p>On a piece of paper/whiteboard draw a boat with sails (your project idea) in one corner and a treasure island (the destination (outputs)) in the other. Write a question on the boat describing a service or product, its features and expected outcomes. Consider the following different themes: objectives, strengths, obstacles and barriers and write these on post it notes.</p> <p>Add to the image anchors or shark fins – these represent the weaknesses (what might hold you back) and risks. Consider what might be missing (not available) and could hold back the co-innovation idea. What might be useful to help the project?</p>	<p>Slide 13-15</p> <p>Participatory tool – speed boat Click here to find online</p>

		By thinking about the journey and the steps in the process it will help to identify what type of actors are needed to help out and participate along the way. By completing this exercise it will be possible to identify who to engage and potential roles in the project. Combining this exercise with the Participatory social network mapping and appraisal tool can be complementary.	
10 mins	Are there any added benefits to being part of a multi-actor project?	<p>One of the challenges in forming partnerships can be engaging with the right range of partners and providing them with the motivation to get involved. This is especially important when working with actors who have not previously participated in this type of project.</p> <p>Ask the group to consider the added benefits experienced by actors participating in multi-actor partnerships.</p>	<p>Slide 16</p> <p>Flipchart</p>
10 mins	Reflections	<p>Conclude the session by inviting participants to identify the key learnings from the session.</p> <p>Recap on the learning outcomes presented at the outset.</p> <p>Encourage participants to read the Coming Together How to Guide before the next module.</p>	<p>Slide 17</p> <p>Coming Together How to Guide Click here to find online</p>

Module two - Identifying partners – getting the groundwork right

This three-hour module will focus on how to effectively bring together a range of actors to collaborate on multi-actor projects. It is the second module to the LIAISON how-to training course and draws on findings from the **Coming Together** and **Good Planning** How to Guides.

Duration	Activity	Notes	Materials
10 mins	<p>Learning outcomes</p> <p>By the end of the module participants will have:</p> <ul style="list-style-type: none"> a) Understood how to mobilise a diverse range of individuals or organisations around a shared goal b) Understood how to identify differing motivations to participate and considered effective ways to get people to come together to collaborate and start to build trust c) Learnt about the structure needed to build a partnership around an idea d) Identified the skills and capabilities needed to effectively facilitate multi-actor innovation projects 	<p>Welcome participants to the module and invite them to share any reflections from module one.</p> <p>Introduce the module - <i>Identifying partners – getting the groundwork right</i> by explaining the learning outcomes. Module one concluded with considering some of the added benefits of being part of multi-actor projects. This module will focus on bringing partners on board to form an effective collaboration and strong relationships to achieve the shared goals.</p>	Slide 1 & 2
15 mins	<p>Developing the right type of partnerships - four key steps</p>	<p>Talk the group through the different aspects to consider when starting to form a new partnership (slide 3). Then briefly talk through the four key steps to developing a successful multi-actor partnership (slide 4).</p> <p>Ask the group to share some successful (tried and tested) strategies that they have used to help build a consortium.</p>	Slide 3 & 4
30 mins	<p>Exploring networks</p> <p>Exercise – Hot Topics Tool Click here to find online</p>	<p>Networks can be powerful, and a vital asset, in building a strong and diverse partnership. However, it's just as important to know who is not in your network that you need to engage with than who is!</p> <p>Exercise – Hot Topics Tool</p> <p>In groups of up to four consider the following scenario for a multi-actor project:</p>	<p>Slide 5-8</p> <p>Hot Topics Tool Click here to find online</p> <p>Post it notes</p>

		<ul style="list-style-type: none"> • (re)introduction of hemp cultivation in Germany • Creation of food hubs in Romania • Tackling food waste or losses at the first stages of the food supply chain • A product innovation where new materials (wood) will be used instead of concrete to construct buildings. <p>Hot Topics - Used at the project proposal stages; and all stages when diverse forms of knowledge are combined, and when actors/stakeholders must interrogate/internalise new forms of knowledge.</p> <p>Describe the purpose, background and logic of the Needs Register tool.</p> <p>Considering the project's focus – what are the likely hot topics? Who are the likely stakeholders?</p> <p>What knowledge and perspectives do the stakeholders identified have and how might these differ/interrelate?</p> <p>Can themes and topics be clustered?</p> <p>Conclude the exercise at this point and ask the groups to share their clustered hot topics. Explain how these can be used to build a storyboard to inform partner and stakeholder planning and engagement. Show example from SKIN project</p>	
20 mins	What ideally are you looking for in a partner for multi-actor projects?	<p>Engage the participants in a short discussion to consider any specific traits that are ideally suited to collaborating on co-innovation projects. Prompts could include:</p> <ul style="list-style-type: none"> ➤ Connections ➤ Communication ➤ Work ethic <p>Show the list of attributes on slide 8.</p>	Slide 8 Flipchart

BREAK			
30 mins	Exploring goals and recognising difference	<p>Partnerships form in a range of ways. Slide 9 identifies a range of scenarios that were experienced by LIAISON case studies. While all of them led to the successful initiation and delivery of a co-innovation project there are pros and cons.</p> <p>Ask the group to split into pairs and provide them with up to three of the scenarios identified on slide 9. For 10 minutes ask them to consider what the pros and cons of these approaches might be.</p> <p>For the next 10 minutes ask them to consider what impact these approaches may have on successfully identifying the motivations to collaborate on the chosen topic/project.</p> <p>Encourage a short discussion between the groups and if appropriate ask participants to share if and when they have experienced one of the scenarios/examples given.</p>	Slide 9
20 mins	Factors which enhance co-innovation and partnerships	<p>The LIAISON programme carried out in-depth case studies on 32 multi-actor partnerships. All of the case studies are featured on the website.</p> <p>Ask each participant to read a case study portrait from the selection https://liaison2020.eu/our-network/case-studies/</p> <p>Ask them to consider and note the factors that may have influenced the success of the partnership. Are there any areas identified where the group had to adapt or did not meet all of their goals?</p>	<p>Handouts – LIAISON case studies</p> <p>Slide 10</p>
30 mins	<p>Challenges and bottlenecks</p> <p>LIAISON tool – Appraisal of group dynamics Click here to find online</p>	<p>Consider the list of challenges and bottlenecks listed on slide 11. Ask the group to share if they have experienced any of the challenges or bottlenecks listed and to consider:</p> <ul style="list-style-type: none"> - The impact it had on the group - Reflections on how it was managed 	<p>Slide 11 & 12</p> <p>Appraisal of group dynamics Click here to find online</p>

		<p>Introduce the next exercise – using the appraisal of group dynamics tool. The multi-actor approach to interactive innovation is characterised by the fact that people with different knowledges, perspectives etc. come together. The process by which different actors interact and feel comfortable sharing their knowledge and perspectives is not without challenges.</p> <p>This tool provides an approach to assess relational dynamics within a multi-actor group, creating a safe environment for group members to assess relational dynamics from their own perspectives. A guide is offered for the group and its facilitators to make improvements to relational dynamics:</p> <ul style="list-style-type: none"> - Present the Five Ingredients for Success. - Talk through the self-appraisal sheet - Ask for feedback from the group on the usefulness of this tool, how they could consider applying it etc. 	
10 mins	Assessing funding and capacity issues	<p>Briefly share with the group slides 13 and 14 and ask them to reflect on the impact that certain funding requirements may have on the group.</p> <p>Encourage consideration of the needs of the funder (and their involvement) as another actor to consider within the consortium's dynamics.</p>	Slides 13 & 14
10 mins	Reflections	<p>Conclude the session by inviting participants to identify the key learnings from the session.</p> <p>Recap on the learning outcomes presented at the outset.</p> <p>Encourage participants to read the Good Planning How to Guide.</p>	<p>Slide 15</p> <p>Good Planning How to Guide Click here to find online</p>

Module three - Recognising difference, building trust and achieving effective cooperation

This three-hour module will focus on how to effectively bring together a range of actors to collaborate on multi-actor projects. It is the third module to the LIAISON how-to training course and draws on findings from the **Healthy Partnerships** How to Guide.

Duration	Activity	Notes	Materials
10 mins	<p>Learning outcomes</p> <p>By the end of the module participants will have:</p> <ul style="list-style-type: none"> a) Defined the factors to success when agreeing to work together b) Evaluated a range of ‘governance’ structures and understood which is best for differing types of multi-actor partnership c) Identified ways to manage difficult behaviour d) Understood the benefits of monitoring and evaluation to support project delivery and enhance participation in multi-actor projects 	<p>Welcome participants to the module and invite them to share any reflections from module two.</p> <p>Introduce the module - <i>Recognising difference, building trust and achieving effective cooperation</i> by explaining the learning outcomes. Module two focused on bringing partners on board to form an effective collaboration and strong relationships to achieve the shared goals. This module will explore more about how to collaborative effectively.</p>	Slide 1 & 2
20 mins	<p>Identifying the success factors for effective collaboration</p>	<p>Ask the group to consider some of the factors which can help to form an effective partnership.</p> <p>Show the diagram on slide 3 and talk through the information on slide 4, highlighting how the Healthy Partnerships How to Guide explores this in more detail.</p>	<p>Flipchart</p> <p>Slide 3 & 4</p>
15 mins	<p>Working together effectively</p> <p>Snowball technique Click here to find online</p>	<p>The snowball method helps groups build knowledge and agreements gradually, starting with small group engagement and increasing the size of the group during the process. By the end it should be possible to have formed agreement. This is driven by smaller teams merging and being facilitated to reach common ground at each stage.</p>	<p>Slide 5 & 6</p> <p>Snowball technique Click here to find online</p>

		<p>It is designed to achieve a common agreement along each stage of the planning process by building on the knowledge and expertise of individual members, shaping and developing along the way.</p> <p>As a group simulate the process with one participant taking on the role of facilitator.</p> <ol style="list-style-type: none"> 1. The facilitator formulates the question to be addressed and ensures that it is clear to all 2. On their own each participant drafts their response to the question or issue raised 3. In pairs they pool their ideas and develop a consensus 4. In groups of four, made up of two pairs they presented their shared ideas and again develop a consensus 5. Come together and draft a summary of the agreed decision for the whole group combined from the collective decision-making process 	
30 mins	<p>Valuing diversity within the partnership and wider networks</p> <p>Empowerment appraisal tool Click here to find online</p> <p>Gender appraisal tool Click here to find online</p>	<p>Effective communication can help increase inclusion in a project – but it is just as important to listen and understand how everyone is experiencing their involvement in the project and its activities.</p> <p>This exercise will familiarise participants with two of a range of tools identified by LIAISON to help multi-actor partnerships consider the needs of differing actors to ensure their effective participation. Firstly, introduce the Empowerment Appraisal tool. It is used to:</p> <ul style="list-style-type: none"> • Self-assess how empowered an actor is in a process of interactive innovation • Take actions to improve empowered participation <p>Empowerment is a term that has been associated with participatory processes, like interactive innovation, for decades. That actors participate in an empowered (open, confident) way is critical for the interactive innovation process to be a success. If actors are disempowered (undermined, lacking confidence) they are unlikely to effectively contribute their valuable knowledge and they may not come to co-own the innovation process. This is necessary for the</p>	<p>Slide 7 & 8</p> <p>Empowerment appraisal tool Click here to find online</p> <p>Gender appraisal tool Click here to find online</p>

		<p>process to be energetically driven and fertilised by different knowledges, experiences and backgrounds.</p> <p>There are three conditions for empowerment:</p> <ol style="list-style-type: none"> 1. Participation – taking action to pursue one’s interests. 2. Conscientisation – having awareness of the constraints (such as lack of resources or being subject to biases) that can limit one’s potential and interests 3. Solidarity – accessing social connections and supports, ‘one cannot be empowered alone’. <p>(Adapted from Solbakken, 1996).</p> <p>Secondly, focus the remaining section of this exercise on the Gender Appraisal tool.</p> <p>Projects/initiatives that are gender-balanced at the project and leadership level and include considerations of gender in their tasks are more successful and innovative. This means it is important to ensure gender balance at the project level and within the project leadership team while also including consideration of gender in tasks, particularly at the beginning of a project or initiative. Projects with large or small consortia may have different levels of knowledge and awareness of gender, which must be monitored and led.</p> <p>This tool enables recording of gender types participating at project and leadership level at the start, and periodically throughout the project. The tool also encourages reflection on the relevance of gender to project/initiative tasks. The tool raises awareness of gender within the consortium and highlights if there are gaps in knowledge, which could require further action.</p> <p>Discuss how a proactive and inclusive approach for considering gender dimensions can enhance the effectiveness of a multi-actor group.</p>	
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10 mins	Partnership agreement checklist	<p>It is important that groups choose the right structure to formalise the way in which they want to work together. This does not have to take the form of a written agreement but using this checklist to ensure all members of the group understand why they are collaborating, the aim of the project and agree some of the ways of working can be useful.</p> <p>Of course, some funders will also require that an agreement is in place between the partners it is always advisable to set out and agree together how you plan to work and cooperate.</p> <p>Talk through the different elements of the partnership agreement checklist using the information in the Healthy Partnerships how to guide p4-5.</p>	<p>Slide 13</p> <p>Healthy Partnerships How to Guide p4-5 Click here to find online</p>
15 mins	Evaluation strategies	<p>Continuous evaluation is important for any co-innovation project and while many funders require this it is good practice and helps to support the innovation process if embedded throughout the process. Slide 12 considers some of the reasons why this is important.</p> <p>Ask the group to share examples of projects they have been involved in when this has been successfully achieved or ideas with hindsight when this could have been done better.</p>	Slide 14
20 mins	Identifying and monitoring impact	<p>LIAISON has compiled an extensive list of tools which can be used by multi-actor groups.</p>	Slide 15 & 16

	<p>Monitoring tools for impact Click here to find online</p>	<p>The <i>Monitoring Tool for Impacts</i> is useful to set the basis for capturing the key aspects of the initiative to monitor the expected impacts. It has been designed to reflect in a participatory way on the design of the initiative and the impacts that the initiative wants to achieve. During the application of this tool, it is possible to focus beyond the first short-term results, but to plan and estimate the process required to achieve long-term impacts. The tool allows for a more in-depth analysis of the interaction with social challenges and helps to monitor them.</p> <p>This tool is particularly useful to think about the wider impacts of the co-innovation activity with a specific focus on societal challenges.</p> <p>In pairs ask the group to consider the following scenarios and start to develop a few responses to input into the tool.</p> <ul style="list-style-type: none"> (a) Regional food hub initiative; (b) Multi-actor demonstration network of agroecological farming practices; (c) Farmer group collaborating to market a product e.g. honey; (d) A rewilding project. <ul style="list-style-type: none"> ➤ Societal challenge ➤ Extent of expected contribution ➤ Actors involved/required ➤ Changes expected by the actors to achieve the expected impacts <p>The tool is then used to help build a strategy based on three key aspects of planning: What are you going to do? How will it get done? When are you going to do it?</p>	<p>Monitoring tools for impact Click here to find online</p>
10 mins	Reflections	<p>Conclude the session by inviting participants to identify the key learnings from the session. Recap on the learning outcomes presented at the outset. Encourage participants to read the Healthy Partnerships How to Guide.</p>	<p>Slide 17 & 18</p> <p>Healthy Partnerships How to Guide Click here to find online</p>

Module four - Generating wider engagement and achieving a legacy for your project

This final three-hour module concludes the training course and will focus on how to effectively bring others from outset the core partnership into the project or to benefits from its outputs. It draws on findings from the **Connected Partnerships** and **Achieving Impact** How to Guides.

Duration	Activity	Notes	Materials
10 mins	<p>Learning outcomes</p> <p>By the end of the module participants will have:</p> <ul style="list-style-type: none"> a) Tried tools to help identify potential beneficiaries and other external stakeholders and explored effective ways to engage them b) Understood how to gather feedback from the partnership and wider networks during the lifetime of the project and beyond c) Identified ways to engage others and encourage active listening to benefit from the project's outputs d) Explored success factors for disseminating outputs of co-innovation projects 	<p>Welcome participants to the final module and invite them to share any reflections from module three.</p> <p>Introduce the module - <i>Generating wider engagement and achieving a legacy for your project</i> by explaining the learning outcomes. Module three focused on building a strong and effective partnership and concluded with an activity considering the longer-term impact of the co-innovation project. This module is focused on building a wider network and disseminating project activity.</p>	Slide 1 & 2
25 mins	<p>Who, what, how and when?</p> <p>Rainbow diagram Click here to find online</p>	<p>Connecting with a wide range of networks can be beneficial, but it is important to understand the motivations and likely benefits for other stakeholders when seeking to engage them with the consortium's work. Understanding their needs, and how they might engage with, and benefit from, the project is essential. Plan a clear and thorough strategy to do this and do not underestimate the time it takes to reach out and bring in more people into a co-innovation activity.</p> <p>LIAISON has identified a range of tools which can be helpful in supporting groups to think about who they want to engage with. One example is a rainbow diagram that can be used to help classify the</p>	<p>Slides 3 – 5</p> <p>Rainbow diagram Click here to find online</p>

		<p>degree to which external stakeholders may influence or be influenced by the multi-actor partnership activity over its lifetime.</p> <p>This tool is used to:</p> <ul style="list-style-type: none"> • Identify crucial actors that shape the network and/or boost the innovation according to the extent to which they affect and/or are affected by the innovation process • Identify actors that negatively affect the actors and/or undermine the innovation according to the extent to which they affect and/or are affected by the innovation process • Monitor the role of actors according to the extent to which they affect and/or are affected by the innovation process. <p>Show slide 5 and explain the segments as outlined in the LIAISON guidance.</p> <p>This can be useful to complete alongside a who, what, how and when tool in order to develop clear and coherent plans of interaction with external stakeholders (e.g. Who should we engage with? Why would they want to engage with us? What are their motivations? What can we offer and how might we work with these various actors?)</p>	
30 mins	<p>Understanding your stakeholders</p> <p>PERSONAS: understanding our stakeholders Click here to find online</p>	<p>Innovation and knowledge resulting from a group’s co-innovation process will be shared and embedded within the partnership. It will achieve a far greater impact if it also influences or inspires others outside of this original core group. This both requires planning and the involvement of the right people from the very beginning and throughout the participatory process of working together as a group of innovative partners.</p> <p>The success of many co-creation projects or partnerships has been built upon the establishment of long-term participatory processes (e.g. not simply one-day conferences or workshops) for engaging with interested stakeholders and potential end-users of their work.</p> <p>This tool is crucial in the project development stage but can be used iteratively throughout the process. <i>The Personas: understanding our stakeholders tool</i> is used to:</p>	<p>Slide 6 & 7</p> <p>PERSONAS: understanding our stakeholders Click here to find online</p>

