Ref. Ares(2024)2326985 - 28/03/2024

ATTRACTISS

Empowering Innovation
Support Services

Deliverable 4.1

Development of training curricula and agreed delivery

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Call	HORIZON-CL6-2021-GOVERNANCE-01-26
Project	ATTRACTISS
Duration	72 Months
Start date of Project	01/10/2022
Project management	WAB
Person in charge	Tina Pawlakowitsch
Deliverable	Deliverable 4.1 Development of training curricula and agreed delivery methods
Type	R (Report)
Dissemination Level	PU (Public)
Due date of deliverable	31/03/2024
Actual submission date	28/03/2024
Work Package	WP4. Empower and strengthen capacities of ISS
Work Package Leader	Soil Association
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History of changes

Version 1	22/02/2024	Ana Allamand (SA)	First general content draft
Version 2	26/02/2024	Marleen Gysen (ISP), Marie Boitelet (CRAO)	Feedback on the document
Version 3	17/03/2024	Patrizia Proietti (CREA), Marleen Gysen (ISP), Simone Osbourn (SA), Katrin Hochberg (SA), Tabitha Acton (SA)	Feedback on the document
Version 4	20/03/2024	Ana Allamand (SA)	Final version with annexes
Version 5	25/03/2024	Simona Aceto (NSB) Simona Cristiano (CREA)	Feedback on the document
Version 6	27/03/2024	All partners	The final version reviewed by Soil Association after the partners' feedback

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List of acronyms

AKIS	Agricultural Knowledge and Innovation System
ATR	ATTRACTISS
CAP	Common Agricultural Policy
CD	Capacity Development
CECRA	Certificate for European Consultants in Rural Areas
D#	Deliverable
EIPAGRI	European Innovation Partnership for Agricultural Productivity and Sustainability
EC	European Commission
EU	European Union
EUFRAS	European Forum for Agricultural and Rural Advisory Services
ISS	Innovation Support Service
MA	Managing Authority
MAA	Multi Actor Approach
MS	Member State
NGO	Non-Governmental Organization
SCAR AKIS	Standard Committee on Agricultural Research, Agricultural Knowledge and Innovation Systems
TTT	Train the Trainer
WP	Work package

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Executive Summary

This document presents our recommendations for a training curriculum aiming to help ISS practitioners and managers -our audiences- in supporting farmers and other AKIS actors to develop innovative agricultural, forestry and rural development projects; and, in doing so, energising their AKIS. It outlines the methodology, key concepts, models, and feedback we have based our proposal on; piloting results; and a suggested first iteration for the ATTRACTISS training curriculum and programme.

The training aims to empower and upskill ISS practitioners to support interactive innovation on the ground; lead ISS managers to understand and support the potential of interactive innovation strategies across their organizations; develop communities of like-minded actors supporting each other in these practices' implementation; and facilitating collaborative spaces for ISS providers and managers to explore interactive innovation skills, instruments, and competencies collectively. Our training should also make ISS providers and managers aware of the central and active role of farmers in interactive innovation, being the key actors from idea to completion.

ATTRACTISS has adopted i2connect's successful "Train the Trainer" (TTT) model as our starting point; and suggested adjustments based on user feedback. To test ideas and pilot the model, WP4 members were closely involved in i2connect's last TTT, gathering user feedback. We also engaged with previous TTT participants, leveraged ATTRACTISS' partners' know-how and engaged directly with potential training users through an EU-wide customer survey. The results and final model are presented in this report.

The final training curriculum model has three stages.

- Introductory stage, with asynchronous modules hosted online, for those interested in learning about interactive innovation in their own time; it will also provide a common understanding of basic concepts, and required skills, tools and competencies.
- TTT: Available to 30-35 trainers, these TTT workshops will provide an immersive 3-day training experience -in real life- focusing on interactive innovation strategies, methods, tools and skills. Participants must commit to then train other interested parties back in their areas of origin (totalling 430 trained participants across MS by the end of the project).
- The third stage will support trainees in preparing and delivering their training back home.

This document will serve as our training curriculum's implementation map. Having said that, the iterative nature of the model -which results in yearly revisions of content and models- means this is not a final version of the curriculum. We expect adjustments to be implemented across the years, as we leverage our trainees' feedback regarding the training and their needs when implementing these knowledge, approaches, skills and instruments to support ever-more energised and innovative local AKIS.

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1. Introduction

1.1 Purpose of the report

This deliverable will present our recommendations for a training curriculum addressing our audience's needs (ISS providers and managers) to support farmers and other AKIS actors in developing innovative agricultural, forestry and rural development projects. This document outlines the methodology, key concepts and a suggested first iteration for the ATTRACTISS training programme; across its life we will train 30 trainers directly; and support them to train local ISS actors, reaching 430 ISS actors trained across all 27 MS.

ISS providers play a crucial role in fast tracking innovation across MS. As innovation models evolve, they need to access the right knowledge, skills, tools, methods and competencies to support farmers and other end users. Academics and practitioners have identified significant gaps in interactive innovation provision that reduce ISS's impact when brokering agricultural innovation across their regional, country and/or European AKIS. ATTRACTISS aims to address these gaps providing a training curriculum for ISSs providers and managers to confidently support end users when innovating.

This deliverable will be the starting point for our training curriculum delivery. We believe in being responsive to our users' feedback, and following the Deliverable 1.4 suggestions, our training will be adjusted yearly, reflecting users' feedback and adding new knowledge and lessons learnt.