		<ul style="list-style-type: none"> • Inform actors involved in interactive innovation projects to the circumstances, challenges, innovation needs etc. of their stakeholders. • Profile the whole range of stakeholders, and to understand their different circumstances/needs etc. • Provide a tool to continuously revisit (throughout the interactive innovation process how well the project is responding to the realities, circumstances, needs etc. of stakeholders <p>In order to familiarise participants with this tool ask them to develop personas for stakeholders to engage in a multi-actor project (step 2). Ask them to develop one (or two) persona in detail.</p> <p>Personas can be introduced as a tool to remind participants of the circumstances; innovation needs and challenges etc. of project stakeholders; and as a tool for appraising how well the interactive innovation process is responding to the needs of stakeholders. They can be updated and amended throughout the project.</p>	
10 mins	A community of champions	<p>Once you have completed your persona identification it may help to identify those actors who would be particularly responsive and useful to engage through peer-to-peer engagement. This was found to be particularly useful when engaging farmers as in the example of the Portuguese case study on slide 8.</p> <p>Read about the case study in more detail here https://liaison2020.eu/casestudy/vinhos-alentejo/</p> <p>Appointing champions either formally or informally can be a useful tool to help with both the dissemination of the activity but potentially to encourage take up and adoption. Champions can only carry out their role if they are well supported by the project and may benefit from briefing packs, media training and being mentored by a member of the project team.</p>	Slide 8

		Ask the participants to consider some of the factors that will help people take on the role of champion – time, location, level of knowledge, status (role within an existing network) etc.	
BREAK			
15 mins	Factors for successful dissemination and uptake	<p>LIAISON identified four important factors to support the effective adoption of new ideas and innovation developed by multi-actor projects, These are:</p> <ul style="list-style-type: none"> • Openness • Clarity • Motivation • Resources <p>Using a flipchart ask the group to consider what actions or activities a group should take to successfully achieve these?</p> <p>Show and talk through the overview on slide 9</p>	Slide 9
30 mins	Scaling up, scaling out and scaling deep	<p>While the concept of scaling up, scaling out and scaling deep is not new LIAISON found wide ranging ways by which groups were managing to successfully achieve this. The importance of scaling to achieve change and effective transformation should not be dismissed. It is not a uni-directional process, as knowledge flows throughout an effectively managed co-innovation process. This helps to form and evolve the outputs throughout the duration of the activity and helps to refine the innovative technical, organisational or social solutions that can be shared with the target groups.</p> <p>The LIAISON project found differences in the ways that co-innovation partnerships set out to meet this objective. Some of these approaches contributed to their success in this regard, while others limited it. This said, not all partnerships seek to foster broader change, and may have more limited, but equally important, objectives.</p> <p>Talk through with the group what is meant by scaling up, scaling out and scaling deep using examples from LIAISON as outlined in the Achieving Impact How to Guide page 4.</p>	<p>Slide 10</p> <p>Achieving Impact How to Guide pg. 4 Click here to find online</p>

		<p>Encourage the group to consider how certain actors in a partnership may have roles within the project to assist with scaling the results depending on who the target audience is. Consider:</p> <ul style="list-style-type: none"> • Formats to disseminate outputs, findings and results • Language (jargon and translation) • Accessibility and inclusion 	
30 mins	<p>Disseminating your co-innovation project outputs</p> <p>Impact stories tool Click here to find online</p>	<p>There are a wide range of possibilities through communication tools and activities that can help support the dissemination of project outputs. However, how a project chooses to monitor and evaluate the engagement of stakeholder external to the group (as well as though actively involved throughout) benefits from dedicated focus.</p> <p>LIAISON has identified a range of tools that can help to monitor progress in this area, including Impact Stories. This tool is used to:</p> <ul style="list-style-type: none"> • Understand the experiences of an actor/stakeholder with a project/initiative, identifying impacts of the project/initiative and their subjective evaluations of the project/initiative. • Understand the actor's/stakeholder's experiences, pinpointing events where the project/initiative had impact/s and eliciting a detailed description of these. • Understand the experiences and learnings that give rise to impact. • Assess the extent to which the actor's/stakeholder's experiences match with what the project/initiative envisaged and intended, pinpointing particular events and experiences. <p>Ask the group to split into pairs to start to construct a range of questions that can be asked to elicit feedback on the actors' experience of engaging with the project.</p> <p>Encourage them to consider how this qualitative data could be used to inform future outputs and learning for the wider consortium. If useful encourage them to consider the questions they want to ask linked to the case study examples given on slide 11.</p>	<p>Slide 12 & 13</p> <p>Impact stories tool Click here to find online</p>

		Conclude this activity by considering some of the challenges identified on slide 12 for why certain actors may not fully engage with a project.	
20 mins	Evaluating impact	<p>LIAISON has identified a range of tools which can be adopted by multi-actor projects to help them to gather data, monitor trends and report on impact. Introduce the tools listed in slide 13:</p> <p>Participants: Impact stories (already tested in the previous exercise)</p> <p>External stakeholders: Satisfaction survey</p> <p>Practical project impact: Economic evaluation tools; Scientometrics; Altmetrics; Monitoring tool for (external) impacts</p>	<p>Slide 14 & 15</p> <p>Satisfaction Survey tool Click here to find online</p> <p>Economic performance evaluation tool Click here to find online</p> <p>Scientometrics, patents and spinoffs tool Click here to find online</p> <p>Altmetrics tool Click here to find online</p> <p>Monitoring tools for (external) impacts Click here to find online</p>
10 mins	Reflections	Conclude the session by inviting participants to identify the key learnings from the session. Recap on the learning outcomes presented at the outset. Encourage participants to read the corresponding How to Guides.	<p>Slide 16 & 17</p> <p>Connected Partnerships How to Guide Click here to find online</p> <p>Achieving Impact How to Guide Click here to find online</p>

LIAISON

Optimising interactive innovation

Appendix

The following tools have been included from the LIAISON project. All are available to download from zenodo.org/communities/liaisonh2020/

- [Participatory social network mapping and appraisal](#)
- [Participatory tool – speed boat](#)
- [Hot Topics Tool](#)
- [Appraisal of group dynamics](#)
- [Snowball technique](#)
- [Empowerment appraisal tool](#)
- [Gender appraisal tool](#)
- [Ground rules: Identification of Opportunities and Challenges of Agreement-Based Cooperation](#)
- [Monitoring tools for impact](#)
- [Rainbow diagram](#)
- [PERSONAS: understanding our stakeholders](#)
- [Impact stories tool](#)
- [Satisfaction Survey tool](#)
- [Economic performance evaluation tool](#)
- [Scientometrics, patents and spinoffs tool](#)
- [Altmetrics tool](#)
- [Monitoring tools for \(external\) impacts](#)



The information in this guide is for general informational purposes only. Readers are advised to check any information against regulations or ways of working in their own locale. Any use of this information is at your own risk.

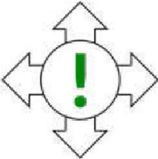









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www.liaison2020.eu

Evaluation & Impact Assessment

PARTICIPATORY SOCIAL NETWORK MAPPING & APPRAISAL

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING</p>
<p>When to Implement</p> 	<p>Crucial at team-building stage and used iteratively throughout project/initiative to assess and improve network membership and collaborative relationships.</p>
<p>Group Size</p> 	<p>Small to large multi actor group.</p>
<p>Level of Technical Difficulty</p> 	<p>No technical skills required.</p>
<p>Time Needed</p> 	<p>20mins-1.5 hrs mins (depending on group size & extent of discussion).</p>
<p>Resources Required</p> 	<p>Very low, requires basic materials. Can be conducted physically with participants in a room or on an online platform such as Klaxoon, Pinup, or Mural. At least one facilitator is required.</p>
<p>Clustering with Other Tools</p> 	<p>Tools # 2, 9, 11, 13, 26, 27, 28.</p>



PURPOSE, BACKGROUND & LOGIC

Purpose

This tool is used to:

- Assess the types of actors involved in multi-actor teams, and the actors who may not but who ought to be involved.
- Sensitise and attune participants to the actor categories they are representing in multi-actor teams.
- Assess strengths and weaknesses of cooperative relationships within multi-actor teams.
- Identify and plan actions to exploit strengths and address weaknesses.
- Periodically assess changes in strengths and weaknesses of the network, also considering stakeholders (representativeness of and relationships within the network)



Image source: Photo by Paul Hanaoka on Unsplash

Background and Logic

Consensus is not always the main objective of multi-actor work, the aim is to draw out the different knowledges, perspectives and ideas that different actors have. It is important, thus, especially in the earliest stages of group formation, to appraise who is in the group and to allow each actor to make explicit their sectoral background and identity, and the associated knowledges, perspectives etc. that they bring. Because the objective and purpose of multi-actor approaches is to bring diverse actors together, it is very important for the actors involved to be aware of differences between actors in the group; and to periodically revisit how their different orientation is influencing the multi-actor process. Furthermore, it is necessary to appraise and evaluate group membership to establish whether the group is sufficiently diverse, balanced, and representative of all the actor cohorts who should be involved. This tool can also be used as an ice-breaker, when bringing a group of actors together for the first time, supporting group members to claim particular actor identities from the earliest stages of a project and to attune members of the group to differences in the group, preparing for future potential to exploit those differences

Materials

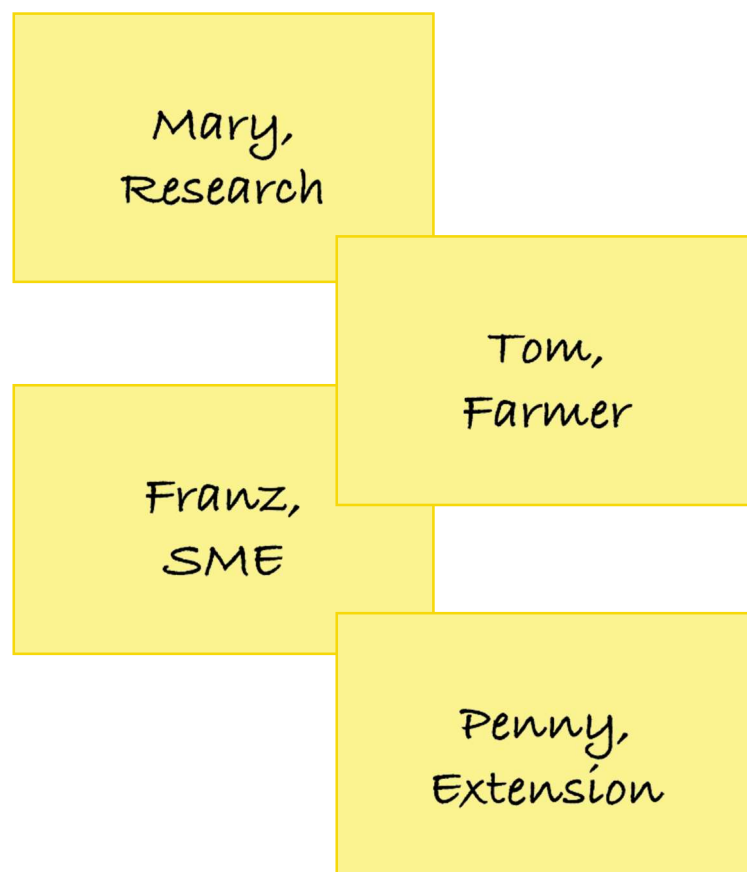
- Flip chart paper
- Sticky notes
- Thick dark markers



METHOD/HOW TO GUIDE

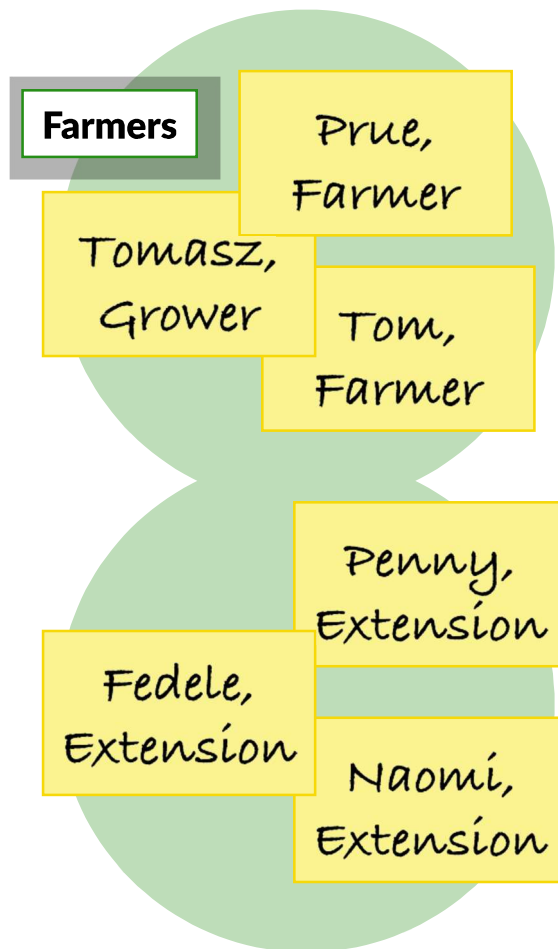
Step1

- Explain the purpose, logic and background of the exercise.
- Ask participants to write their name and an 'actor identifier' on a sticky note (either physically in an in-person meeting or virtually, using an appropriate platform such as Klaxoon, Mural, Pinup etc.)
- Actor identifiers depend on the orientation of the multi-actor project. For example, in a Horizon 2020 Thematic Network, the actor identifiers may include research, education, SME and extension. The diversity of actors (and their actor identifiers) are typically cited in funding applications, as a credential of the project's multi-actor approach. The group can be reminded of the importance of including different actor categories, and asked to reflect on the actor category they are representing in the group/network/project
- It is important to explain to the group that some actors may have other/several actor identifiers. Ask them to reflect on the particular role/s they will/have in the project in choosing their actor identifiers. They may choose more than one identifier, but it is important for actors to represent the actor category/ies they are representing in the project/ assigned in a grant agreement, where relevant.
- It is possible, such as in the example pictured on the right, to use icons to structure how actors identify the category to which they belong. This may be pertinent in projects such as Horizon 2020 projects, that



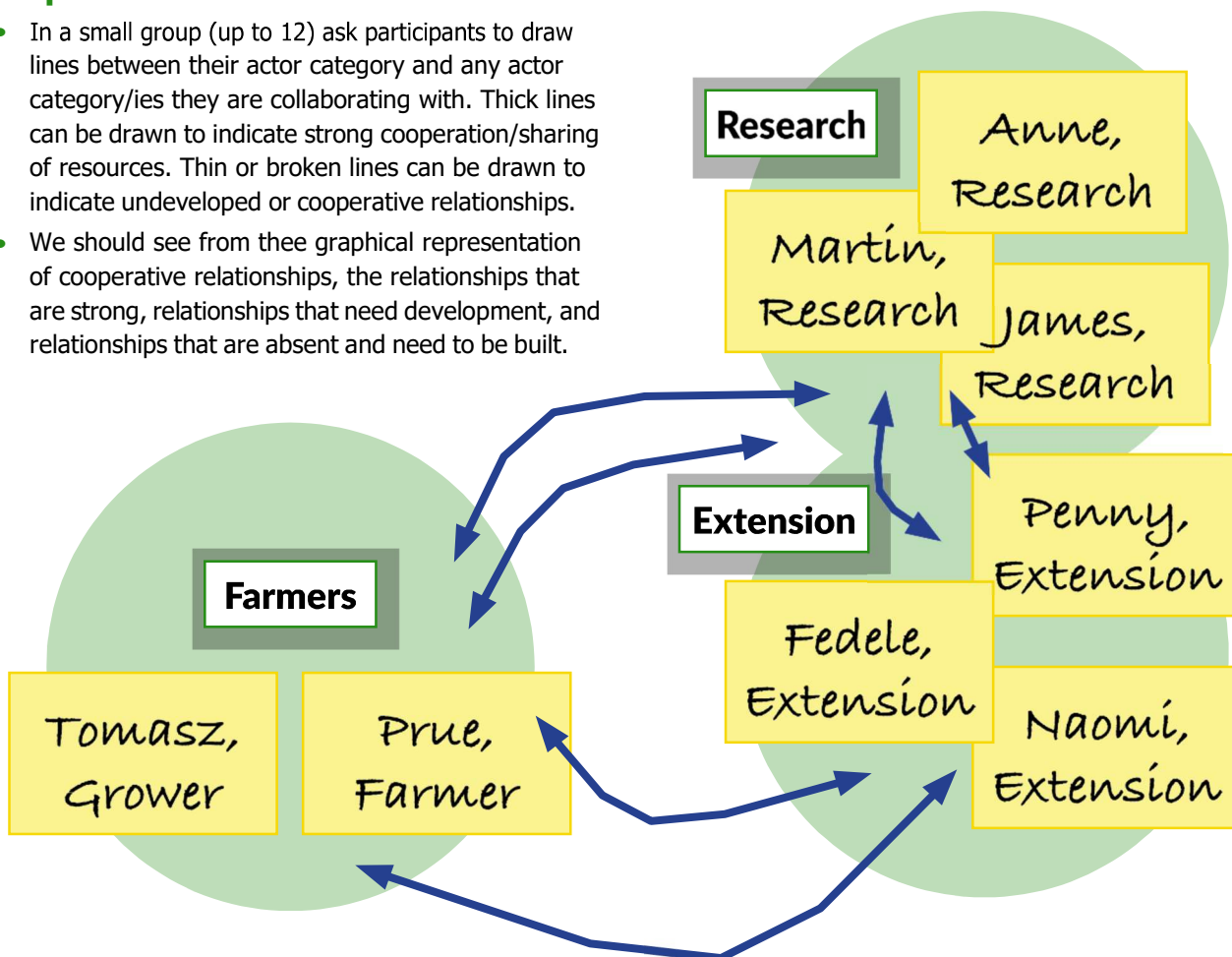
Step 2

- In a small group (up to 12) ask participants to cluster the sticky notes according to group identifiers. In a larger group, identify a representative from each actor category and invite them to approach the board and cluster the sticky notes according to actor categories. In the example to the right, participants have grouped the sticky notes into two categories: farmers and extension.
- Ask participants to draw a circle around the clustered post-its and to assign them an actor category label. In the example to the right, two labels are created: farmers and extension.
- Now we can see a graphical representation of the actor categories represented in the group, who is in the categories, and the numbers of actors in each of the categories.
- Facilitate a discussion around the following types of questions:
 - » Is the group/network balanced in terms of who is represented and the number of actors representing various categories?
 - » Is there any type of actor missing, who should be invited to become involved?



Step 3

- In a small group (up to 12) ask participants to draw lines between their actor category and any actor category/ies they are collaborating with. Thick lines can be drawn to indicate strong cooperation/sharing of resources. Thin or broken lines can be drawn to indicate undeveloped or cooperative relationships.
- We should see from this graphical representation of cooperative relationships, the relationships that are strong, relationships that need development, and relationships that are absent and need to be built.



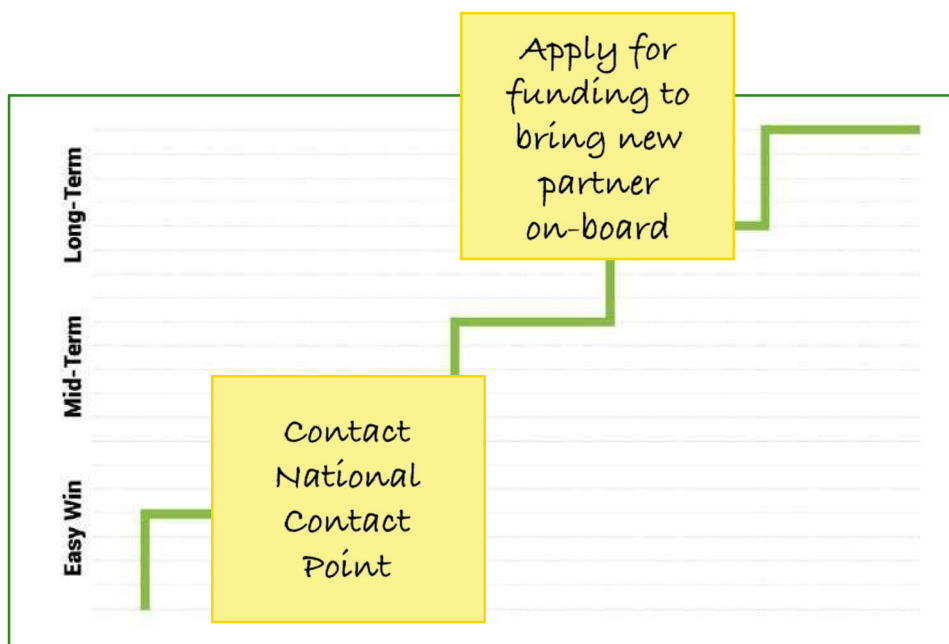
Step 4

On the basis of how the group has sketched details of who is represented in the group/network, facilitate a discussion of topics such as:

- How were strong cooperative relationships built and what can we learn from this to make other relationships stronger?
- What actions can we take to develop relatively weak relationships and collaborations?
- What actions can we take to build new relationships with actors who should be represented in the group/network but are currently absent?
- Optionally, the actions can be recorded on sticky notes and planned using the figure (as shown on the right).

Step 5

- Use the social network map generated in Step 3 periodically in team meetings to:
- Remind/attune members to the sector they are representing in the multi-actor process, and ask their perspectives about what actors within their sector might think or want at various stages of the project's evolution.
- Revisit the discussions and actions identified in Step 4 to regularly assess the network and how it may be improved (in terms of the representativeness of the network and collaborative relationships within it).
- Update the map periodically to reflect changes/forms of progress made in the network.
- It is important to note that this exercise may also be extended to assessing interactions and relationships with stakeholders as the project progresses and impacting *stakeholders* becomes more important.



Participatory tools

SPEED BOAT

CLARIFY THE BIG IDEA TOGETHER: AGREE ON THE IDEA

How to ensure clarity of the goals (of the project) for everyone?

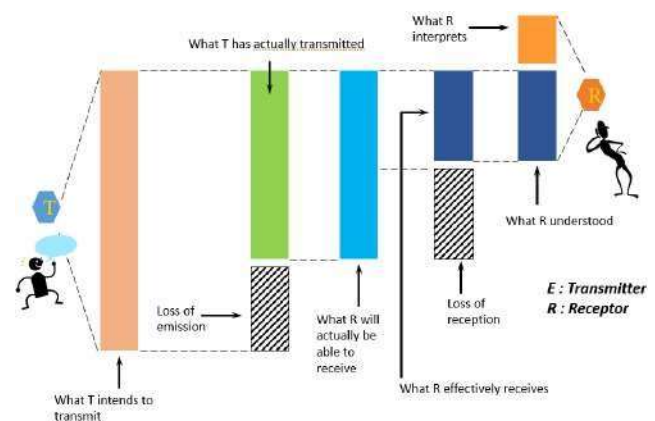
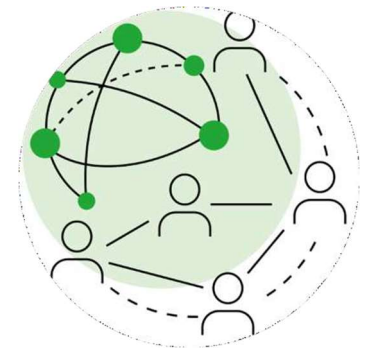
Each participant has their professional vocabulary or language (especially if participants are from different countries or disciplines) and their own cultural and personal representations. Thus, each person understands and receives information differently. This potentially leads to discrepancies between the information transmitted by the facilitator and the information that is understood.

Ensuring a shared, deep understanding (challenges, objectives, methods, roles) before launching the co-innovation project helps avoid tensions or even the failure of certain actions. Figure 6 illustrates how easy it is to create misunderstandings when you communicate.

How to solve it

To do this, you give each actor the opportunity to:

- Express themselves to explain things in their own way
- Participate from the beginning of the project whenever it is possible.



Source: Concevoir et animer une action de conseil collectif, Idele, 2005

Figure 1 Communication - a risky process

This way, you can ensure that all actors have the same objectives and clearly understand their tasks. If necessary, the objectives and tasks can be clarified and adjusted before the project starts. You will continue to ensure the clarity of the aims during the project.

When partners are involved later in the design process and not from the beginning, be sure everything is clear for them and take the time to question them about points you can adapt.

Word of advice

The actors need to share a common definition of key terms. Even if the term seems obvious, it costs nothing to agree on an understanding, which avoids confusion and loss of time during the project.

One example of a tool to facilitate this stage

Speed boat - Staying the course together

Description of the tool

- **What:** By visualising a boat sailing towards an island, we work on the group's objectives and what must be put in place to achieve them. The strengths, weaknesses, and milestones of the project are discussed. It can be used to plan, start a project, or make a mid-term assessment.
- **How long:** 45 minutes to 1h30
- **How many:** 10
- **What you'll need:**
 - Drawing on a flip chart or projecting a slide:
 - Place a boat in one corner and a treasure island in the other (see Fig. 7)
 - Visualise the wind in the sails/carrying currents = forces
 - Placing anchors/shark fins = weaknesses and risks
 - Moreover, sticky notes and markers

Steps:

- During the two first steps, each participant thinks about the different themes (objectives, strengths, obstacles and barriers). They then materialise

their ideas, position them on the visual medium (paper or digital), and explain them orally

- The first step aims to define the "Island", which is the projection of goals to be achieved: "In 3 years we will be...", "What will be different..."
- The second step is about strengths and weaknesses: "What helps/hinders us in achieving these objectives?"
 - The wind in the sails is the internal force of the group, the project.
 - The current near the boat represents the opportunities.
 - The anchors are the internal weaknesses.
 - The shark fins illustrate the risks.
 - The positioning of ideas is done spontaneously. If a team member finds a hindrance particularly annoying, they will place the idea very low down at the anchors. On the other hand, if they consider that one of the team's strengths constitutes a real booster, they will position their idea very high up in the space that represents the wind in the sails.
- At the end, the facilitator organises a debriefing of the exercise. The group validates the scheme and the milestones that have been set.

Testimony of the use

Manon Fuselier, IDELE, France

The objective of the Rhaporc project is to analyse the human-animal relationship in pig farming, its importance for the farmer, the animals and the results of the farm, and to propose ways for farmers to improve it. It is a national multi-actor project.

During this project, the speed boat tool was used to think collectively and identify hindrances and levers concerning the human-animal relationship. It also helped to bring out solutions. The facilitator gathered farmers and advisors (about 12).

During the interview, Manon Fuselier said, "This tool is very illustrative and very rich! It allows participants to develop their thinking through images. These images help in visualisation and allow many ideas to emerge. It is very rich despite the online format."

"When you look at the synthesis, you can see the link between each element; you can see what makes the boat move forward, what slows it down. The whole picture takes shape! It's very interesting!"

She also highlighted that "The most difficult thing was to make participants understand where we wanted to take them. There were sometimes people who didn't understand what the image represented. Hence the importance of clarifying what each image means. You have to find the balance between the time to explain and the time to take action in order not to lose people."

Tips:

- This tool is accessible to beginners, but beware: it requires some preparation work for the facilitator
- During the introduction of the

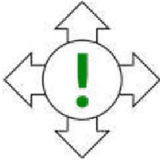








workshop, take the time to explain the instructions but don't forget to take action

- Adapt the elements around the boat to your question



Evaluation & Impact Assessment

'HOT TOPICS': COALESCING INTERESTS ACROSS BOUNDARIES

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING</p>  <p>INTERROGATING</p>
<p>When to Implement</p> 	<p>Project proposal stages; and all stages when diverse forms of knowledge are combined, and when actors/stakeholders must interrogate/internalise new forms of knowledge.</p>
<p>Group Size</p> 	<p>Small to large multi actor group.</p>
<p>Level of Technical Difficulty</p> 	<p>No technical skills required.</p>
<p>Time Needed</p> 	<p>1.5-3 hrs mins (depending on group size & extent of discussion).</p>
<p>Resources Required</p> 	<p>Requires basic materials. Can be conducted physically with participants in a room or on an online platform such as Klaxoon, Pinup, or Mural. At least one facilitator is required.</p>
<p>Clustering with Other Tools</p> 	<p>Tool # 13.</p>



PURPOSE, BACKGROUND & LOGIC



Purpose

This tool is used to:

- Identify 'Hot Topics' of interest to partners across disciplinary boundaries.
- Add the diverse knowledges/perspectives of the different partners to each of the hot topics
- Combine the knowledges/perspectives of actors, by creating a 'story' (or narrative) about how these knowledges interrelate and intertwine
- Create a matrix for external stakeholders to assess 'insider' knowledges/perspectives (in a multi-actor consortium) for thoroughness.
- Continuously evaluate how the different knowledges/perspectives of different partners (and stakeholders) inform project activities and outputs.
- Adapt how knowledges/perspectives creatively combine in response to a challenge/activity, availing of new knowledges/perspectives as they are developed.

Background and Logic

The aim of multi-actor projects/initiatives (required for interactive innovation) is that they combine different knowledges. By definition, they aim to be transdisciplinary – which requires that knowledges are blended to create knowledge that goes beyond the sum of all the individual knowledges. Transdisciplinary (multi-actor) projects aim to go beyond approaches that layer knowledges on each other (inter- & multi-disciplinarity) to fuel innovation. It is the creative combination of knowledges that fuels innovation.

Deliberate strategies must be employed to assist actors to creatively combine their knowledges, much like a jigsaw puzzle (that has no instructions or guide, but is continuously evolving!). 'Hot Topics', originally used by the European Network of Rural Development (ENRD) to facilitate members of multi-actor groups to work together, can be used to coalesce different actors' knowledges/perspectives around topics of common interest.

This tool identifies the latest hot-topics (across disciplinary/professional boundaries) in relation to a particular theme, and different actors express their unique knowledges/perspectives in relation to the topics. The knowledges/perspectives are creatively combined using a story-board format. The tool uses a matrix to appraise internal partners' knowledge/perspectives for thoroughness. Together, the storyboard and matrix provide a tool for periodic evaluation of how well project activities are incorporating transdisciplinary (blended) knowledge to project/initiative activities. Transdisciplinary knowledge is also periodically updated as new knowledge is produced.

Materials

- Flipchart paper
- Sticky notes
- Thick dark markers
- Online storyboard generator or template (simple comic strip template) printed (large size) for hand written/drawn entries.



METHOD/HOW-TO GUIDE

Step 1: Preparation

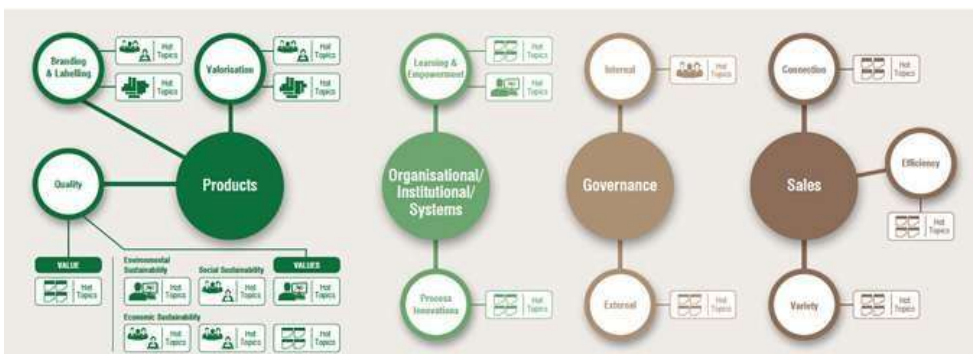
- Explain the purpose, logic and background of the exercise.

Step 2: Identification of Project Themes

- Facilitate participants to identify the main themes/topics of the project/initiative, with reference to a project contract, if one is in place. The facilitator or participants write/s these on post-its, placed on flip-chart paper.
- Some project partners are likely to have led the formation of the project/initiative and others are likely to have been invited 'on board'. Thus, there will be varying levels of awareness and knowledge of the themes/topics. The facilitator must be actively aware of this and ensure that there is adequate time devoted to questions/exploration of the main themes/topics.
- Where there are many themes/topics, ask participants 'do any of these go together and why?' (to cluster the theme/topics into manageable, distinctive themes).
- The output from step two is a list of themes/topics relevant to the project/initiative. Each theme/topic should be placed on the top of its own dedicated sheet of flipchart paper (currently blank)

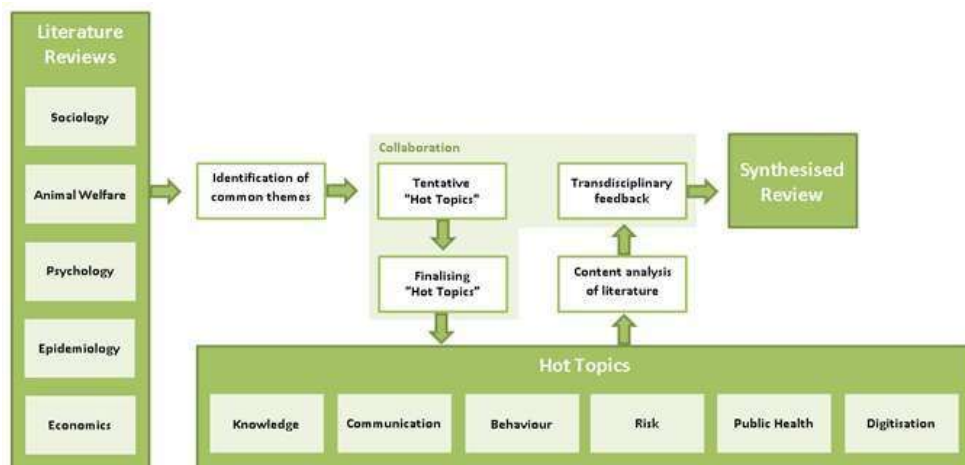
Step 3: Adding Knowledges/ Perspectives to Themes & Identification of 'Hot-Topics'

- Take each theme in turn, and ask participants what their perspectives are in relation to the theme (examples might be antimicrobial resistance, or short food supply chains). Ask participants the following types of probing questions:
 - » What is your experience of this [theme name]? This is an important exercise in facilitating partners to understand each other's different experiences and forms of experience.
 - » What do you/other people in the sector think are the main strategies to deal with this? What are the main approaches, or what advice would you give to others/clients?
 - » What are the 'hot topics' (i.e. main points of interest/strategy/areas of action) from your perspectives?
 - » Ask participants to write their hot topics on post-its and place them on the flip-chart sheet, entitled with the name of the theme/topic.
- After each theme has been brainstormed (identifying hot topics), revisit the title of each theme. The facilitator asks: 'considering the range of knowledges/perspectives identified under this theme, do you wish to re-name it? It may be the case that partners may not wish to change the title, which is an endorsement of the existing title.
- The output from Step 3 is deciding the title of the themes and hot topics in relation to the theme that have been brainstormed from the perspectives of all the different partners in the multi-actor project/initiative.



Example from the SKIN Horizon 2020 Consortium: themes (products, organisational/institutional/systems, governance, sales) and associated hot topics (interactive version accessible at: [D2.1](#))

Example from SWAB (consortium funded by the Research Stimulus Fund of Ireland's Department of Agriculture Food and the Marine)



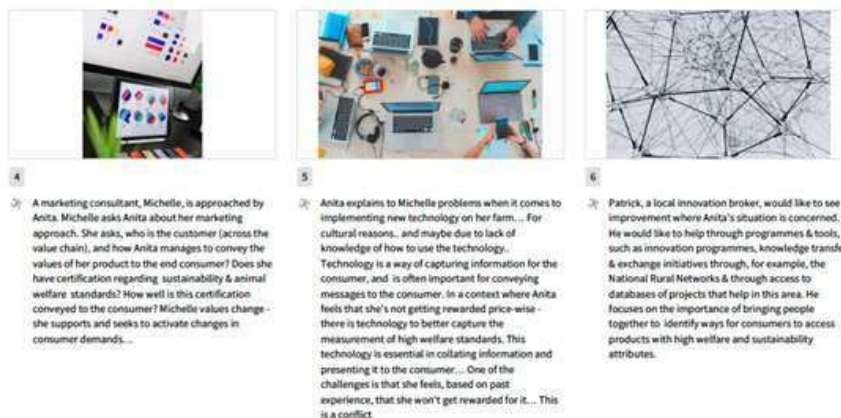
Step 4: Blending Knowledges Through Co-Creation of Storyboards

- For each theme, facilitate participants to develop a storyboard, by prompting the following/asking participants the following types of questions:
 - » We have several different types of people around the table, all with different types of perspectives/knowledges in relation to this topic.
 - » Lots of hot topics have been identified
 - » Can you imagine, in a story, where people similar to you working in a real life context might come together to work on this theme, addressing the hot topics you have identified?
 - » Remember, a story has a beginning, middle and end, with plenty of twists and turns!
 - » I'll assign each of you to a character. For example, the partner in the room who is a farmer is assigned to a farmer character. However, the character in the story has a different name to the partner him or herself, which gives more freedom in constructing the story.
 - » Once all characters are assigned, we'll go to the first scene of the story. What happens first? Which of you can think of a scene? What problem is the starting point? What happens next? Which character appears in the scene? Does anyone come into the scene next? What might a character like him/her say, consider his/her profession or discipline?

What challenges emerge? What solutions might be available? Who is needed for that? What resources/people are missing? Etc.

- » The output from Step 4 is a co-created storyboard, which blends the knowledges/perspectives/hot topics of diverse partners into a single interactive story. The co-created storyboard pinpoints where knowledge blends (and also diverges) The storyboard can optionally be co-created virtually (or on a screen) using storyboard software (such as Boords, pictured below), a pre-printed template, or indeed flipchart paper. If a printed template/flipchart paper is used, it is advisable to have a collection of random images that people can select to use to accompany the brief story text (such images are available in online storyboarding tools).

Excerpt from example storyboard from the Ploutos (Horizon 2020) project. Full version available [here](#):



Step 5: Validation & Widening of Knowledges/Perspectives with Stakeholders

- Where the multi-actor consortium meets with wider stakeholders and wish to add to the hot topics (knowledges/perspectives already brainstormed (internally) for each theme), a matrix can be used to validate/widen/enrich the knowledges/perspectives with those of stakeholders.
- The facilitator prepares a 'matrix' on a white-board or flipchart. The matrix consists simply of a list of the themes, presented on the upper horizontal row.
- In the same way that partners were invited in Step 3, invite stakeholders to add their 'hot-topics' (as well as elucidating their knowledges/perspectives/experiences), writing them on post-its (with scribes assisting where necessary). The post-its are placed underneath themes to form columns.
- At a subsequent meeting (involving partners) facilitate a discussion on if/how stakeholders' compare with internally identified hot topics; and if/how project hot topics should be adapted.
- This step can be implemented regularly, when interacting with new groups of stakeholders.