1.2 Relation with other activities in the project

This deliverable provides a practical outlet to many project activities.
It is specifically connected to tasks:

- Task 1.1. Common understanding of "innovation support (service) or ISS"
- Task 1.3. Assess capacity assets and needs for setting up and/or improving the functioning of innovation support and define ISSs curricula.
- Task 1.4. Designing impactful pathways to empower and embed ISSs
- Task 3.1 Mapping and defining innovation generation and support methods and tools
- Task 3.4 Design and implementation of a portal website of innovation generation support methods and tool.
- Task 6.2 Dissemination and knowledge exchange

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1.3 Relation with other projects

We have engaged with other European projects when topics of interest and outputs/outcomes relate to this deliverable's goals; and/or when our audiences overlap. Special focus has been given to projects exploring interactive innovation, MAA, grassroots/bottom-up approaches, and advisory support.

Finished projects: Horizon 2020 projects which have already ended:

- ***AgriSpin***
- ***LIAISON***

Current projects:

i2connect , currently in final stages, it has been fundamental to our work. We analysed and have taken on board their experiences and insights on capacity development, and worked together to create a continuity between projects as i2connect reaches its end and ATTRACTISS gathers momentum.

modernAKIS is our "sibling" project, and some synergies we are exploring are:

- Shared capacity building opportunities for our audiences.
- Shared topics and activities offer to audiences when engaging with our training modules online.
- Shared platform conceived as a "one-stop-shop" for audiences to access both projects' knowledge, training, contacts, and activities with ease.

1.4 Overall approach

The training curriculum developed by WP4 (D4.1) will help ISS providers and managers to support farmers -or other end-users- in identifying, developing, realizing, and sharing innovation, taking ideas from a germ to fully realised. To do it we will focus on knowledge, skills, tools, methods, and competencies best suited to foster and boost innovations in the AKIS.

Trained trainers will be invited to join our *pool of trainers*; the goal is for this group to continue their peer-to-peer learning even after this project ends.

As actors' capacity to explore, develop and implement innovation is strengthened, we hope it will lead to impactful farmer-led innovations that respond to user needs on a local, regional and even European scale. If useful to users, this should result in increased uptake and energised and buoyant innovation environments across the 27 MS.

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2. Methodology

This deliverable will highlight our recommendations for ATTRACTISS' first training curriculum delivery.

We structured our work using ATTRACTISS's framework document – D1.1 Conceptual grounds and common understanding: state of the art report . We also explored other secondary sources – both academic and grey literature.

In parallel we engaged directly with primary sources within and outside our consortium through surveys, workshops, interviews and, critically, piloting the TTT. Involvement of consortium members and members of related projects - particularly i2connect- were crucial to further develop our proposal.

2.1 Secondary sources

We have leveraged expertise from within the project; and explored other projects' outputs:

- ATTRACTISS reports / deliverables: D1.1, D1.3, D1.4, *further information coming from WP3 deliverables*
- Agrispin, LIAISON and i2connect reports
- Academic and gray literature on ISS, interactive innovation, capacity development and learning styles.

2.2 Primary sources

ATTRACTISS Survey

A survey to gather feedback from our identified audiences -ISS providers and managers- was launched to users from late May to August 2023. This was a shared ATTRACTISS members piece of work: as different WPs realised a need to reach out to the same actors, we worked together in a unique, coordinated survey to get their responses while avoiding stakeholder fatigue (*for details on the process and survey highlights, see Annex 1*)

We expect to continue gathering feedback, so the survey will be opened until further notice. Team members will boost it amongst their audiences once a year and when participating in events. Once a year, during March, the new information will be consolidated and inform the curriculum update process.

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I2connect. Train the Trainer programme pilot and feedback

I2connect could be considered ATTRACTISS' predecessor: its intended audiences, methods and goals closely align with ATTRACTISS: this project has has trained advisors across Europe to move from top-down advisory systems to co-interactive, end-user focused innovation models. The team identified that it is often soft skills, tools and methods that are the bottlenecks in these processes and focused in supporting a mindset change towards interactive innovation by teaching, in an experiential way, useful soft skills, tools and methods.

Leveraging their training successes and challenges has been relevant for us to develop a curriculum that responds to our audiences needs:

- **i2connect workshop (March 2023):** WP4 joined i2connect's post-training feedback sessions where participants shared their experiences and ideas around what was useful, what should be improved, eliminated or adjusted, and their ideas around effective trainer characteristics and strong groups and networks. This feedback has been relevant for ATTRACTISS as we develop this training programme, incorporating strong points and discarding elements that, although attractive, have not been highly rated by participants.
- **i2connect 1:1 discussions (March 2023-ongoing):** we have also engaged in in-depth conversations with i2connect training participants to understand what worked, what did not work and where the gaps in the training are.
- **i2connect Train the Trainer Latvia: ATTRACTISS pilot.** WP4 co-leads from Soil Association (as a participant) and CRAO (as a facilitator) participated in the last i2connect Train the Trainer course in Latvia in February 2024. Since we will be adapting this programme, this opportunity was leveraged as the pilot for our curriculum development.

ATTRACTISS internal and third-party workshops

Whenever possible, we have invited ATTRACTISS members to share their expert know-how and experience. To gather it in a structured way we have facilitated and participated in other consortium activities:

- In person activities
    - Leuven cross project meeting: i2connect / ATTRACTISS (March 2023)
    - Lisbon Annual Meeting workshops (October 2023)
    - Rome deliverables meeting (January 2024)
- Online workshops ATTRACTISS Deliverable 4.1 co-creative meet-up
    - Thursday 14th December 2023
    - Thursday 25th January 2024
    - Tuesday 13th February 2024
- Final feedback workshops (March 2024)
    - External audiences with an interest in ATTRACTISS' curriculum.
    - Internal audiences (ATTRACTISS partners)

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3. Conceptual framework and basic terminologies

3.1 Interactive innovation and multi-actor approaches: what are they and why they are important

Innovation processes are all about the use, application and transformation of knowledge and resources in the solution of practical problems.