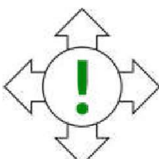






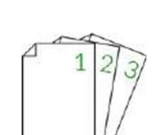
Step 6: Assessment of Project Activities and Updating of Transdisciplinary (Multi-actor) Knowledge

- At project meetings in relation to project activities:
 - » Revisit the hot-topics – are they being addressed and are some being addressed more than others? What actions can be taken to improve how hot-topics are more comprehensively addressed?
 - » Revisit the storyboards – are opportunities for interplays and exchanges of knowledges (as depicted in the storyboards) being exploited? What actions can be taken to improve opportunities?
 - » Optionally, create new storyboards, that incorporate wider hot-topics and more opportunities for interplays and exchanges of knowledges. At the end of the project, a suite of storyboards will have been created, evidencing a rigorous, reflexive transdisciplinary (multi-actor) approach.



Evaluation & Impact Assessment

APPRAISAL OF GROUP DYNAMICS

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTEGRATING CREATING ADAPTING APPLYING</p>
<p>When to Implement</p> 	<p>Periodically throughout the interactive innovation process.</p>
<p>Group Size</p> 	<p>Small group, 12-15 actors.</p>
<p>Level of Technical Difficulty</p> 	<p>No technical expertise required.</p>
<p>Time Needed</p> 	<p>Approximately 2 hours.</p>
<p>Resources Required</p> 	<p>No resources required, apart from basic materials.</p>
<p>Clustering with Other Tools</p> 	<p>Tool #4.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: Teagasc.

Purpose

This tool is used to:

- Assess relationships in multi-actor group, focusing on:
 - » Trust
 - » Willingness, ease and openness in sharing information
 - » Effectiveness of the facilitator
 - » General enjoyment of membership of the group
- Decide actions to improve group functioning.

Background and Logic

What characterises a multi-actor approach to interactive innovation is that people with different knowledges, perspectives etc. come together. The process by which different actors interact and feel comfortable sharing their knowledge & perspectives is not without challenges. Some actors (for instance, scientists) can have wide-ranging experience with projects. Other actors may be participating in a project for the very first time. The language and modus operandi of formally organised/ funded projects can be unfamiliar terrain for some. Participation in the form of open sharing of knowledge and perspectives may be hampered by some actors feeling unsure of what they bring to the interactive innovation process: where does their knowledge/ perspective fit in and is it of value, some actors may ask themselves. Facilitators of multi-actor approaches must employ deliberate strategies to support diverse actors to openly contribute to the interactive innovation process. Difference is the 'gold' of the multi-actor approach, and it must be strategically 'mined'.

This tool provides an approach to assess relational dynamics within a multi-actor group, creating a safe environment for group members to assess relational dynamics from their own perspectives. A guide is offered for the group and its facilitators to make improvements to relational dynamics.

Materials

- 'Five Ingredients for Success' infographic.
- A4 size assessment sheet (pdf) – one for each member.
- A0 size assessment sheet
- Sticky discs/stickers – each member to be allocated one per question (10 stickers for each member).



METHOD/HOW-TO GUIDE

Group Work: Five Ingredients for Success



Ingredient 1: Membership & Organisation

"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."



Ingredient 3: Trust & Security

"In order for use 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."



Ingredient 2: Social & Emotional Dynamics

"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."



Ingredient 4: Solidarity

"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."



Ingredient 5: Facilitation & Learning Drivers

“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.”


Self-Appraisal for Groups: Guide for Facilitators

This assessment sheet is designed to assist you to facilitate a structured conversation about how the group you facilitate is functioning and how it might function better. The sheet is divided into five components, which correspond to five key ingredients for successful groups. 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.

How to Use The Sheet

1. Distribute a copy of the appraisal sheet to each of the group member present.
2. Allow an appropriate time (10 minutes suggested) for each member to complete the sheet.
3. Prior to the meeting, you will have placed the A0 (flip chart size) version of the appraisal sheet on a flipchart stand.
4. Distribute 10 self-adhesive discs to each group member. All discs should be of the same size and colour.
5. 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.

6. 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.
7. Use the questions listed below 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?).
8. Record the decisions reached and agreed actions, including the individual(s) responsible. Ideally, group members would take responsibility for many of the actions.



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
 Some people don't feel comfortable sharing Most members feel comfortable, most of the time Yes, we all feel comfortable sharing

4. Do you think members 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 (name the event, meeting, forum etc.)

10. Are there any other issues you would like to mention /address?

Self Appraisal. Full-size form on the next page.

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		
Some people don't feel comfortable sharing	Most members feel comfortable, most of the time	Yes, we all feel comfortable sharing
4. Do you think members 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 (name the event, meeting, farm etc.)		
10. Are there any other issues you would like to mention /address?		



Participatory tools

SNOWBALL TECHNIQUE

INNOVATE TOGETHER DURING THE PROJECT PERIOD: WORKING TOGETHER



How do we organize our working together and decision making?

To ensure that working together and the decision-making process are shared and clear to all, the group validates them collectively. If possible, you can encourage collective decision-making and involve partners to keep them motivated (cf. Involve and maintain motivation).

A decision about collective work, if taken collectively, will be easier for the partners to accept. They will have had the opportunity to exchange, share their views, debate, and understand each other's pros and cons.

How to solve it

A clear and shared work plan is helpful. It defines the bases and needs to be clear, understood and shared by all. It helps everyone to be clear about what is expected and when.

Trust is the key. It comes from clarity and transparency. Your role is to create a climate of trust so that everyone can express themselves freely when making decisions.

Time is a necessary resource. You make sure to allow sufficient time to establish the decision rules for collective decision making.

It is a collective process where everyone is included in the decisions that affect them.

Words of advice

These are prerequisites to be put in place for good functioning throughout the project.

One example of a tool to facilitate this stage

Snowball technique - The tree that synthesises the forest.

Description of the tool

- **What:** Dealing with an issue in a participatory way, in a large group, quickly
- **How long:** 30' to 60' according to group size
- **How many:** 8 to 40 approx.
- **What you'll need:** flip chart papers, markers

Steps:

- The facilitator formulates the question to be addressed and ensures that it is clear to all
- Alone: each person drafts their response to the question or issue raised
- In pairs: pooling of ideas and development of a consensus
- In groups of four: The same but between two pairs. The group of four writes its summary on a flip chart
- If necessary, carry out an additional accumulation stage before the flipchart exercise
- All: presentation of each summary for collective decision making

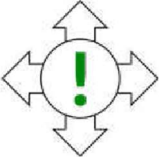







Tips:

- For a mature, self-regulating group
- Have space for people to connect
- Pace the time with a whistle
- Depending on the objective, creation, or choice, it takes different times



Evaluation & Impact Assessment

EMPOWERMENT APPRAISAL

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTERROGATING CREATING ADDRESSING APPLYING</p>
<p>When to Implement</p> 	<p>Periodically throughout the interactive innovation process.</p>
<p>Group Size</p> 	<p>Evaluator self-assessment (one person) & discussion groups of 3 actors.</p>
<p>Level of Technical Difficulty</p> 	<p>No technical expertise required.</p>
<p>Time Needed</p> 	<p>Implemented periodically.</p>
<p>Resources Required</p> 	<p>No resources required, apart from basic materials.</p>
<p>Clustering with Other Tools</p> 	<p>Tool #20.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: Teagasc, inspired by Arnstein, 1969.

Purpose

This tool is used to:

- Self-assess for how empowered an actor is in a process of interactive innovation
- Take actions to improve empowered participation.

Background and Logic

'The best people to assess empowerment are the people who may or may not be empowered' Robert Chambers, 2002.

Empowerment is a term that has been associated with participatory processes, like interactive innovation, for decades. That actors participate in an empowered (open, confident) way is critical for the interactive innovation process to be a success. If actors are disempowered (undermined, unconfident) they cannot effectively contribute their valuable knowledge and they don't come to co-own the innovation process, necessary for the process to be energetically driven and fertilised by different knowledges.

This tool complements other tools in this handbook, such as Tool#16 (appraisal of group dynamics) and facilitates to assess how empowered each individual actor feels, acts and contributes to the interactive innovation process. This process of reflection will allow actors involved to become more aware of the conditions for empowerment.

As described in some academic (sociological) studies, empowerment can be a vague term that can escape measurement:

'Empowerment seems to be everybody's aim, although its precise meaning and its attainment elude us. In part, it acquires a legitimating function in many development projects, particularly in the Third World...It is often used without any precise definition, but uncritical use of the concept renders it meaningless. Thus, empowerment may signal concern with people's participation, compassion with the 'powerless,' and a commitment to bottom-up development, while in fact it may be no more than a fig leaf of political correctness, behind which all can carry on as before.' - **Petterson & Solbakken, 1998, p. 319**

To avoid the elusiveness described above, we present for the purposes of this tool a definition of empowerment that has resonated with actors in the field. The definition was originally used in a study of farm women:

There are three conditions for empowerment:

1. Participation – taking action to pursue one's interests.
2. Conscientisation – having awareness of the constraints (such as lack of resources or being subject to biases) that can limit one's potential & interests
3. Solidarity – accessing social connections and supports, 'one cannot be empowered alone'.

(Adapted from Solbakken, 1996).

The last condition for empowerment is notable. While the first two conditions are focused on the individual, the third identifies engaging with others as a condition for empowerment. This aspect of the above definition draws attention to the connection between empowerment and resilience: having, accessing and using resources (social as well as economic) is necessary for resilience.

This tool is inspired by [SIDA \(2010\)](#).

Materials

- Template with three images showing conditions for empowerment
- Discussion facilitation guide from SIDA (2010)



METHOD/HOW-TO GUIDE

1. Topic Guide

The images below relate to the three conditions for empowerment, which we have identified with actors in the field as particularly relevant to the multi-actor approach and interactive innovation.

Explain the definition of empowerment to members, explaining each of the criteria in turn with reference to the images (shown on a screen or printed).

There are three conditions for empowerment:

Participation

Taking action to pursue one's interests (citizen power)



Image source: Teagasc (2019), inspired by Arnstein (1969).

Conscientisation

Having awareness of the constraints (such as lack of resources or being subject to biases) that can limit one's potential & interests.



Image source: Teagasc (2019).

Solidarity

Accessing social connections and supports, 'one cannot be empowered alone'.



Image source: Teagasc (2019).

2. Discussion Facilitation Guide

Use the following approach from [SIDA \(2010, 52\)](#) to facilitate a discussion.

How This Monitoring Tool Works



“As far as they are concerned the process is one that they drive and own and is purely for their purposes. For them the analysis stops here.” (SIDA, 2010)

Image: A Women's group involved in a reflection session (SIDA, 2010).

At the group level: The groups meet to review the statements once every year. In this movement the men and women meet separately. They sit at times which are convenient for them, the men preferring the evening and the women the afternoon. They organise some snacks and make an occasion of the session. The review process takes about three hours.

A facilitator helps the process. He/she is a Movement member from another group and has been mentored to manage the process and ensure that the group engages in the evaluation properly.

The facilitator reads out each statement and the group discusses whether it applies to them or not. They are encouraged by the facilitator to explore what the statement means and must use examples to help them to assess their own achievement. For instance, in discussing whether they have achieved the indicator, *‘the position of women and girls in all group members’ families is valued’* (an ‘awareness’ level indicator), examples are provided by each member. Such examples as *‘we all eat together’*, *‘both girls and boys have time set aside to do school home-work’*, *‘mothers don’t only eat the fish head as they had to before’*, etc. lead to extensive discussion before finally, the group members assign a ‘happy face’ or an ‘unhappy face’ to the statement. Any reluctance to score a ‘happy face’ is automatically scored as an ‘unhappy face’. The fact that all the group members have to put forward their opinion and provide evidence to support this encourages joint analysis and mutual support.

As far as the group is concerned, their main motivation is to eventually be able to insert ‘happy faces’ in all the boxes. They take the exercise very seriously and where there are ‘unhappy faces’, take stock and reflect on what the group must do in the following year to improve on this.

‘We talked with a men’s group that had been in existence for more than 20 years about their experience of using the reflection tool. ‘It took about 3 hours to complete, but it will take less next time. We thought it was time well spent. The facilitator is a member of the Movement and this is good because he uses language we can understand. He also has more time for us. We get a feeling that we are doing this ourselves, not top-down. We still have not got ‘full marks’ – we will try to get this next year and then we can help other groups. The process is very important – it is like looking in a mirror. When we find out what we have not been able to achieve we make a plan to take action. We have been a group for nearly 23 years and if we had done this before it would have made a big difference. We would have been able to pick up on our shortcomings earlier.’ **SIDA (2010)**









They develop an action plan for the following year based on their analyses and scores. They regard this reflection process as an important milestone each year and look forward to it. It is not used to compare themselves with another group or as a means to access resources, but purely as a self-assessment tool that encourages reflection and defines future action.

Note: The above exercise is part of a wider evaluation approach, which can be accessed [here](#).



Evaluation & Impact Assessment

GENDER APPRAISAL

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTERROGATING CREATING ADDRESSING APPLYING EVALUATION & IMPACT ASSESSMENT</p>
<p>When to Implement</p> 	<p>At the beginning of a project/initiative and during implementation, as required.</p>
<p>Group Size</p> 	<p>Whole multi-actor group, small to large. Particularly useful for large consortia where there are different levels of knowledge about gender.</p>
<p>Level of Technical Difficulty</p> 	<p>Some technical skills required, involving the use of a simple survey tool.</p>
<p>Time Needed</p> 	<p>Approx. 2 hours in total. Survey preparation takes about 1 hour. Survey completion takes 10-15 minutes for participants. Results can be summarised in less than an hour. Gender Appraisal can be repeated as necessary, with the option to compare results throughout the lifetime of the project/initiative.</p>
<p>Resources Required</p> 	<p>Requires basic materials, little or no cost. Free survey tools are available online.</p>
<p>Clustering with Other Tools</p> 	<p>Tool # 3, 19.</p>

PURPOSE, BACKGROUND & LOGIC

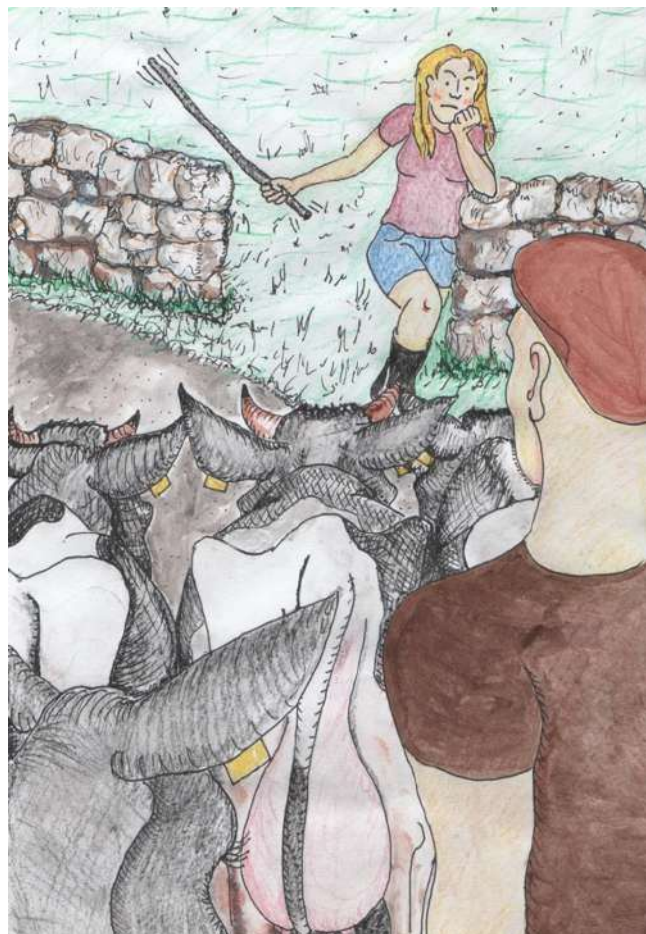


Image source: Teagasc.

Purpose

This tool is used to:

- Raise awareness of gender within the project or initiative.
- Evaluate if gender balance has been achieved at the project and leadership level within the project or initiative.
- Assess gender balance at different points during the project or initiative.
- Invite project partners to reflect on how they will incorporate gender into their project tasks.
- Provide information for project coordinators to help identify if any further actions are required.

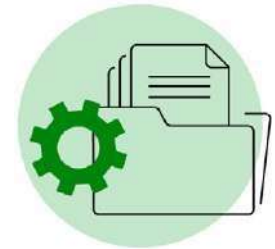
Background and Logic

Projects/initiatives that are gender-balanced at the project and leadership level, and include considerations of gender in their tasks are more successful and innovative. This means it is important to ensure gender balance at the project level and within the project leadership team while also including consideration of gender in tasks, particularly at the beginning of a project or initiative. Projects with large or small consortia may have different levels of knowledge and awareness of gender, which must be monitored and led.

This tool enables recording of gender types participating at project and leadership level at the start, and periodically throughout the project. The tool also encourages reflection on the relevance of gender to project/initiative tasks. The tool raises awareness of gender within the consortium and highlights if there are gaps in knowledge, which could require further action.

Materials

- Survey tool (paper or online)



METHOD/HOW-TO GUIDE

Step 1: Preparation

- Adapt the Gender Appraisal survey tool template (below) to the needs of the project/initiative. Note: Question 2. is optional, may be relevant for formal projects with specified work packages.
- Prepare a brief introduction to the survey tool to explain why it is being used at this time in the project/initiative (if distributing the tool online, this can be a brief email).
- Obtain names and email addresses of all project participants per institution/partner and issue the email invitation to complete the survey individually, with assurance (using Research Ethics or GDPR compliance documents, where relevant) that all data will be treated anonymously and analysis presented anonymously.

Gender Appraisal Tool Template	Women	Men	Non-binary	Prefer not to say
1. Number of people in the workpackage with a leadership role:				
2. Number of people with a ask leadership role:				
3. Number of people without a leadership role:				
4. Any comments? For example, if a male worked on the project at the start and was replaced by a female employee, please elaborate and implications/changes here. Any other comments are welcome.				
5. Please explain if and how gender is relevant to the work (insert examples) you undertake for, as you perceive it?				

Step 2: Distribute the Survey to All Project Participants

- Ensure enough time is allowed to complete the survey. The survey must be involved. Email reminders are useful for participants completing the online format.

Step 3: Presenting Survey Data

- A summary table can be used to illustrate survey results, showing the numbers of people in each category and responses to the final question.
- Repeated summary tables are issued after each periodic issuing of the survey.

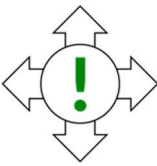






Step 4: Further Actions

- Participants take other actions to raise awareness of gender in projects. Examples:
 - » A project team member adding an email banner including gender-awareness quotes to their electronic signature.
 - » A dedicated slot at team meetings to discuss issues of gender. Recent discussion items have been discussions of gendered implications of COVID-19.



Evaluation & Impact Assessment

GROUND RULES: IDENTIFICATION OF OPPORTUNITIES AND CHALLENGES OF AGREEMENT-BASED COOPERATION

<p>MAA Scenario</p> 	 <p>CREATING</p>
<p>When to Implement</p> 	<p>Crucial at project development stage and used iteratively throughout the interactive innovation process.</p>
<p>Group Size</p> 	<p>Small groups or large consortia</p>
<p>Level of Technical Difficulty</p> 	<p>Non-expert users, no technical knowledge required.</p>
<p>Time Needed</p> 	<p>30 mins-1.5 hrs (depending on group size & extent of discussion). At least one facilitator is required.</p>
<p>Resources Required</p> 	<p>Requires basic materials.</p>
<p>Clustering with Other Tools</p>	<p>Tools #1, 3, 16.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: Photo by [Anshu A on Unsplash](#)

Purpose

This tool is used to:

- Assess cultural norms, held by different actors involved in multi-actor work, that should be respected in the interactive innovation process to enhance how the potential of a diverse group is realised.
- Draw attention to different norms held by different actor categories, while also allowing individuals (and their individual perspectives/norms/preferences) to be taken into account.
- Assess potential for group conflict to occur, attune the facilitator to potential for conflict, and provide tool to actively avoid conflict
- Establish culture & context-specific sensitive ground rules for how multi-actor groups work together
- Establish ground-rules for how multi-actor groups work with external actors.
- Update ground rules as necessary, regarding how multi-actor groups work together and how they work with external stakeholders.

Background and Logic

Multi-actor projects involve diverse actors who are directly involved in interactive innovation, and bring different types of knowledge to the process. A rich process of interactive innovation must tap into distinctive types of perspectives, experiences and ideas held by the different actors involved (this is called 'emic' knowledge). The whole logic of the multi-actor approach (and interactive innovation) is to avoid innovation being dominated by top-down, generic knowledge or knowledge that is traditionally perceived as 'expert' knowledge (this is called 'etic' knowledge).

However, because interactive innovation involves diverse types of people, different cultural, social, professional etc. norms must often be negotiated. If cultural norms are not assessed at the beginning of a process/project so that they can be observed and respected by actors throughout the process, it may transpire that some cultural norms are not observed/respected, and that other cultural norms dominate the process/project. This hampers interactive innovation, because actors may not contribute fully to the process and because they may feel that their knowledge, perspectives etc. are not valid, valuable or respected in the process. Conditions must be established where all actors feel that their norms are respected, so that they can contribute their knowledge as fully as possible to the interactive innovation process.

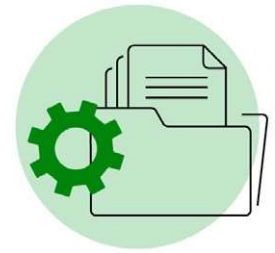
This tool assesses cultural norms and establishes 'ground rules' that can be referred to regularly in the interactive innovation process. Internal ground rules (in a multi-actor group) can be extended, when working with external stakeholders, to represent and include their ground rules. Ground rules can be periodically assessed/updated as required, as the interactive innovation process evolves to confront new challenges. It is important that stakeholder profiling exercises also take into account gender and diversity issues.

This tool can be used in conjunction with Tool #1, which identifies actors involved in interactive innovation according to their 'actor identifier/category' (the actor cohort they are representing in the interactive innovation process). Following the use of Tool #1, this Tool can be used to dig into their cultural norms and identify ground rules based on those norms.

Materials

- Template (adapted from Ginka Toegel & Jean-Louis Barsoux, 2015) to assess & uncover cultural norms.
- Flipchart paper
- Thick dark markers
- Word processing software, if preparing a professional representation of the group's ground rules

METHOD/HOW-TO GUIDE



Step 1: Explain the Logic and Principles of Multi-actor Work

- Explain the purpose, logic and background of the tool.
- Optionally
 - » Show the 'multi-actor work' animation, which shows the importance of unearthing actors' individual and different customs, experiences, perspectives and ideas for innovation. This sensitises participants to the nature and focus of the exercise.
 - » The animation could also be sent by email/ WhatsApp in advance of the meeting, helping them to prepare for the content of the meeting.
 - » Use the template (or just parts of it) to facilitate a discussion of team-based cooperation, and the cultural norms that are/not acceptable to different actor types involved in the process. Choose just parts of the template, as appropriate to the nature of the group.
- To make the exercise more specific to actor categories (rather than personal characteristics), change the wording to 'in a (actor category) world', e.g. 'in a farmer's world...'. Each participant would use the appropriate actor category, depending on what category they are representing in the interactive innovation process.
- Encourage participants to ask questions as needed, when they are completing the template, mindful that some participants may be more accustomed than others to completing such templates.
- Participants may be asked to complete the template in different ways, depending on the nature of the group and the time available.
 - » A whole group discussion may be held, where participants are asked to take turns in answering the 'in my world...' statements
 - » Actors can be split into smaller groups where they answer the 'in my world statements'
 - » Optionally, allow participants to choose particular 'in my world statements' that are particularly relevant to their world

Step 2: Preparation for Use of Template in Step 3

- The template may be issued (in print form, or by email if holding an online meeting) to group participants in different ways, depending on the nature of the group.
- Explain that the template is used to sensitise people to different cultural, professional and other norms, so that they can be mindful of these norms in the interactive innovation process; and so that the facilitator/s can assess norms to ensure they are respected in the process.
- In the meeting, allow participants to read through the template, taking each section in turn & answering questions in relation to each section before moving on to the next.
- Emphasise to participants to try to think about 'norms in their world' and to think about what would be distinctive of the actor category they are representing, but also their own individual perspectives.

- Whatever approach is taken, it is important for the facilitator/s to record the answers. Though it isn't necessary to record who said what, it is important to record answers according to the corresponding actor category.
- Consent may be sought to audio-record the discussions for transcription (adhering to appropriate data protection practices), for the facilitator/s sole use.

Step 3: Template to Assess Norms

Template adapted from Ginka Toegel & Jean-Louis Barsoux (2015), based on 'Act, Think, Speak, Feel' <https://hbr.org/2016/06/how-to-preempt-team-conflict>

ACT:

"In your world...

- ...how important are punctuality and time limits?
- ...are there consequences of being late or missing deadlines?
- ...what is a comfortable physical distance for interacting in the workplace?
- ...should people volunteer for assignments or wait to be nominated?
- ...what group behaviors are valued (helping others, not complaining)?"

SPEAK:

"In your world...

- ...is a promise an aspiration or a guarantee?
- ...which is most important: directness or harmony?
- ...are irony and sarcasm appreciated?
- ...do interruptions signal interest or rudeness?
- ...does silence mean reflection or disengagement?
- ...should dissenting views be aired in public or discussed off-line?
- ...is unsolicited feedback welcome?"

THINK:

"In your world...

- ...is uncertainty viewed as a threat or an opportunity?
- ...what's more important: the big picture or the details?
- ...is it better to be reliable or flexible?
- ...what is the attitude toward failure?
- ...how do people tolerate deviations from the plan?"

FEEL:

"In your world...

- ...what emotions (positive and negative) are acceptable and unacceptable to display in a business context?
- ...how do people express anger or enthusiasm?
- ...how would you react if you were annoyed with a teammate (with silence, body language, humor, through a third party)?"

Step 5: Identify Ground Rules

- It is important to take a break in the process, as the previous steps involve intensive work.
- Explain that the objective is to identify some important ground rules for the interactive innovation process, so that all participants feel respected and thus feel free and safe to contribute their ideas.
- Suggest some simple ground rules first, like the 'housekeeping' ones pictured.
- Ask participants to identify any other simple rules (this gets the process of identifying rules going)
- Then encourage participants to reflect on the norms that have been identified in previous steps, and to identify more rules to ensure participants feel respected in how they work together.
- Add rules on sticky-note to flip chart paper & finally, agree all rules with participants









Step 6: Ongoing assessment

- For all meetings where people are intended to work together openly and creatively, open the meeting by placing the poster showing ground rules in a visible location throughout the meeting.
- Refer briefly to the content at the beginning of the meeting
- Invite people to add new ground rules if they wish to, by writing a new rule on a sticky-note and placing it on the poster of ground rules.
- At the end of every meeting, if a new ground rule/s has been added to the poster, facilitate a discussion about its importance. Ask participants if they thought any of their ground rules were particularly important during the meeting and invite suggestions for new ground rules.



Evaluation & Impact Assessment

MONITORING TOOL FOR IMPACTS

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTERROGATING CREATING ADDRESSING APPLYING</p>
<p>When to Implement</p> 	<p>Used at the beginning of interactive innovation, and iteratively throughout the project.</p>
<p>Group Size</p> 	<p>Any size.</p>
<p>Level of Technical Difficulty</p> 	<p>Chart interpretation and basic knowledge on project management.</p>
<p>Time Needed</p> 	<p>40 minutes approx.</p>
<p>Resources Required</p> 	<p>Access to a computer, tablet or phone that has MS Office package installed.</p>
<p>Clustering with Other Tools</p> 	<p>Tools #1, 3.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: [Roman Synkevych on Unsplash](#)

Purpose

The tool is useful to set the basis for capturing the key aspects of the initiative to monitor the expected impacts. It has been designed to reflect in a participatory way on the design of the initiative and the impacts that the initiative wants to achieve. During the application of this tool, it is possible to focus beyond the first short-term results, but to plan and estimate the process required to achieve long-term impacts. The tool allows for a more in-depth analysis of the interaction with social challenges and helps to monitor them.

Background and Logic

The impacts of an innovation initiative are linked to the changes it generates and which can be directly associated with its activities. These impacts can be internal or external: they are considered external to the initiative when changes are generated in the social, environmental, or economic environment that surrounds it; on the other hand, it is considered internal when it causes a positive change in the attitudes, knowledge, or practices of the actors that are part of it.

The satisfaction of the internal or external actors of an initiative is key to its sustainability over time. A healthy and communicative relationship between them can improve the results of the initiative and facilitate its dissemination.

It is important that the expected impacts are considered during the activities of the initiative, and not only at the end. This is because they can serve as a measure to understand if expectations are being met or if, on the contrary, an adjustment in activities is required.

This tool is designed for initiatives that want to focus on the impacts and maintain them monitored during the initiative activities. The tool should be used in a participatory way, including the core actors. This is because the process of generating the information necessary for the operation of the tool can give rise to valuable conversations and confrontations that, in themselves, are an expected result of the use of this tool.

The tool can be used at any time in the process to determine its status. However, it is advisable to do it the first time at the beginning of the initiative, to establish objectives and expectations and share them with the different actors involved. After that, its periodic use is recommended to monitor the progress of the initiative and make a self-reflective analysis of the future steps to be taken.

This tool can be used in conjunction with Tool #1 and 3, as good instruments to start planning initial actions.

Materials

- MS Excel file.



METHOD/HOW-TO GUIDE

This tool pretends to be a guide for participatory reflection on the expected impacts of the initiative. At the same time, when the data have been obtained after the participatory discussion, the data visualization system includes a guide about the user's reflection, showing the data in an easy and accessible way.

What do you need? How to prepare for it?

To use this tool, it is necessary to have access to a computer, tablet, or phone that has the Office package installed. The Excel file is a template for collecting the information obtained through the survey, and at the same time, it has incorporated a visualization system. The first tab is used to enter the information, while the following is created automatically, allowing the data to be viewed. The data collection process must be done outside the Excel program, using the annexed format for the survey.

Excel Structure

This tool is made up of three tabs, named: data entry - initiative design, data entry - societal challenges, and dashboard. The first tab seeks to analyse what the initiative objectives are, and the specific products expected from the activities, as well as their progress status, so that they can be compared with what was projected. The tab dedicated to social challenges allows an analysis of the social challenges to which the initiative intends to contribute to its innovation. The dashboard tab provides a graphical visualization of the data inserted previously.

Data Entry

It is suggested to obtain the information required through a participatory workshop with team members and the closest parties. The more participatory the collection of information is, the more useful the tool will be since the sharing of objectives and goals is one of its expected results.

When opening the Excel file, the user will find three tabs; in the first two, with the description "Data entry", the data must be entered for the analysis of the estimated external impacts of the initiative.

Once positioned on the "Initiative design" tab, the user will find a matrix divided into three columns. The first column 'Outputs' is a space to describe the immediate results obtained from the innovation produced; In the second column 'Results' it is necessary to describe the objectives of the innovation, which are expected to be obtained from the above-mentioned products; in the last column 'Status', the user should assign a percentage value that exemplifies the progress status of each of the objectives, taking into account the criteria displayed on the upper side of the column.

Once positioned in the "Societal challenges" tab, the user will find a matrix divided into seven columns, which serve to guide reasoning.

Data entry table - Project design		
Outputs	Outcomes	Status
<i>Describe the products that are obtained from the innovation produced</i>	<i>Describe the outcome of the innovation. What is expected to be obtained from products.</i>	0-20% <i>Initial phase</i> 20-40% <i>Start activities</i> 40-60% <i>Execution of activities</i> 60-80% <i>Ending of activities</i>
Outputs 1	Outcome 1	30
Outputs 2	Outcome 2	40
Outputs 3	Outcome 3	55
Outputs 4	Outcome 4	21
Outputs 5	Outcome 5	36
Outputs 6	Outcome 6	74

Illustration 1. Screenshot of the tab "Data entry - Initiative design".

Societal Challenges

A predetermined list of some of the social challenges that exist today. There is also a space at the end of the pre-established list where, in case it is considered necessary, the user can add more challenges.

Extent of Expected Contribution

The user must include a numerical assessment that represents the level of contribution that the initiative hopes to make to the related social challenge.

Assessment must be made according to the criteria displayed on the upper side of the column. For example: Our initiative is based on reforestation, therefore, my initiative will make an expected contribution to high climate change.

Actors Involved/Required

Space where the user must reflect on those actors that are necessary for the concrete realization of the expected contribution. Identified actors should be written in this column.

For example: *To contribute to climate change, livestock producers and the country's Ministry of Environment are required and should be involved.*

Changes Expected by the Actors to Achieve the Expected Impacts

Once the necessary actors have been identified to achieve the expected contribution, the user must reflect on which are the concrete changes that must occur in the actor so that the expected contribution can be achieved. The actors that were identified as necessary can change attitudes, behaviours, or, on the other hand, acquire knowledge and/or capacity.

For example: *For our initiative to contribute to climate change, it is required that producers change their attitude towards conservation, learn about its importance, and apply specific practices. It is also necessary for the Ministry of Environment to implement bonuses for forest conservation.*

Status

A value from 1 to 100 that exemplifies the progress status of the necessary changes in the actors.

Strategy

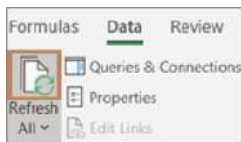
Reflect and write what strategy to be put into practice to increase the percentage marked in the previous column. The proposed strategy must be based on three key aspects of planning: What are you going to do? How will it get done? When are you going to do it?



EXPECTED RESULTS

The main result of this tool is participatory reflection. Therefore, having filled in the tables with the information agreed between the various actors involved in the initiative is the main result of this tool. The monitoring component is generated once this exercise is performed periodically, and the results obtained are compared by analysing the deviations.

Once the values have been inserted into the 'External actors' and 'Internal actors' tab, the user can view the results through a dashboard where the values inserted about the status are displayed.



If the results are not displayed automatically, it will be necessary to refresh the data (Select Data > Refresh All)

Dashboard

Once the required data have been inserted, the user must go to the "External impact results" tab to view the results obtained. In the first graph, you can visually see the status of the initiative's objectives, categorized by their level of progress. The second graph is like the first, except that it refers to the social challenges to which the initiative hopes to contribute. In this visualization, the results of both graphics are interpreted according to a colour scale from red to green, where red is the lower value, meaning that the status is undeveloped, and green is the higher value, meaning positive progress.

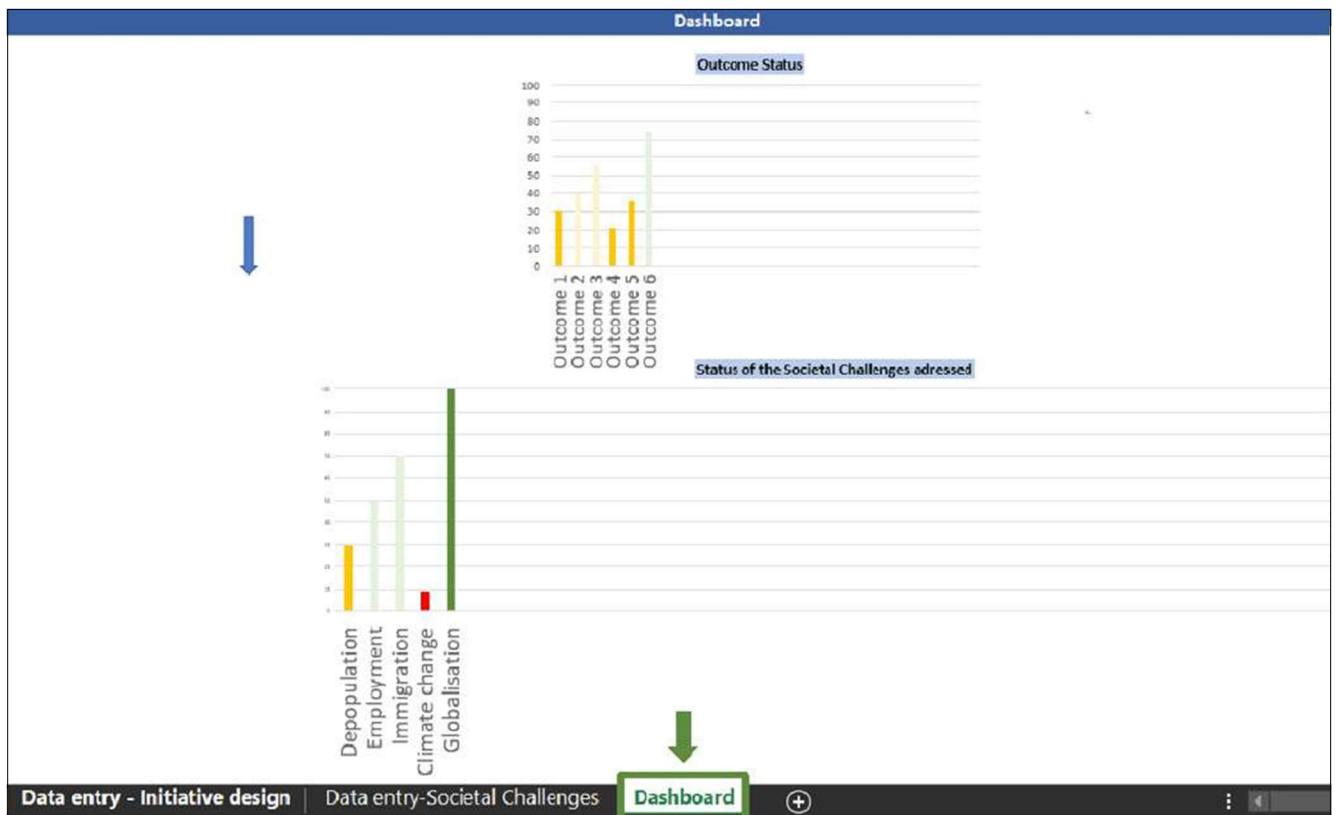


Illustration 2. Screenshot of the tab "Data entry - Societal challenges" showing the colour code visualization.