Older approaches assumed a top-down, linear model - where knowledge is created by researchers, implemented by users not involved in the creative process, and marketed to third parties. Interactive innovation challenges this approach and frames innovation as an iterative process where actors cooperate, sharing knowledge and resources. Our curriculum, as well as ATTRACTISS in general, champions this interactive approach.

The *Spiral of Initiatives* model *(Annex 2 for full description)* articulates this process in seven non-linear steps through which knowledge, resources, interactions and communication - both from science and practice - flow between the actors to find innovative solutions; feedback loops are crucial. The result is knowledge/resources are combined in new ways or new knowledge is created.

Actors come together at each stage to cooperate, negotiate, mediate, and share knowledge and resources. This requires a different way of organizing: a “bottom-up” approach with the user at the centre the process and where relevant actors from different sectors - farmers, researchers, entrepreneurs, educators, government workers, NGO, farmer groups, advisors – come together to solve a shared complex problem. They bring their goals, knowledge, perspectives, needs, networks and resources; and combine them across the spiral stages, moving the process forward. Negotiation and facilitation skills, tools and methods are required to manage different perspectives, needs and positions of power; keep the momentum and harmony; and ensure everyone’s input is heard and valued. These processes should generate solutions that are well adapted and easier to apply by “cross-fertilizing ideas between actors, co-creation and generation of co-ownership” (European Commission 2017)” (D1.1).

The goal of this training curriculum is to provide the above-mentioned knowledge, skills, tools and methods for ISSs involved in interactive innovation.

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3.2 Innovation support services and innovation support providers

Innovation support services

The new CAP Regulation (EU) 2021/2115 requires EU Member States (MS) to provide support for innovation following the interactive innovation model and highlights the implementation of *Innovation Support Services (ISSs)* to support users to identify and develop innovation. ISSs provide an "intangible service" involving several actors (providers and beneficiaries) interacting and working together to "address a (…) demand emerging from a problematic situation (…) formulated by the beneficiaries" (Faure et al. 2019; in D1.1). They create and manage spaces for actors to come together and identify, discuss, develop and disseminate solutions, opportunities, and new ideas by combining perspectives, knowledge, experience, and resources.

To do this ISS actors need a diverse set of skills, tools, methods, competences, and knowledge, different than those from traditional innovation approaches. ATTRACTISS' aim is to provide these through a responsive training curriculum, piloting programmes, surveying users and engaging with actors through workshops to ensure our training is useful to ISS. We have also modelled our programme to adapt and be updated to this dynamic environment.

Innovation support services providers

ATTRACTISS has agreed on a general definition of ISS as **"actors who broker/ provide the services required to make innovation happen"** (D1.1).

Many "traditional" innovation brokers -who used to be mediators between researchers and farmers in linear models – are struggling to adapt to interactive innovation models and the void is being filled by public or private actors eager to implement MAA processes. Some belong to the agrifood sector (upstream and downstream industries, rural networks, cooperatives and consortia, farmers' organisations, Local Action Groups, etc.), others come from outside agriculture (administrative services, project design and management services, Universities, strategic advisors, Non-Governmental Organisations, banks, etc.); finally there are agricultural actors who, although not specialised in the provision of innovation services, are interested in pushing the innovation process forward (e.g., farmers' organizations, farmers, public administration, etc.) (Proietti and Cristiano, 2022; Faure et al., 2019; Cristiano and Proietti, 2014; in D1.1).

ATTRACTISS' goal -and D4.1 in particular- is to engage both traditional and nontraditional ISSs providers; as well actors already recognised and engaged as ISS across agricultural innovation networks – for example, research centres

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and advisors-; and new actors not yet reached who, although playing a relevant ISS provider role, have not been recognised as such - like innovative farmers and farmer organisations. We will also take into consideration region and country-specific conditions: ISS providers can differ considerably across EU MS depending on whether advisory systems are public/privatised, integrated/fragmented, centralised/decentralised (Faure et al., 2019)

Innovation support functions and competencies

ATTRACTISS' framework (D1.1) identifies 7 functions -and related activities- associated to innovation support provision (*see Annex 3 for the full model):*

1 Awareness raising and knowledge dissemination
2 Advisory consultation and backstopping
3 Demand articulation
4 Networking facilitation and brokerage
5 Capacity building
6 Enhancing/supporting access to resources
7 Institutional support for niche innovation and scaling mechanisms stimulation

Most providers cannot fulfil all functions all the time; however, in interactive innovation processes different providers can fulfill different functions through the life of a project (Proietti and Cristiano, 2022; Faure et al., 2019; i2connect AKIS reports, 2020; & Birner et al., 2009; Sutherland and Labarthe, 2022; in D1.1).

To carry out these functions, actors need specific knowledge, skills, tools, and methods weaved in specific **competencies** on an individual, organisational and environmental scale. A competency is the **"ability to use knowledge, skills, and personal, social and/or methodological abilities to do their job/ perform a task/work on their personal development** (Proietti, 2024).

ATTRACTISS' framework identifies 5 initial areas of competencies needed to carry out innovation support functions (*see Annex 4 for a detailed model):*

- **Basic Disposition and Attitude**, articulated in four clusters of competencies: (a) self-awareness, (b) personal drive, (c) sensitivity, and (d) reliability.
- **Content Competence**, understanding the specific context the innovation process is embedded in: (a) understanding the social context, (b) understanding the AKIS, (c) content knowledge.
- **Methodological Competence**, related to the context of Interactive Innovation: (a) understanding the innovation process, (b) energy, (c) co-creation, and (d) mediation.
- **Organisational Competence**, encompasses the practical network management and other skills like planning, organising meetings, following up with contacts, keeping track of the network, time and resource management, writing a project proposal and how to collect funds, delegation skills, basic digital skills essential for carrying out organisational tasks and accessing new information.
- **Reflection, Learning and Personal Development**, articulated in four clusters: (a) reflection among peers, (b) self-reflection, (c) addressing professional network, and (d) lifelong learning.