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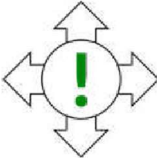







Twitter: [LIAISON2020](https://twitter.com/LIAISON2020)



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Evaluation & Impact Assessment

RAINBOW DIAGRAM

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING</p>
<p>When to Implement</p> 	<p>To be used iteratively throughout the project/initiative to assess and improve network membership and collaborative relationships.</p>
<p>Group Size</p> 	<p>Small to large multi-actor group.</p>
<p>Level of Technical Difficulty</p> 	<p>Basic Microsoft Word skills required if that option is selected.</p>
<p>Time Needed</p> 	<p>1-2 hrs each time the evaluation is done (depending on group size & extent of discussion needed internally or/and with stakeholders). The interpretation and may take another 1-2 hrs or more.</p>
<p>Resources Required</p> 	<p>Requires basic materials. Can be conducted physically with internal/external participants in a room or online. The online option implies filling the Microsoft Word Tool (see template). At least one facilitator is required.</p>
<p>Clustering with Other Tools</p> 	<p>Tools # 1, 2.</p>



PURPOSE, BACKGROUND & LOGIC



The Tool can be used multiple times, e.g. at the periods 'A', 'B' and 'C'. This evaluation can be done in quasi real time, but also in an ex-post manner. An ex-post assessment means that the evaluator will reconstruct the network as it was at the period of interest.

The above figure represents the Rainbow Diagram and refers to nine categories: mostly affecting, moderately affecting, least affecting; mostly affected, moderately affected, least affected; and both affecting and affected in a little ('least'), moderate or important ('most') manner.

Purpose

This tool is used to:

- Identify crucial actors that shape the network and/or boost the innovation according to the extent to which they affect and/or are affected by the innovation process
- Identify actors that negatively affect the actors and/or undermine the innovation according to the extent to which they affect and/or are affected by the innovation process
- Monitor the role of actors according to the extent to which they affect and/or are affected by the innovation process.

Background and Logic

The Word Rainbow diagram Tool aims to support practitioners in evaluating project-based interactive innovations.

The objective of making a Rainbow diagram is to characterize and classify stakeholders according to the degree they affect or are affected by the interactive innovation project.

The analysis can be made at one point of time only, or at 2 or 3 consecutive periods of time. We recommend the latter as it allows us to see the evolution of the network of actors over time.

The best case scenario is generally when the different stakeholders are mostly affected and/or affecting, depending on the context. This also depends on the strategy that was developed. It may be deliberate not to have some actors affecting the project too much.

In terms of data source, two options are possible:

- The evaluator makes its own estimation;
- The evaluator involves key actors to estimate the level of Influence and Interest/Power of stakeholders.

The choice between the two above options should be based on three criteria: (1) time investment, (2) financial and human resources, and (3) the degree of knowledge of the auditor and other actors on the level of Influence and Interest/Power of stakeholders.

Materials

- Flipchart paper
- Sticky notes
- Thick dark markers



METHOD/HOW-TO GUIDE

Step 1

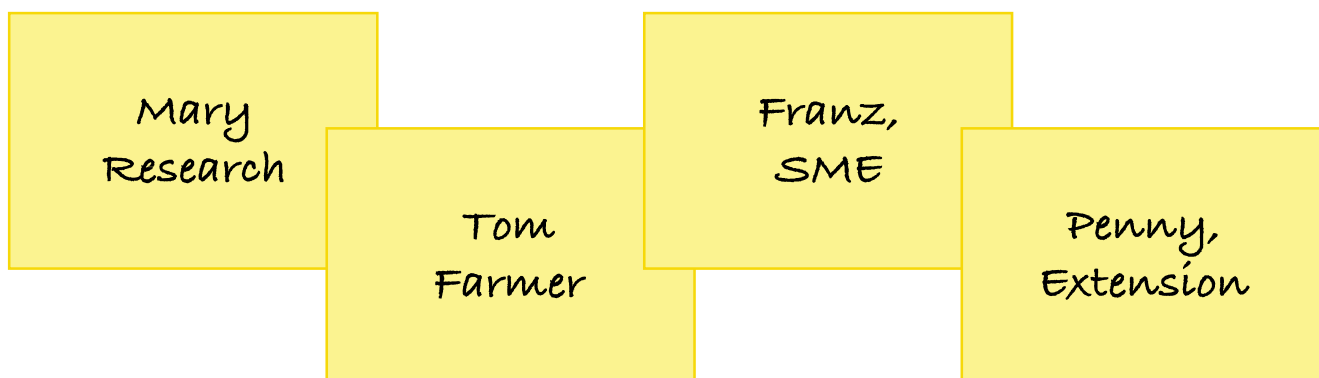
- In case a workshop is conducted, explain the purpose, logic and background of the exercise.
- Ask participants to write their name and an 'actor identifier' on a sticky note (either physically in an in-person meeting or virtually, using an appropriate platform such as Klaxoon, Mural, Pinup etc.)
- Actor identifiers depend on the orientation of the multi-actor project. For example, in a Horizon 2020 Thematic Network, the actor identifiers may include research, education, SME and extension. The diversity of actors (and their actor identifiers) are typically cited in funding applications, as a credential of the project's multi-actor approach. The group can be reminded of the importance of including different actor categories, and asked to reflect on the actor category they are representing in the group/network/project
- It is important to explain to the group that some actors may have other/several actor identifiers. Ask them to reflect on the particular role/s they will/ have in the project in choosing their actor identifiers. They may choose more than one identifier, but it is important for actors to represent the actor category/ies they are representing in the project/ assigned in a grant agreement, where relevant.

Step 2

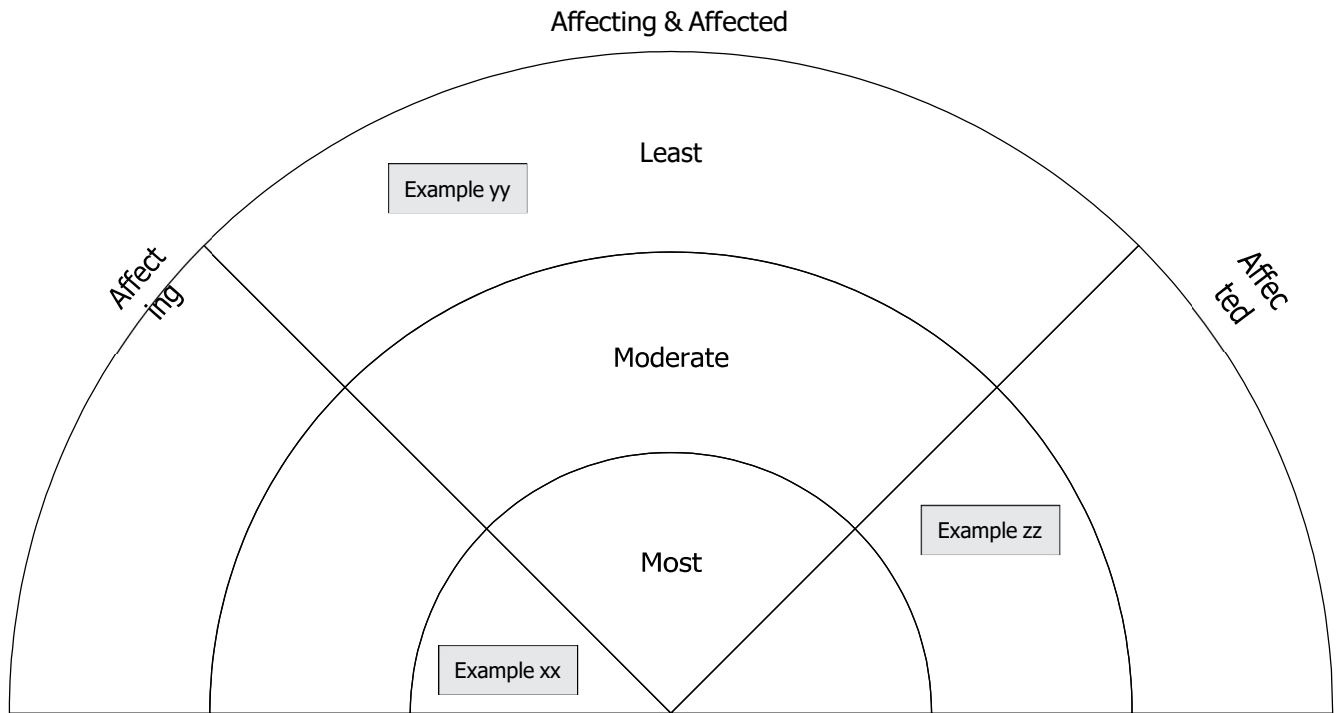
Depending on whether the evaluator wished to involve stakeholders or not, the exercise may be participatory or not. Should it be participatory (recommended), all stakeholders should reflect on the position of the different actors within the diagram and a collective agreement is to be found.

The actors' name should be written/specified on separate sticky notes and placed within the diagram, depending on the extent to which they affect and/or are affected. In the appendix is an example where actors ('AT1, AT2, etc.') are placed within the matrix.

The Tool attached to this guide is available in a Word A4 but also A3 format, depending on the needs; the evaluator can create text areas (click on Insert, create text area) in which the actor's full name or acronym is specified. Another possibility is simply to print the empty diagram, and fill it manually. Finally, the diagram can be drawn on a poster, which would be particularly appropriate in a workshop setting.

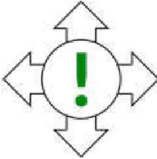






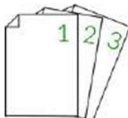


Appendix



Evaluation & Impact Assessment

PERSONAS: UNDERSTANDING OUR STAKEHOLDERS

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING</p>
<p>When to Implement</p> 	<p>Crucial at project development stage and used iteratively throughout the interactive innovation process.</p>
<p>Group Size</p> 	<p>Small groups or large consortia.</p>
<p>Level of Technical Difficulty</p> 	<p>Non-expert users, no technical knowledge required.</p>
<p>Time Needed</p> 	<p>30 mins-2 hrs mins (depending on group size & extent of discussion). At least one facilitator is required.</p>
<p>Resources Required</p> 	<p>Requires basic materials, although professional graphic design of personas is optional. Can be conducted physically with participants in a room or on an online platform such as Klaxoon, Pinup, or Mural.</p>
<p>Clustering with Other Tools</p> 	<p>Tools #1, 5, 19, 20, 26, 27, 28.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: Photo by Judith Prins on Unsplash

Purpose

This tool is used to:

- Sensitise actors involved in interactive innovation projects to the circumstances, challenges, innovation needs etc. of their stakeholders.
- To profile the whole range of stakeholders, and to understand their different circumstances/needs etc.
- To provide a tool to continuously revisit (throughout the interactive innovation process how well the project is responding to the realities, circumstances, needs etc. of stakeholders

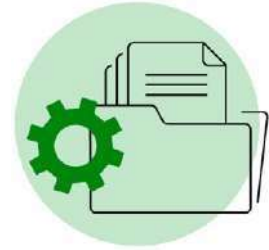
Background and Logic

Multi-actor projects involve diverse actors who are directly involved in interactive innovation (and can represent different actor types in the process). However, not everyone can be directly involved in multi-actor projects, and projects (particularly publicly funded projects) need to be constantly mindful of their stakeholders. What is the full range of stakeholders? What are their circumstances, innovation challenges & needs? Profiling the range of stakeholders, using a persona template to bring them 'to life' sensitises actors involved in projects to stakeholder cohorts they are innovating for. As actors gain more insights to stakeholder circumstances, needs etc., over the lifetime of a project, personas can be modified and their range diversified. Personas can be revisited in interactive innovation processes, to support actors' attentiveness to their circumstances and needs etc. It is important that stakeholder profiling exercises take into account gender and diversity issues in how stakeholders are identified and profiled.

This tool can be used in conjunction with Tool #5 (needs register) and other tools that map stakeholders, e.g. Tools # 1, 26, 27, 28. The Tool to appraise gender and diversity (Tool #20) is important to ensure balance in how personas are selected and developed.

Materials

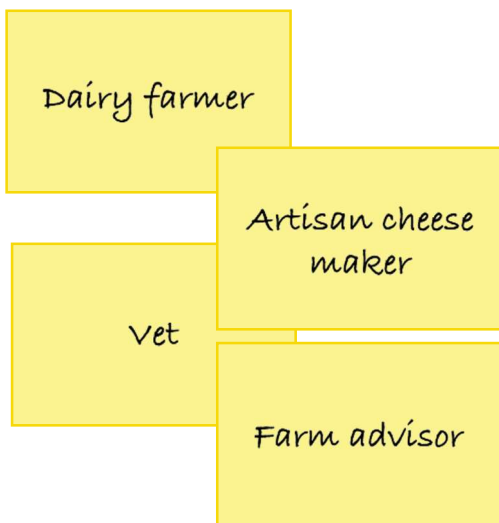
- Flip chart paper
- Thick dark markers
- Online persona generator (e.g. Mural) - optional.



METHOD/HOW-TO GUIDE

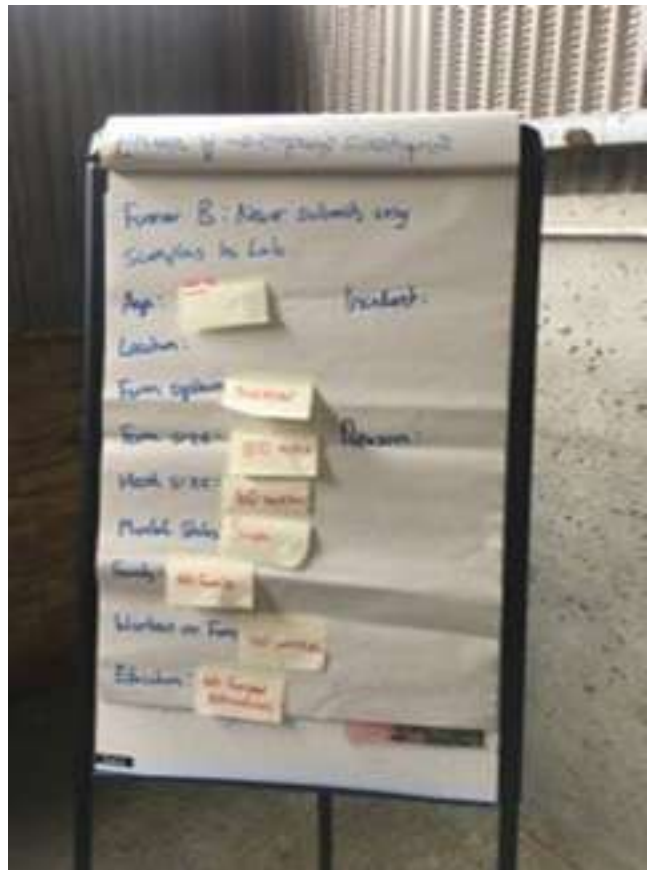
Step 1: Brainstorming Stakeholders

- Explain the purpose, logic and background of the exercise.
- Ask participants to brainstorm the stakeholders/end-users who will use innovations/knowledge generated by the project.
- 'Who will use our new innovations & knowledge in wider society?'



Step 2: Persona Template

- Participants can use flip chart paper to create the personas, using pre-defined headings/questions as well as any other headings/questions participants wish to add.
- It should take no longer than 20 mins to develop a single persona. Participants should be encouraged to work quickly, providing 'gut instinct' insights. Several personas may be developed per stakeholder type, to reflect diversity within types.
- An example of possible headings/questions, which can be customized to the project/stakeholder type, is as follows:



Step 2: Develop Personas

- For each of the stakeholder types identified, develop a persona or two or more personas (taking into account sub-types of stakeholders and gender, it may be appropriate to develop more than one persona per stakeholder category).
- If there are many stakeholder types identified, ask participants to work in pairs/small groups to develop the personas.
- It may be appropriate to ask participants who are particularly familiar with particular stakeholder types to develop personas for those types.
- The initial questions to lead participants to create a persona should focus directly on bringing the persona 'to life'. These are questions such as:
 - » What is his/her name?
 - » Age?
 - » Location/address
 - » What kind of house do they live in?
 - » Family members?

Step 2: Completed Persona Template Example

The data entered on the flip chart paper can be transferred to an editable template.



Image source: BovINE

Step 3: Use the Personas to Sensitise Participants to Stakeholders








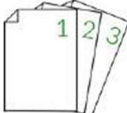
Throughout the interactive innovation process, participants must be facilitated to be mindful of stakeholders and to focus the process on the needs/challenges etc. of stakeholders. Personas can be introduced as a tool to remind participants of the circumstances, innovation needs & challenges etc. of project stakeholders; and as a tool for appraising how well the interactive innovation process is responding to the needs of stakeholders.

- As new developments in the interactive innovation process take place, the personas can be used as a tool to assess how the developments respond to the needs/challenges etc. of each stakeholder type.
- As new insights emerge in relation to stakeholders' needs/challenges etc. relevant to the interactive innovation process, they can be added to the data contained in the personas. The updated personas more accurately portray the needs/challenges etc. of stakeholders. Project actors use the updated personas to better attune the interactive innovation process to the needs/challenges etc. of stakeholders.



Evaluation & Impact Assessment

IMPACT STORIES

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTERROGATING CREATING ADDRESSING APPLYING</p>
<p>When to Implement</p> 	<p>After an actor/stakeholder has engaged with a project or part of a project to assess the impact of the project where that actor is concerned.</p>
<p>Group Size</p> 	<p>One to one</p>
<p>Level of Technical Difficulty</p> 	<p>No technical expertise required.</p>
<p>Time Needed</p> 	<p>30 minutes-2 hours (depending on length of story).</p>
<p>Resources Required</p> 	<p>Optional transcription of the impact story.</p>
<p>Clustering with Other Tools</p> 	<p>Tools # 5, 6, 11, 14.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: Teagasc

Purpose

This tool is used to:

- Understand the experiences of an actor/stakeholder with a project/initiative, identifying impacts of the project/initiative and their subjective evaluations of the project/initiative.
- Understand the actor's/stakeholder's experiences, pinpointing events where the project/initiative had impact/s and eliciting a detailed description of these.
- Understand the experiences and learnings that give rise to impact.
- Assess the extent to which the actor's/stakeholder's experiences match with what the project/initiative envisaged and intended, pinpointing particular events and experiences.

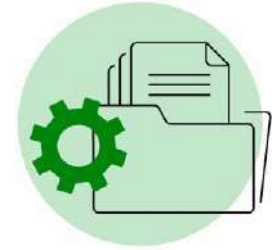
Background and Logic

Tools such as Tool #11 (causes and effects) and Tools #5 and #6 (needs and motivations registers) generate hypotheses and collect information about intended impacts of a project/initiative and what actors/stakeholders want from a project/initiative. These are very important planning tools in making reflexive, evidence-based decisions that are attuned to different actors' & stakeholders' needs & motivations in real-life circumstances. However, as the project/initiative progresses and/or matures to completion what were participants' experiences in practice?

This tool is similar to Tool# 14, but takes a more in-depth approach. Instead of presenting the story of impact in a concise storyboard format, this tool elicits a detailed narrative about an actor's/stakeholder's experiences. This tool is inspired by the 'performance story' approach ([Vanclay, 2012](#)). The method of eliciting the narrative/story draws from [Wengraf \(2008\)](#).

Materials:

- Audio recording device for transcription of the narrative to text format.
- Appropriate procedures for compliance with the General Data Protection Regulation ([GDPR](#)).