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Our curriculum will focus on key ISSs competencies identified by users and experts (D1.3), supporting participants in exploring how to best leverage them in real-life contexts through our practically oriented training. Future iterations of our training will also consider adding other competencies as the project explores them further, e.g., to facilitate the aggregation of partnerships and/or scaling of innovations.

3.3 Capacity development and implications for this proposal

A capacity is "**the ability of individuals, institutions and companies to implement functions, solve problems and set and achieve goals in a sustainable manner**" (UNDP, 2006; D1.1). On an individual level, capacities refer to the skills, experience, and knowledge of a person to manage a task or function, acquired through formal training and education or by doing and experience (UNDP, 2008; D1.1). On an organizational level, it refers to the ability of an organization or of a system to function effectively (Santagata et al., 2013; D1.1).

The final goal of our training is for ISS to provide a "*capacity development*" space: a 'process (to) (…) obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time' (UNDP, 2008; in D1.1). In doing so, we acknowledge that training participants already have capacities to leverage and complement with additional knowledge, skills, tools, methods and competencies and we expect participants to bring them; and that "by knowing and learning together and better understanding the bigger picture, actors start to jointly influence whole systems in positive ways and work together to negotiate improved conditions" (Acquaye-Baddoo et al., 2010).

We will focus mainly on the individual level, but we will also offer organisational tools at a managerial level to improve uptake at an institutional level and ensure these capacities being embedded within an institutional framework.

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4. ATTRACTISS training curriculum aims, baseline and feedback

ATTRACTISS' training builds on i2connect's Train the Trainer model (TTT) and experience; we have leveraged their last TTT experience in Latvia (February 2024) as the piloting base of our project; and built suggested modifications based on the experience. Throughout these first 18 months we have also engaged directly with ATTRACTISS' identified final users to understand what they'd be looking for on a training: their drivers, needs and favoured learning strategies.

4.1 Audiences

ATTRACTISS' training curriculum will engage, primarily, ISS practitioners and organisations at a practitioner and managerial level:

- **ISS practitioners**
  Actors working directly with farmers (and other final users) to support innovation processes. The goal is to engage them in this capacity development curriculum and:
  - Provide knowledge, skills, tools, methods, and competencies to support change on the ground.
  - Develop a network of peers to further ISS capabilities once the curriculum is completed.
- **ISSs managers**
  Previous projects' have highlighted the relevance of engaging with practitioners' managers to get their buy-in, thus ensuring the uptake and embed these new capabilities and at an individual and organisational level. We will provide a customised version of our capacity development offer to support managers in engaging with interactive innovation; explore how to embed them from a managerial perspective; and supporting practitioners on the ground.

Although they will not be our target audience, when possible, we will also welcome other actors; especially MS authorities interested in the potential of such a course to support CAP requirements on ISS support on a local/regional and/or country level.

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4.2 Drivers and aims of ATTRACTISS' training curriculum

Main drivers to develop a curriculum/course on ISS capacity building

- **Evolving understanding of innovation processes**
  As traditional innovation process approaches are replaced by interactive models, traditional and new ISS providers will need to acquire new capabilities.
  This curriculum aims to upskill ISS providers and their managers to implement effective and impactful interactive innovation processes.

- **New CAP Regulation (EU) 2021/2115** requires EU Member States (MS) to reframe their innovation support provision. ISS providers are expected to provide support for innovation "*based on the involvement of a diversity of actors (multi-actor) and user-centred, to address complex socio-ecological challenges that often require transformative forms of innovation, capable of promoting more sustainable and resilient development paths*" (Beers, Sol & Wals, 2010; Moschitz et al. 2015; Ingram et al. 2020; Fieldsend et al, 2021; in D1.1).
  Under this interactive system, "*agricultural extension and advisory services take on new roles and functions, which include facilitation of exchange, learning, vision building among diverse communities, mediation of conflict situations, network and knowledge brokerage, matching of demand and supply of innovation support services*" (Koutsouris 2018; Leeuwis & Aarts 2011; in D1.1).
  ISS will access customised training to fill these new requirements.

- **ISS providers self-reported needs and areas of interest.**
  ISS providers and managers expressed interest in a curriculum providing the right skills, tools, methods and competencies and identified priorities – as we will highlight in this report.

Aims of the training curriculum

ATTRACTISS' training curriculum will support ISS providers and managers to become effective actors in driving agricultural interactive innovation across MS. By participating in our training, attendees will bridge interactive innovation capacity gaps: understand these processes, gain and test skills, tools, and methods, and the engage with a community of like-minded actors exploring agricultural innovation.

We will support ISS interactive innovation deployment in agriculture by:

- **Empowering and upskilling ISS practitioners** to be drivers for interactive innovation on the ground by supporting capacity development at an individual and organizational level.
- **Supporting ISS managers** to understand the potential of interactive innovation strategies for their organisations; and how to support practitioners to make the most of them on the ground.
- **Developing communities of like-minded actors** supporting each other when implementing interactive innovation – our *pool of trainers*.
- **Creating shared spaces for ISS providers and managers to explore interactive innovation collectively**; continuously supporting and updating each other in the acquisition and implementation of interactive innovation. This will also be a space where questions of institutional change, empowerment, and participation to further agricultural innovation will be welcomed.

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Pedagogical aims: we expect that after participating in our training curriculum:

- ISS providers and managers will **understand and embrace the concepts and dynamics of interactive innovation and multi-actor approaches**: whole process, stages, roles, energy flows, network relevance, challenges, opportunities.
- ISS managers will **understand the relevance and potential of interactive innovation strategies** and will support providers in implementing them with final users.
- ISS providers and managers **will be aware of and understand the central and active role of farmers in interactive innovation**, being the key actors from idea to completion.
- ISS providers and managers will be able to **identify interactive innovation ideas and processes**; and support their development and dissemination across the AKIS.

- ISS providers will be **acquainted with and will know how to use skills, tools, methods, and competencies**– be it a specific stage of the innovation spiral, or the whole process.
- ISS providers will **be able to adapt and deploy the right skills, tools, methods, and competencies to support agricultural innovation on the ground in any situation.**
- ISS providers will **understand the different roles** that actors can play in an interactive innovation process; analyse theirs and others' roles; and source the right roles from to best serve the process.

- ISS providers will understand how to **develop and nurture peer-to-peer knowledge exchange communities, in person or online**.
- ISS providers will **become part of our *pool of trainers*** whose working framework will be developed by ATTRACTISS. Such a pool is a "... self-organized group of individuals who share the same interests and who, through regular interactions, develop shared practices and expertise, thus generating a common identity".
- **ISS providers and managers will become champions of this innovation approach**, sharing real life examples, training others in these approaches and supporting local communities of practice.

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4.3 Initial training ideas and piloting

i2connect Train the Trainer: training curriculum baseline

I2connect is an EU Horizon project -running from 2020 to 2024- "working to fuel the competencies of advisors and their organisations to engage and support farmers and foresters in interactive innovation processes".

ATTRACTISS has identified the opportunity to work with i2connect and, rather than developing our curriculum from scratch, adapt their proven TTT curriculum as the core of our capacity development proposal. This is a win-win for both: it cements i2connect's legacy and provides continuity to their pool of trainers; and ATTRACTISS gains a tested training curriculum base to customise.

i2connect's training curriculum is based on a "TTT" model: experts train participants on a particular topic and -simultaneously- on how to train other colleagues on this topic. Once "attendees learn the new knowledge or skill, (…) they will instruct further batches of people"[1] when they return home.

i2connect's model is anchored in the following assumptions:

- **Learning by doing**. People learn best when they are "active agents": bringing experiences, knowledge and skills infuses the process and the subject being taught with meaning. Following this assumption, in this training participants are the main actors in their learning, actively testing ideas and tools rather than passively listening and retaining information.
- **All that happens is learning material**. Participants are invited to engage in processes that mirror those taking place in their day to day. When they bring their own experiences and examples, they can explore specific challenges -and even mistakes! - in a secure space. The 'here-and-now' feeling it creates will be remembered once participants go back to their everyday work and make it easier to transfer the acquired knowledge into practice.
- **Mutual coaching.** This training models the notion that attendees can help each other reflect on the situations they encounter in real life; working together, they create spaces to explore interactive innovation, widening their horizons and multiplying the impact of the initial training.
- **Lifelong learning.**

i2connect delivered 4 real-life workshops, each followed by a 6-month coaching process. Each TTT lasted 3 days; up to 15 participants were trained by experts on the principles of interactive innovation, learning and testing strategies and tools with real life examples brought by the users. Participants were also trained

[1] *https://www.sessionlab.com/blog/train-the-trainer-model/*

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to adapt and deliver the training back home; to do so, they were supported with an online coaching programme after the face-to-face TTT; this was also a space for attendees to share experiences on implementing what they had learnt. The TTT's impact was amplified across MS by:

- **Multiplying audience reach, as trainees turned into trainers:** the small but highly motivated group that had the time and resources to attend the TTTs trained other actors back home. By doing this the project:
    - Reached actors who didn't know about i2connect but knew and trusted their local ISS.
    - Engaged with a wide variety of actors across the EU meeting them "where they are": by TTT participants adapting the training to local languages and cultures.
    - Multiplied reach and impact: if after a 15 participant workshop each participants goes back to train 10 people, 150 actors could be fluent in interactive innovation methods and techniques -with a local, better suited twist- as a direct result of just workshop.

- **Securing long-term involvement and developing a wide-reaching *pool of trainers*:**
    - Sharing experiences of what works and what doesn't.
    - Disseminating experiences and capitalising on the community's knowledge.
    - Discussing updates on knowledge, tools, methods and best practice.
    - Acting as quality control for the implementation training courses as they adapt them to the evolving field realities.
    - Inspiring others to join this international cooperation for innovation trainers.

i2connect's approach has been very successful, furthering the understanding and implementation of interactive innovation amongst European advisors; supporting the creation of a pool of trainers; and inspiring champions of interactive innovation. It reached diverse audiences -young, older and traditional actors; engaged diverse cultures and countries; and connected with different organisations – governmental, private-public, and private organisations.

Training piloting and feedback

WP4 has leveraged the last i2connect TTT as the equivalent of our training pilot, as:

- i2connect will be the baseline we will further develop our training curriculum on.
- Relevant actors who attended this TTT align with ATTRACTISS' audiences (ISS) making it relevant to understand whether this model is right for our actors.

WP4 members attended the TTT, experiencing it as participants as well as trainers. The team maintained a critical view to identify what to add/ change /implement when adapting this training curriculum to our project's needs.