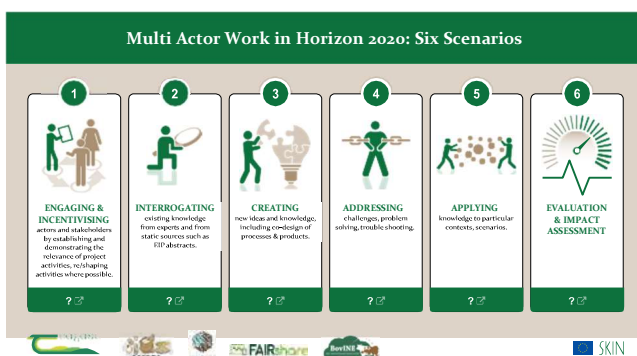
METHOD/HOW-TO GUIDE

Step 1: Preparation

Explain the purpose, logic and background of the tool.

Step 2: Facilitator preparation¹

- The facilitator acts in an interviewer role. An open ended approach is taken, inviting the actor/stakeholder to tell their story. No question list of pre-prepared questions is used. The role of the facilitator is to listen and, if necessary, limit questions only to asking more detail about what the actor/stakeholder has told them.
- It may be the case that a key planned impact does not arise in the story and if so, this is likely to indicate that the impact did not occur or lacked significance. In such a way, what is absent from the story can be as important as what is in the story.
- The facilitator should prepare him/herself, where relevant, with a list of the key events/impacts planned by the project/initiative for the actor/stakeholder so that s/he can be attentive to how these are (or are not) portrayed in the story.
- Considering that the story is about interactive innovation, the facilitator should also be attentive to the various multi-actor scenarios – what were the actor's/stakeholder's experiences of these important scenarios in interactive innovation?



Multi-Actor toolbox - online, interactive version (with links to practical tools) available [here](#).

¹ This approach is inspired by the Biographic Narrative Interpretive Method (BNIM) [Wengraf \(2008\)](#)

- The most important prompt questions to elicit a story type narrative for populating the storyboard are:
 - » Can you tell me the story of your experiences of (project/initiative), all the experiences and events that are important to you personally. Start from the beginning.
 - » The facilitator (who is acting in a role similar to that of an interviewer) can ask for more detail on the story, such as:
 - Can you tell me more about how all that happened?
 - Do you remember anything more about that particular moment/time?









Step 3: Use of the Story/Narrative to assess/evaluate the project/initiative

- The story portrays participant/s experiences of the project/initiative, telling the story of all impacts as experienced by the participant/s. It provides evidence of the more immeasurable, experiential and unintended as well as intended impact/s of the project/initiative.
- Processes of interactive innovation, such as the key scenarios of multi-actor work, are qualitatively described.
- Whether the intended impacts of the project were experienced by the participant/s (and how significant they were) can be assessed.
- Stories portraying different actors' experiences of the project/initiative can be used to assess varying impacts of the project/initiative among actor types.



Evaluation & Impact Assessment

SATISFACTION SURVEY

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTERROGATING CREATING ADDRESSING APPLYING</p>
<p>When to Implement</p> 	<p>Useful during all stages of the initiative and iteratively throughout the project.</p>
<p>Group Size</p> 	<p>Any size. If the number of actors involved in the survey is high the tools would be more useful.</p>
<p>Level of Technical Difficulty</p> 	<p>No technical skills required.</p>
<p>Time Needed</p> 	<p>Depends on the amount of actors involved in the survey.</p>
<p>Resources Required</p> 	<p>Access to a computer, tablet or phone that has the MS Office package installed.</p>
<p>Clustering with Other Tools</p> 	<p>Tools #2.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: [Roman Synkevych on Unsplash](#)

Purpose

The tool is useful to determine simply the level of satisfaction of the actors who belong to an initiative. In addition, it allows the visual and intuitive analysis of the answers for future decision-making.

Background and Logic

For innovation initiatives that carry out an interactive process, it is essential to establish and maintain relationships with different types of actors. A good connection between the parties facilitates the exchange of knowledge and, consequently, the possibility of creating the desired interaction. The actors can be internal or external to the initiative and are differentiated by their role in it: an internal actor is a member of the initiative or, in that case, an associate to it constantly throughout the entire innovation process and that generally has a formal link; an external actor is not formally involved in the initiative, but they know about it and can influence it.

The satisfaction of the internal or external actors of an initiative is key to its sustainability over time. A healthy and communicative relationship between them can improve the results of the initiative and facilitate its dissemination. The satisfaction of an actor is determined by different aspects that are synonymous with trust, both in the initiative and between the different actors. This tool can be used in conjunction with Tool #4, which can provide a deeper understanding of the satisfaction level of the actors.

Target group This tool is designed for initiatives that want to know how the status of the relationship between actors and the initiative is. The tool should be used by initiative coordinators who should manage the survey process, and all relevant actors, internal or external to the initiative, should be involved. The information would be useful for decision making.

This tool is useful during all stages of the initiative, although mostly in the execution stage, where the satisfaction of the actors is crucial for the development of the activities. If updated periodically, the tool can generate information on deviations throughout the initiative, allowing one to detect the evolution of the network and actors relations throughout the initiative.

Materials

- MS Excel file
- Annex 1 - External Actors Survey
- Annex 2 - External Actors Survey.



METHOD/HOW-TO GUIDE

This tool uses data visualization techniques that guide the user’s reflection, showing the data in an easy and accessible way. Allows for simple analysis of results, facilitating interpretation and decision making.

What do you need? How to prepare for it?

To use this tool, it is necessary to have access to a computer, tablet, or phone that has the Office package installed. The Excel file is a template for collecting the information obtained through the survey, and at the same time, it has incorporated a visualization system. The first tab is used to enter the information, while the next is created automatically, allowing the data to be viewed. The data collection process must be performed outside of the Excel program, using the annexed format for the survey.

Tool Logic

This tool is made up of two important steps:

Survey Application: using the format in Annex 1 and Annex 2, the user must disseminate the survey to as many actors as possible. It is a quick survey, but it can provide a lot of information on satisfaction. The two available surveys are targeted differently depending on the type of actor: one to external actors, all those actors that are related to the initiative but not part of the managing group; the other is more appropriate to actors actively involved in decision making and deeply involved in the activities. The survey can be carried out anonymously if the initiative considers that the no anonymization would affect the results.

Analysis of Results: The Excel file would be the template for analysing the information obtained. There are two different data entry tables for each of the surveys, identifiable by the tab title. The user will enter the answers in the associated table and the columns dedicated to each actor.

Excel Structure

This tool is made up of three tabs, named: *data entry - external actors*, *data entry - internal actors*, and *dashboard*. The first tab is used to insert the data related to the survey of external actors (Annex 1), while the second is used to insert the data of the survey of internal actors to the initiative (Annex 2). The last tab is a dashboard format that is generated automatically and allows viewing the results in a summarized and general way.

Data Entry

Once positioned in the tab associated with the survey applied, the user will find a matrix where the first column “Item” represents statements about important aspects to monitor the satisfaction of the actors with the initiative, which are also part of the survey in the annexes.

The other columns of the table are dedicated to the systematization of the values obtained by applying the survey to the actors. The coding process of the answers needs to be done following the legend displayed on the upper side of the table.

The tool is designed for 25 actors, if it is necessary to increase the number of actors surveyed, more columns can be created with the excel option ‘insert column’.

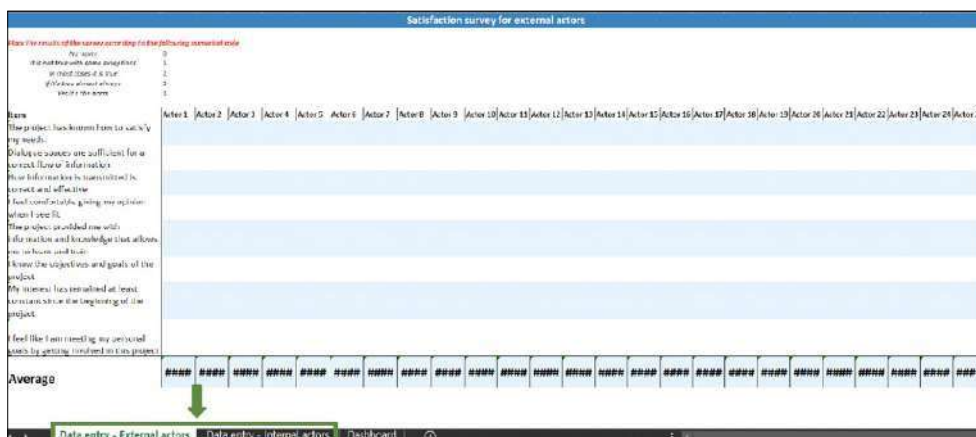


Illustration 1. Screenshot of the “Data entry - External actors” tab.

EXPECTED RESULTS



Satisfaction survey for external actors

How far results of the survey meeting in the following numerical scale

	Actor 1	Actor 2	Actor 3	Actor 4	Actor 5	Actor 6	Actor 7	Actor 8	Actor 9	Actor 10	Actor 11	Actor 12	Actor 13	Actor 14	Actor 15	Actor 16	Actor 17	Actor 18	Actor 19	Actor 20	Actor 21	Actor 22	Actor 23	Actor 24	Actor 25
the project has given him to satisfy his needs:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Biologic values are sufficient for a correct choice of materials:	4	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
How information transmitted is correct and effective:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
feel comfortable giving my services when needed:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
the project provided me with information and knowledge that allows me to learn and learn:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
know the objectives and goals of the project:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
My interest has remained at least constant since the beginning of the project:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
feel like I am meeting my personal goals by getting involved in this project:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Average	3,1	2,6	3,5	2,3	2,6	2,6	3,1	2,3	0,9	2,3	3,1	2,6	3,1	1,6	3,0	1,4	2,5	2,8	3,8	2,3	2,4	2,6	2,4	2,4	1,5

Illustration 2. Screenshot of the tab "Data entry - External actors" showing the colour code visualization.

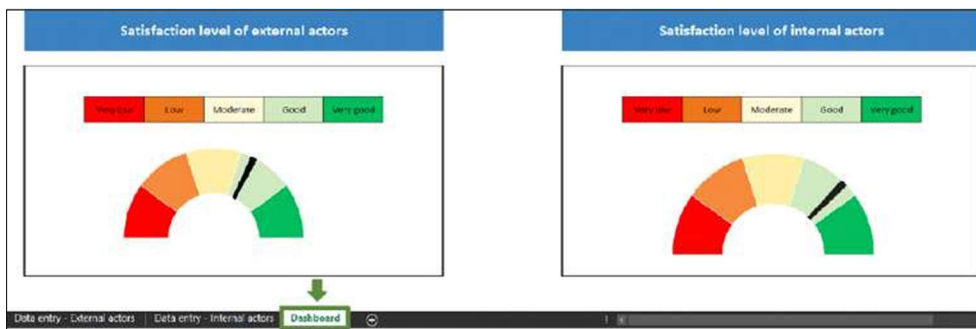
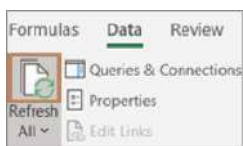


Illustration 3. Screenshot of the tab "Dashboard" showing the visualization of the level graph.

Once the values have been inserted into the 'External actors' and 'Internal actors' tabs, the user can analyse the results in two different ways: the colour code in the same data entry tables and/or the level graphs automatically generated in the dashboard tab.



If the results are not displayed automatically, it will be necessary to refresh the data (Select Data > Refresh All)

Level Graph

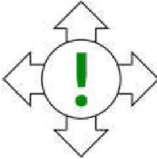







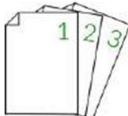
In the dashboard tab, two-level graphs are displayed. Through that, the general status of the results and averaging values can be seen. The graph uses the same colour code as the previous visualizations.

Colour Code

In the two tabs "External Actors" and "Internal Actors", when the data are inserted, the boxes will change colour depending on the value assigned to each item, showing the results visually. This is so that a detailed or general visualization of all aspects and all actors can be made. The topics are organized in a matrix format, where both actors and variables are interrelated. For a more in-depth analysis, the answers of a particular actor can be visually evaluated by analysing the matrix vertically; to make a general consideration about the variables throughout the actors, the matrix can be analysed horizontally. In this visualization, the results are interpreted according to a colour scale from red to green, where red is the lower value, meaning a negative response from the actor, and green is the higher value, meaning a positive response. The last row represents the average of the answers from the corresponding actors.



Evaluation & Impact Assessment
**ECONOMIC PERFORMANCE
EVALUATION**

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING</p>  <p>EVALUATION & IMPACT ASSESSMENT</p>
<p>When to Implement</p> 	<p>At any stage of the project.</p>
<p>Group Size</p> 	<p>Any.</p>
<p>Level of Technical Difficulty</p> 	<p>High, advanced quantitative and IT skills needed.</p>
<p>Time Needed</p> 	<p>Depends on the project size and data volume.</p>
<p>Resources Required</p> 	<p>PC and software access, data collection costs if not available.</p>
<p>Clustering with Other Tools</p> 	<p>Tools # 34, 36, 37.</p>



PURPOSE, BACKGROUND & LOGIC

Purpose

The economic tools are used to:

- Assess the economic performance of the projects
- Monitor expenditure of the project
- Attract potential innovation investors.

Background and Logic

The evaluation of economic aspects of the project implementation has a special place in the donor agendas. Many programmes, especially those administered by the European Union, focus on spending funds allocated to achieving different objectives and priorities. There is a great interest in various economic aspects of the programmes' performance, which can be measured in many ways. Economic indicators are commonly acknowledged in the business practice and thus sought after by potential investors interested in the exploitation of the innovation projects' results. Some of the most popular approaches include:

Cost-Benefit Analysis (CBA)

This is a systematic approach focusing on the estimation of the strengths and weaknesses of alternatives to enable most benefits from the investments. It consists of determined options, which provide the best approach to achieving benefits while preserving savings. A step-by-step approach and mathematical formula are used to assess CBA, which can be also modified in a given project context. Computations involve discount rate and sensitivity analysis, among others. For whom would this approach be helpful and suitable? Which questions would a user ask when using this CBA?

Return on Investment (ROI)

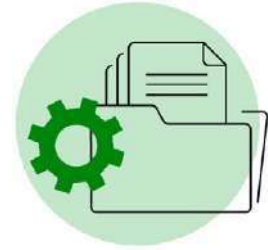
This is a popular and rather simple performance metric applied for evaluation of the efficiency of an investment. Comparing the efficiency of a number of different investments can be also enabled with a dedicated formula. The calculation of ROI involves dividing the benefit (or return) of an investment by the cost of the investment. The ratio or percentage are used to describe the result.

Cost-Effectiveness Analysis (CEA)

This approach compares relative costs and outcomes (effects) of different courses of action. Unlike the CBA, in this method monetization is not necessary, thus it can be useful for evaluations in the public goods domains. CEA is most suitable, where cost-benefit analysis is constrained by the difficulty to estimate monetary value of benefits. Moreover, if incommensurability of assessed alternatives occurs, computations of ratio can be used. This method is particularly useful for the social and environmental outputs of a project because they can be ranked. Cost-Utility Analysis (CUA): this approach examines the preference of individuals in the context of multiple choices (different projects and interventions in the same area). Computations typically focus on the various cost types, e.g., personnel, facilities, equipment. The ingredients of a project need to be clearly distinguished as well as causality in the intervention logic.

Social Return on Investment (SROI)

Social, environmental, economic and other values are systematically incorporated into decision-making processes. SROI can be used for designing a Theory of Change or Business Plan. It is also applicable for assessing to what extent the impacts are realized or changes need to occur within the intervention logic. SROI is particularly useful for measuring non-monetary effects from the investment. Actors' perspectives are strongly encouraged as a way to determine the success/failure of the interventions. The approach often combines quantitative and participatory approaches to evaluation



METHOD/HOW-TO GUIDE

Cost-Benefit Analysis (CBA)

1. Identify costs of the investment / project
2. Assign monetary values to the investment (e.g. human resources, training)
3. Assign monetary value to the benefits (positive results of the project)
4. Compare costs and benefits using common metric
5. Calculate discount rate, net present value and sensitivity
 - » **Net Present Value (NPV)** = Σ Present Value of Future Benefits – Σ Present Value of Future Costs
 - » **Benefit-Cost Ratio** = Σ Present Value of Future Benefits / Σ Present Value of Future Costs

$$NPV = \text{value} / (1 + r)^t$$

"r" is the discount rate such as the rate of inflation

"t" is the service life of the project, that is, the period the project will provide benefits (e.g., year)

Cost-Effectiveness Analysis (CEA)

1. Express costs in a common monetary value (££) and the effectiveness of an option in terms of physical units
2. Because the two are incommensurable, they cannot be added or subtracted to obtain a single criterion measure
3. Compute the ratio of costs to effectiveness in the following ways:
 - CE ratio = C1/E1**
 - EC ratio = E1/C1**
 - where:
 - C1 = the cost of option 1 (in £)
 - E1 = the effectiveness of option 1 (in physical units)

Cost-Utility Analysis (CUA)

In order to assess the attribute utility you can do the following:

1. Proportional scoring: Use a common scale (eg. x/y axes) to assess
2. Direct method: Low or high value can be assessed on a numerical scale (eg. 0 for low and 100 for high)
3. Variable probability method: Stakeholders assess their preferences for varying amounts of a range of probabilities

Then assess the importance of weights:

1. Direct method: Individuals allocate a total (e.g. 100) of points among attributes according to their relative importance
2. Variable probability method: Individuals choose between two options when there is a 100% chance of A occurring and a 0% chance of B occurring; the probabilities are changed until there is no difference between whether they choose option A or B.

Return on Investment (ROI)

Option 1: ROI = (Net return on investment / Cost of investment) x 100%.

Option 1: ROI = (Final value of investment – Initial value of investment) / (Cost of investment) x 100%.

Social Return on Investment (SROI)










Establishing SROI is a rather complex task and often involves participatory process and data collection. The stages of SROI process can be grouped as follows:

1. Identification of the scope for the analysis
2. Identification of the relevant stakeholders
3. Mapping of the project outcomes
4. Providing evidence for the outcomes and assigning their values
5. Establishing the impact: (a) financial value of the investment and (b) value of social costs and benefits, supported with the calculations of the net present value and sensitivity analysis.



Evaluation & Impact Assessment

**SCIENTOMETRICS, PATENTS
AND SPIN-OFFS**

<p>MAA Scenario</p> 	 
<p>When to Implement</p> 	<p>Interim and ex-post.</p>
<p>Group Size</p> 	<p>Any.</p>
<p>Level of Technical Difficulty</p> 	<p>High, advanced quantitative and IT skills needed.</p>
<p>Time Needed</p> 	<p>Depends on the project size and data volume.</p>
<p>Resources Required</p> 	<p>PC and software access, data collection costs if not available.</p>
<p>Clustering with Other Tools</p> 	<p>Tool # 34, 35, 36.</p>



PURPOSE, BACKGROUND & LOGIC

Purpose

Scientometrics, patents and spinoffs are used to:

- Assess the scientific performance of the projects
- Identify innovation outputs
- Support academic rankings and scientific careers.