The TTT took place in Latvia, 5th to 8th February 2024.15 participants from 8 countries attended, and 3 experts facilitated the process. The TTT details were as follows (*for a detailed programme, see Annex 7):*

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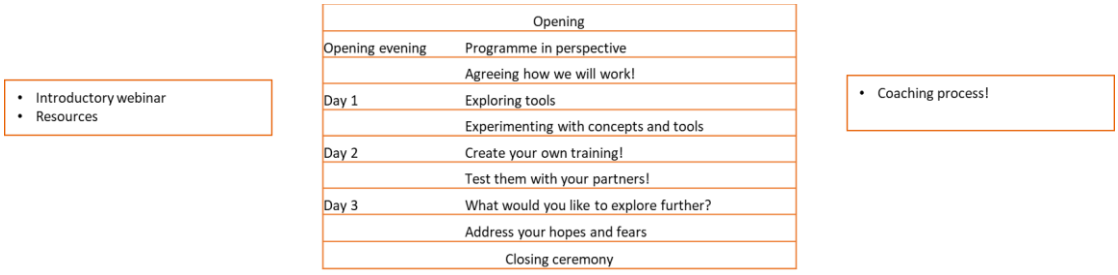

Figure 1. i2connect Latvia TTT summarised agenda

Based on this experience and the feedback we have collected from participants in previous TTTs (shared ATR-i2c meetings, TTT feedback workshops and 1:1 interviews) we have identified strengths and areas for improvement when adapting it into ATTRACTISS' training curriculum.

Strengths:

- Focus on mindset change
- Immersion on the interactive innovation model through experiential teaching (role play, case studies) as well as traditional teaching facilitating actors' engagement with the material.
- Practical examples from real life brought complex concepts to life.
- The chosen tools were very effective in supporting the mindset change goals of the training, reiterating skills and attitudes that best serve the interactive innovation process.
- Finding a good balance between different learning styles and making sure everyone participates was crucial; the TTT structured was well suited to allowing for a variety of modes of participation.
- 3-day model allows for participants to immerse themselves in the training.
- 3-day model is ideal for developing strong relations amongst participants.
- Participants organising their own TTTs back home was an essential part of the learning process, as it cemented the lessons and allowed the exploration areas where clarity/certainty was needed.

Areas of improvement:

- **Shared baseline on specific concepts and knowledge before in person events:** when arriving to the workshops, trainees often had different levels of knowledge/diverse understandings of key concepts, tools and skills -interactive innovation, MAA, skills, competencies, facilitation. Therefore, time was spent during these -already very busy- workshops to develop this baseline. Supporting the acquisition of this baseline before meeting in person would allow participants and trainers to use the time spent together more effectively.
- **Focusing -even more- on the practical:** participants agree that an even further focus on the practical and real-life cases throughout the curriculum would be extremely beneficial.
- **Better "spaces" for the coaching and *pool of trainers* to connect**: more could be done after the TTT and across platforms and in real life to facilitate coaching and this community.

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- **Highlighting and providing opportunities for participants to continue upskilling as the curriculum evolves:** this training curriculum is designed with a continuous improvement strategy in mind. We will work -especially through the akisconnect.eu platform- to engage those who have already participated in the training with the updates in the curriculum.
- **Specifically addressing ISSs managers**: interactive innovation brings a lot of benefits, but it also demanding in practitioner time and energy. Managers who don't understand the benefits and challenges associated to interactive innovation can be reluctant to support their practitioners in implementing it; and managerial buy-in can drive interactive innovation uptake on an individual and organisational level. We will provide managerial-specific modules and training to address their questions and needs and support them in embracing interactive innovation.

Other relevant feedback

Survey

To understand our specific audiences and what we should be focusing on was crucial to adequately adapt the i2connect model to ISSs. To find out we coordinated the ATTRACTISS user survey (*see more in Annex 1);* its results evidenced a real interest in such a training curriculum across Europe.

Most participants were ISS practitioners working on agricultural innovation, but their main topics of interest and support strategies varied. Key articulation activities include innovation project proposals, building bridges between farmers and solutions, supporting clients in their strategy and vision development, needs analysis and facilitating access to funding. The answer to the question "Would you be interested in participating in training focused on improving agricultural innovation support?" was a resounding yes, and both online and in person options were acceptable. When we asked what skills they would be keen to learn about, the results were aligned with the TTT proposal: innovation processes identification, co-creation capacities, community building.

This gave us the security to continue exploring this model and topics.

Workshops

Based on all this information, we developed a final proposal (see below) which we gathered feedback for in a series of workshops which took place in December, January and March. Internal and external actors (many former TTT participants) came together to revise the training curriculum proposal to date. Their ideas were essential to shape our vision of the training curriculum potential, structure, goals, and topics *(see results in Annex 5).*

Their participation validated some of our key assumptions: it should be a very practical training, with case studies, role play and hands on testing of frameworks and tools; mindset change towards interactive innovation should be

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a key outcome of the training; peer-to-peer learning opportunities should be leveraged whenever possible and -therefore- coaching and the pool of trainers should be strengthened; reflection at each stage is critical.

New ideas also came to the fore: an in-person refresher for TTT attendees was suggested to strengthen coaching and the pool of trainers; to leverage, whenever possible, a hybrid model -with online modules and shared spaces- to support those with busy schedules or limited resources; providing participants with a guide to our online modules and other relevant trainings on relevant topics not directly covered by ATTRACTISS' curriculum (e.i CECRA's modules); ensuring a common, "lingo free" language for practitioners; creating physical and online spaces that are welcoming and conductive to an open, creative mindset (business as usual" spaces can make it difficult to engage)

Regarding the topics we should explore and highlight, participants expressed that this training curriculum should go beyond what has been explored in i2connect, incorporating what was created but also exploring how ISS can search and support existing innovation on the farm level; and how to effectively share these innovations with other interested parties, especially farmers; focusing on the initial stages of the spiral, especially how to support the discovery and development of ideas from the ground up; and exploring the transitioning processes between different innovation phases. On a managerial level, ideas focused on making the connection between interactive innovation and business models; exploring what successful management looks like for such models; and allowing managers to role play with providers roles to know what they go through.

Finally, specific topics for online modules were suggested *(see Annex 5)*

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5. Training curriculum proposal

Based on the piloting event, survey and workshops we have validated the idea of embracing the TTT championed by the i2connect project. To it, we suggest certain adaptations, especially adding and strengthening stages:

- **Baseline modules**: adding a series of asynchronous modules to be explored **before** the in real life training. Participants must prove their proficiency on these topics (by completing module-specific assessments) before applying to TTT workshops.
- **Strengthening strategies and structures to support and better connect the pool of trainers**; in particular making the most of the ATTRACTISS-modernAKIS online platform akisconnect.eu to create a virtual space; and exploring other platforms to support the community.
- **Specific support for ISS managers** -through special modules and training for them to learn and share experiences and ideas.
- **Implementing more feedback loops at each stage** of the process
- **Developing a clear training updates calendar for trainees to know when updates are available**; and ensuring we inform them directly when these updates are available.

5.1 Training curriculum structure and key stages

The basic structure of the curriculum will be structured in 3 stages *(details on Annex 8)*:

- ***Stage 1*** will be online and asynchronous. Its goal is to ensure all participants share a baseline on key interactive innovation knowledge and concepts. General modules focusing on practitioner needs will be available for anyone interested; specific module(s) will be available to managers:
  - General set of modules
  - Special manager-focused module(s)

  Competency on all modules must be proven before applying to the TTT workshops. To prove their competency, participants will have to pass online assessments developed for each module.

- ***Stage 2,*** TTT, the heart of the process: an in person 3-day workshop for participants to explore and experiment interactive innovation processes, roles, and tools in real life; as well as to prepare to become trainers themselves to train others. Specific versions will be available for:
  - Practitioner training
  - Manager training

  Active participation validated by TTT trainers is a requirement, but no other tests are required at this stage. However, completion of the TTT will only be recognised when trainers implement their trainings back in their environments. They will have 6 months to implement this training; and they will be supported by the ATTRACTISS training team through customised coaching (see Stage 3).

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- ***Stage 3*** will be a digital coaching programme for trainers. After the completion of the TTT trainees are expected to run adapted versions of the training back home; they will also start implementing the newly acquired practices. The ATTRACTISS team will support them in both processes through online meetings and by sharing experiences, ideas, and resources in digital platforms -to be confirmed based on user preferences.
- TTT participants must offer at least one training to their networks back home, at most 6 months after their own training (optative for managers participating in their specific TTT). In doing so, they will be encouraged to use the resources we have developed (like online modules, for example) as well as to invite their trainees to become part of our digital pool of trainers.
  Prove of having trained a group -in real life- will be considered as final completion of the training curriculum.

- ***Pool of trainers:*** once all stages are completed, trainees from all trainings (ATTRACTISS TTT and local TTTs) will be invited to join our digital pool of trainers. This will be run on a digital space where peer can exchange experiences and promote the "mutual learning and development of skills of its members". This community will be an "emergent entity that will have to be nurtured and cared for to ensure the continuous improvement of the training and the development of participants skills". In this space practitioners will be able to ask for and provide advice; share what -in their experience- works and what doesn't and compare it with other settings; and derisk decision making by leveraging others' experiences and knowledge.
  This trainer pool will be enriched by the skills and experiences brought by participants. Rather than being a space of theoretical knowledge - far from practical application-, this community is an opportunity for trainers to bring information closer to practice making it more accessible and pragmatic.

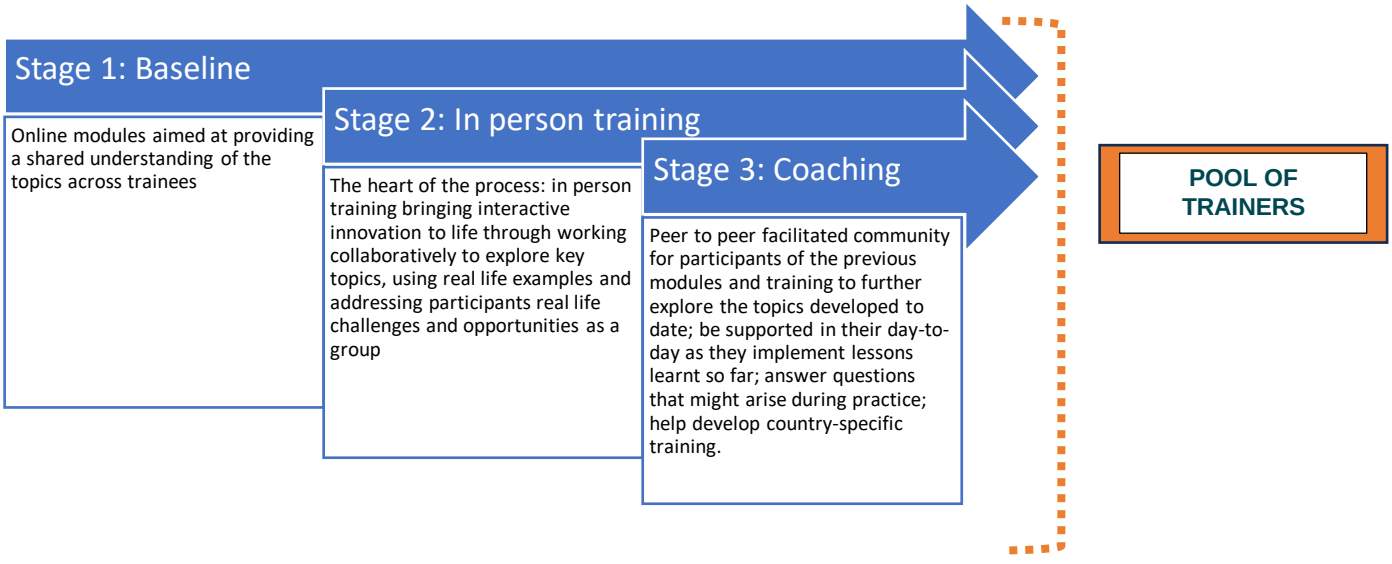

Figure 2. ATTRACTISS training curriculum stages

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5.2 Curriculum evaluation, feedback, and continuous improvement