Background and Logic

This evaluation field is particularly focused on measuring scientific performance. Evaluation methods rely on qualitative, quantitative and computational (using advanced computer aid) approaches. In quantitative terms, most attention is paid to data collection, which depicts the impacts of scientific publications. Common Scientometric indicators include:

Impact Factor (IF)

The impact factor (IF) or journal impact factor (JIF) of an academic journal enables measurement with yearly average number of citations in relation with the recently published articles in a given scientific journal. This factor helps to estimate the relative importance of the scientific outputs. This measurement could be applied for the assessment of results of agricultural innovation projects, where scientific actors are directly involved in co-creation for innovation. This indicator helps with the comparison of performances between projects, organisations, individual researchers and science fields.

Science Citation Index (SCI)

This is a trademarked index owned by Clarivate Analytics. It was originally developed by the Institute of Scientific Information in 1964. A large number of journals is covered throughout dozens of disciplines. The reference journals are the world leaders in science and technology.

Author-level metrics

This is a broad category, which measures scientific performance of the individuals. Some of the popular indicators include h-index, author-level 'Eigenfaktor', 'erdős number', 'i10-index' and RG Score. Various critics are associated with these metrics, such as inaccurate influencing the scores through self-citations.

Acknowledgement Index

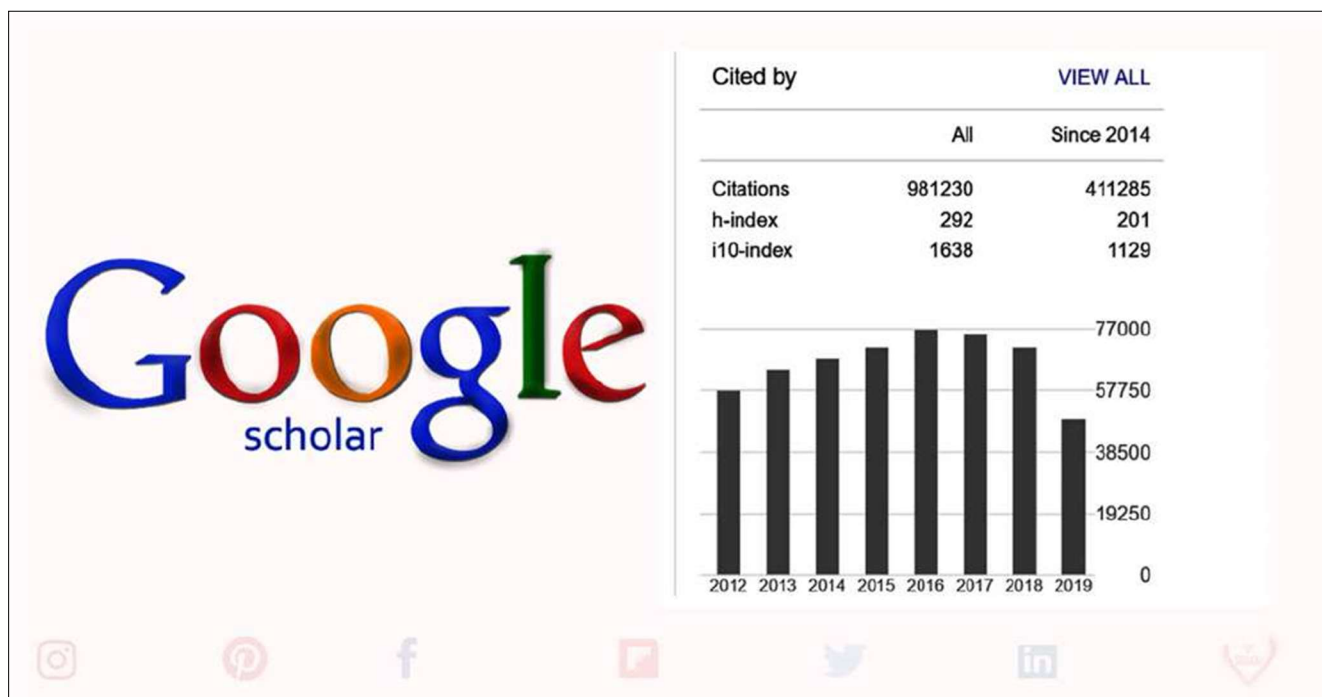
The measurement focuses on indexing and analyzing acknowledgments in the scientific literature. The index measures influence on the scientific work that are institutional and economic. Moreover, it considers the informal influences that are connected to individuals. The metric provides an analytical approach for several components. The index is supported by the automated digital library CiteSeerX. Google Scholar and Microsoft Academic Search. The library allows for automated data extraction and crawling (a bot, script, or software grabs content and links from a website), among others.

Patents

This measurement is supportive to analysis of the project outputs in terms of market expansion. Patents concern rights to use a given inventions that are legally registered and protected. An economic impact is typically associated with the patent but can be enabled or constrained due to various circumstances. Patent procedures vary between countries, even within the EC. Patents are also widely applied in the international comparative analyses of the R&I performance. At the global level, useful search engines are powered by the Google Patents and WIPO Patents (World Intellectual Property Organization).

Spin-offs

Creation of spin-offs is intended to support transformation of the technological innovations from the scientific context towards other application domains. This is a part of the exploitation process, typically oriented on further development and commercialization of the R&I outputs. Several types of spin-offs can be distinguished, e.g., companies with equity investment from a research institution, companies with a technology license from a public research entity, companies founded by a researcher affiliated with a public research institution or companies created directly by the research entity.

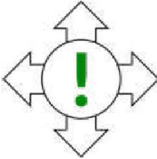




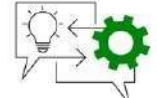


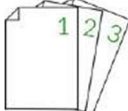


Source: www.ilovephd.com



Evaluation & Impact Assessment

ALTMERICS

<p>MAA Scenario</p> 	 
<p>When to Implement</p> 	<p>Interim and <i>ex-post</i></p>
<p>Group Size</p> 	<p>Any</p>
<p>Level of Technical Difficulty</p> 	<p>High, advanced quantitative and IT skills needed.</p>
<p>Time Needed</p> 	<p>Depends on the project size and data volume.</p>
<p>Resources Required</p> 	<p>PC and software access, data collection costs if not available.</p>
<p>Clustering with Other Tools</p> 	<p>Tool # 35, 36, 37.</p>



PURPOSE, BACKGROUND & LOGIC

Purpose

Almetrics are used to:

- Assess the performance of the projects
- Evaluate project outreach
- Assess the impact of R&I outputs.

Background and Logic

Almetrics are metrics and qualitative data that are complementary to traditional, citation-based metrics. They can include (but are not limited to) peer reviews on Faculty of 1000, citations on Wikipedia and in public policy documents, discussions on research blogs, mainstream media coverage, bookmarks on reference managers like Mendeley, and mentions on social networks such as Twitter.

(Source: www.altmetric.com).

As alternatives to the standard scientific impact measurement, they are typically quicker to obtain and not limited to the scientific arena. Almetrics highlight (in a visible way) the engagement (interactions) of science with practice. The numbers associated with the altmetrics should not be treated in a simplistic way, however, if we are interested in gaining the picture about impacts. They should be a starting point for the reflections over the qualities behind project dissemination, that ideally should be impacts enabling.

Almetrics enable the measurement of attention, dissemination, influence and impact that scientific outputs have. The following examples of altmetrics can be used:

- Mentions in the news
- Mentions in blogs
- Mentions on Twitter
- Article page views
- Article downloads
- GitHub repository watchers
- Facebook shares
- Number of interactions on social media
- References in policy documents
- Commentaries from experts and practitioners.

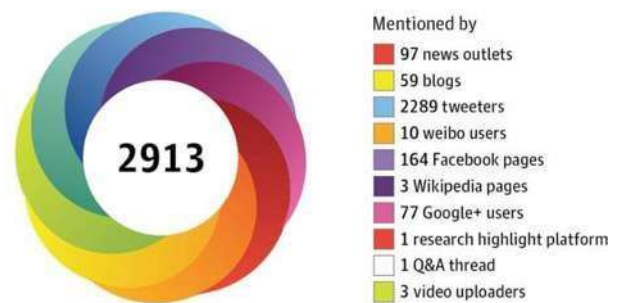










Image source: Rahimi, Forough, et al. "How Academia and Society Pay Attention to Climate Changes: A Bibliometric and Almetric Analysis." *Webology* 16.2 (2019).



Evaluation & Impact Assessment

MONITORING TOOL FOR IMPACTS

<p>MAA Scenario</p> 	 <p>ENGAGING & INCENTIVISING INTERROGATING CREATING ADDRESSING APPLYING</p>
<p>When to Implement</p> 	<p>Used at the beginning of interactive innovation, and iteratively throughout the project.</p>
<p>Group Size</p> 	<p>Any size.</p>
<p>Level of Technical Difficulty</p> 	<p>Chart interpretation and basic knowledge on project management.</p>
<p>Time Needed</p> 	<p>40 minutes approx.</p>
<p>Resources Required</p> 	<p>Access to a computer, tablet or phone that has MS Office package installed.</p>
<p>Clustering with Other Tools</p> 	<p>Tools #1, 3.</p>



PURPOSE, BACKGROUND & LOGIC



Image source: [Roman Synkevych on Unsplash](#)

Purpose

The tool is useful to set the basis for capturing the key aspects of the initiative to monitor the expected impacts. It has been designed to reflect in a participatory way on the design of the initiative and the impacts that the initiative wants to achieve. During the application of this tool, it is possible to focus beyond the first short-term results, but to plan and estimate the process required to achieve long-term impacts. The tool allows for a more in-depth analysis of the interaction with social challenges and helps to monitor them.

Background and Logic

The impacts of an innovation initiative are linked to the changes it generates and which can be directly associated with its activities. These impacts can be internal or external: they are considered external to the initiative when changes are generated in the social, environmental, or economic environment that surrounds it; on the other hand, it is considered internal when it causes a positive change in the attitudes, knowledge, or practices of the actors that are part of it.

The satisfaction of the internal or external actors of an initiative is key to its sustainability over time. A healthy and communicative relationship between them can improve the results of the initiative and facilitate its dissemination.

It is important that the expected impacts are considered during the activities of the initiative, and not only at the end. This is because they can serve as a measure to understand if expectations are being met or if, on the contrary, an adjustment in activities is required.

This tool is designed for initiatives that want to focus on the impacts and maintain them monitored during the initiative activities. The tool should be used in a participatory way, including the core actors. This is because the process of generating the information necessary for the operation of the tool can give rise to valuable conversations and confrontations that, in themselves, are an expected result of the use of this tool.

The tool can be used at any time in the process to determine its status. However, it is advisable to do it the first time at the beginning of the initiative, to establish objectives and expectations and share them with the different actors involved. After that, its periodic use is recommended to monitor the progress of the initiative and make a self-reflective analysis of the future steps to be taken.

This tool can be used in conjunction with Tool #1 and 3, as good instruments to start planning initial actions.

Materials

- MS Excel file.



METHOD/HOW-TO GUIDE

This tool pretends to be a guide for participatory reflection on the expected impacts of the initiative. At the same time, when the data have been obtained after the participatory discussion, the data visualization system includes a guide about the user's reflection, showing the data in an easy and accessible way.

What do you need?

How to prepare for it?

To use this tool, it is necessary to have access to a computer, tablet, or phone that has the Office package installed. The Excel file is a template for collecting the information obtained through the survey, and at the same time, it has incorporated a visualization system. The first tab is used to enter the information, while the following is created automatically, allowing the data to be viewed. The data collection process must be done outside the Excel program, using the annexed format for the survey.

Excel Structure

This tool is made up of three tabs, named: data entry - initiative design, data entry - societal challenges, and dashboard. The first tab seeks to analyse what the initiative objectives are, and the specific products expected from the activities, as well as their progress status, so that they can be compared with what was projected. The tab dedicated to social challenges allows an analysis of the social challenges to which the initiative intends to contribute to its innovation. The dashboard tab provides a graphical visualization of the data inserted previously.

Data Entry

It is suggested to obtain the information required through a participatory workshop with team members and the closest parties. The more participatory the collection of information is, the more useful the tool will be since the sharing of objectives and goals is one of its expected results.

When opening the Excel file, the user will find three tabs; in the first two, with the description "Data entry", the data must be entered for the analysis of the estimated external impacts of the initiative.

Once positioned on the "Initiative design" tab, the user will find a matrix divided into three columns. The first column 'Outputs' is a space to describe the immediate results obtained from the innovation produced; In the second column 'Results' it is necessary to describe the objectives of the innovation, which are expected to be obtained from the above-mentioned products; in the last column 'Status', the user should assign a percentage value that exemplifies the progress status of each of the objectives, taking into account the criteria displayed on the upper side of the column.

Once positioned in the "Societal challenges" tab, the user will find a matrix divided into seven columns, which serve to guide reasoning.

Data entry table - Project design		
Outputs	Outcomes	Status
<i>Describe the products that are obtained from the innovation produced</i>	<i>Describe the outcome of the innovation. What is expected to be obtained from products.</i>	0-20% <i>Initial phase</i> 20-40% <i>Start activities</i> 40-60% <i>Execution of activities</i> 60-80% <i>Ending of activities</i>
Outputs 1	Outcome 1	30
Outputs 2	Outcome 2	40
Outputs 3	Outcome 3	55
Outputs 4	Outcome 4	21
Outputs 5	Outcome 5	36
Outputs 6	Outcome 6	74

Illustration 1. Screenshot of the tab "Data entry - Initiative design".

Societal Challenges

A predetermined list of some of the social challenges that exist today. There is also a space at the end of the pre-established list where, in case it is considered necessary, the user can add more challenges.

Extent of Expected Contribution

The user must include a numerical assessment that represents the level of contribution that the initiative hopes to make to the related social challenge.

Assessment must be made according to the criteria displayed on the upper side of the column. For example: Our initiative is based on reforestation, therefore, my initiative will make an expected contribution to high climate change.

Actors Involved/Required

Space where the user must reflect on those actors that are necessary for the concrete realization of the expected contribution. Identified actors should be written in this column.

For example: *To contribute to climate change, livestock producers and the country's Ministry of Environment are required and should be involved.*

Changes Expected by the Actors to Achieve the Expected Impacts

Once the necessary actors have been identified to achieve the expected contribution, the user must reflect on which are the concrete changes that must occur in the actor so that the expected contribution can be achieved. The actors that were identified as necessary can change attitudes, behaviours, or, on the other hand, acquire knowledge and/or capacity.

For example: *For our initiative to contribute to climate change, it is required that producers change their attitude towards conservation, learn about its importance, and apply specific practices. It is also necessary for the Ministry of Environment to implement bonuses for forest conservation.*

Status

A value from 1 to 100 that exemplifies the progress status of the necessary changes in the actors.

Strategy

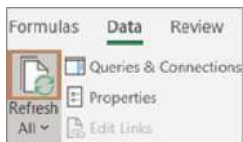
Reflect and write what strategy to be put into practice to increase the percentage marked in the previous column. The proposed strategy must be based on three key aspects of planning: What are you going to do? How will it get done? When are you going to do it?



EXPECTED RESULTS

The main result of this tool is participatory reflection. Therefore, having filled in the tables with the information agreed between the various actors involved in the initiative is the main result of this tool. The monitoring component is generated once this exercise is performed periodically, and the results obtained are compared by analysing the deviations.

Once the values have been inserted into the 'External actors' and 'Internal actors' tab, the user can view the results through a dashboard where the values inserted about the status are displayed.



If the results are not displayed automatically, it will be necessary to refresh the data (Select Data > Refresh All)

Dashboard

Once the required data have been inserted, the user must go to the "External impact results" tab to view the results obtained. In the first graph, you can visually see the status of the initiative's objectives, categorized by their level of progress. The second graph is like the first, except that it refers to the social challenges to which the initiative hopes to contribute. In this visualization, the results of both graphics are interpreted according to a colour scale from red to green, where red is the lower value, meaning that the status is undeveloped, and green is the higher value, meaning positive progress.

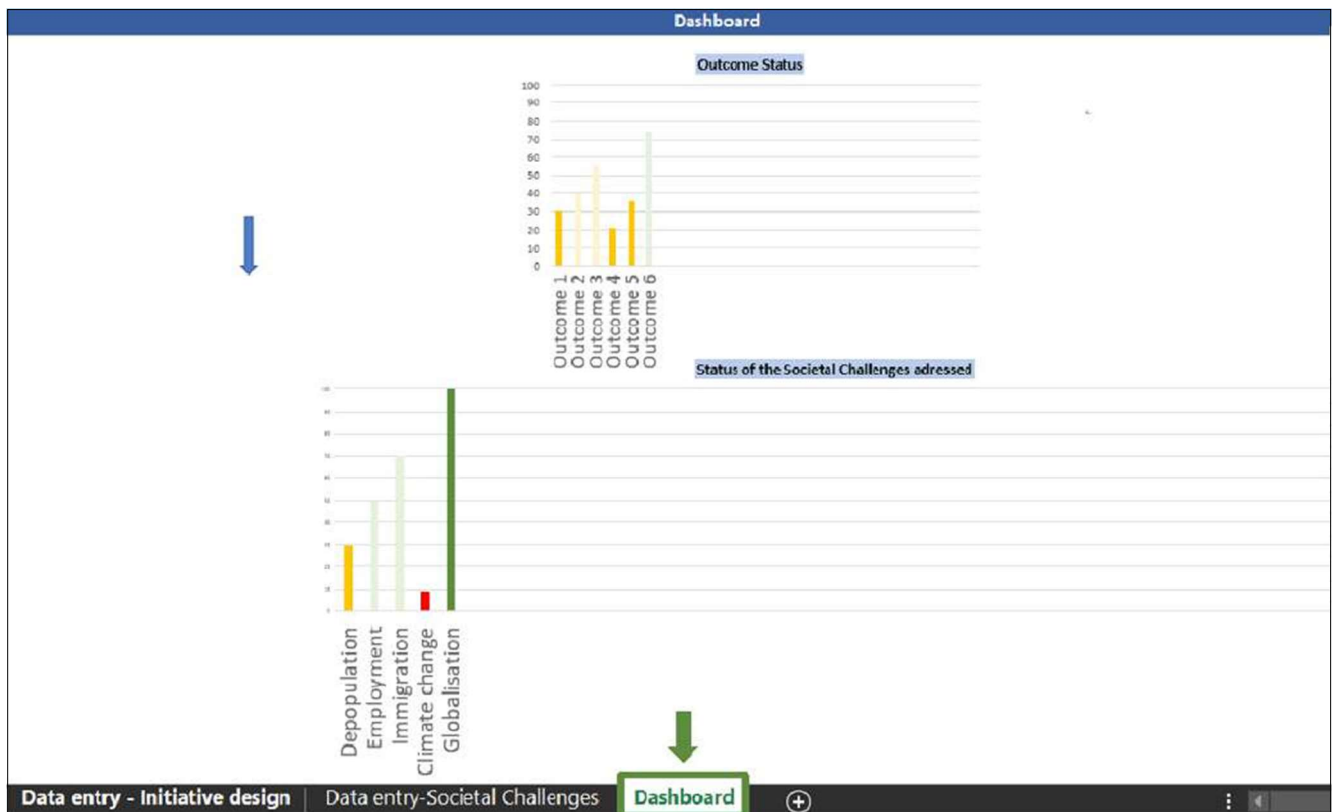


Illustration 2. Screenshot of the tab "Data entry - Societal challenges" showing the colour code visualization.

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