ATTRACTISS' training curriculum must be responsive to users' needs and ISS-related new knowledge and other updates. To ensure our capacity development proposal maintains its relevance through the years, we will incorporate feedback loops at each stage. We will adapt the curriculum yearly based on feedback and incorporating the latest developments around ISS capacity development. Trainees will be invited to refresh their interactive innovation training when we update our modules.

This curriculum will be co-developed through a MAA iterative *application-learning-adjustment* design organised around 18 month-cycles:

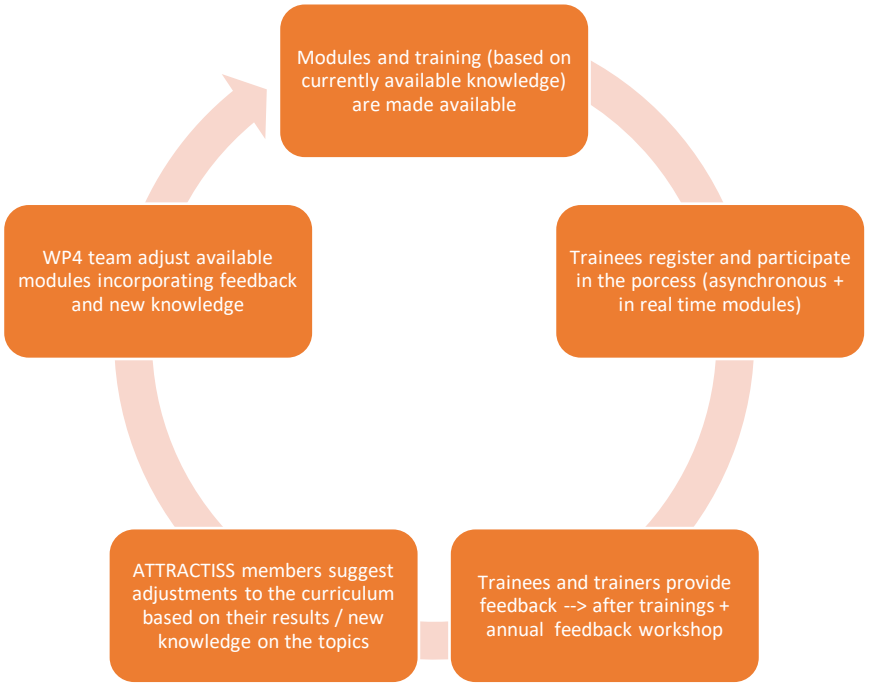

Figure 3. ATTRACTISS training iterative process

Feedback loops and internal updates

We have incorporated feedback opportunities at each stage of the curriculum:

- **Each module's assessment:** we will ask participants to share their feedback when completing each online module's assessment.
- **After the in person TTT workshops**: feedback will be collected through online evaluations; and in real time spaces – before and during the coaching process.
- **When the coaching cycle finishes**: through online surveys developed on platforms such as

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Typeform; and on one-on-one interview process.

- **Yearly curriculum feedback workshops** organised by WP1's team, focusing on user feedback as well as further needs, themes, skills and competences identification.

Feedback results will be anonymised and saved in ATTRACTISS' Sharepoint.

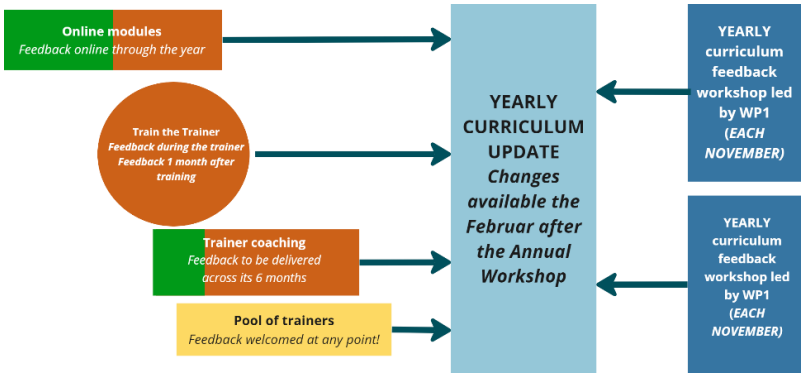

Image 3. Curriculum feedback at each stage

The ATTRACTISS team annually updates the partnership on their work during the Annual Meeting. WP4 team will use this opportunity to gather relevant updates like WP3's toolbox updates, WP4's cross-visit outcomes or WP6 case studies to name a few; and knowledge/ideas yet to be identified.

Updating the training curriculum:

After each Annual Meeting the WP4 will focus on updating the curriculum considering:

- Annual feedback (from the 4 instances highlighted above)
- New material from the project / sibling projects, for example, modernAKIS communities of practice.

The updating process will take a month and after being updated, the new plan will be shared with the ATTRACTISS team and pool of trainers to gather their feedback.

Previous course participants will be invited to update their ATTRACTISS knowledge by revising the updated information, thus furthering their training and ensuring they keep up to date with the ISS interactive innovation latest developments.

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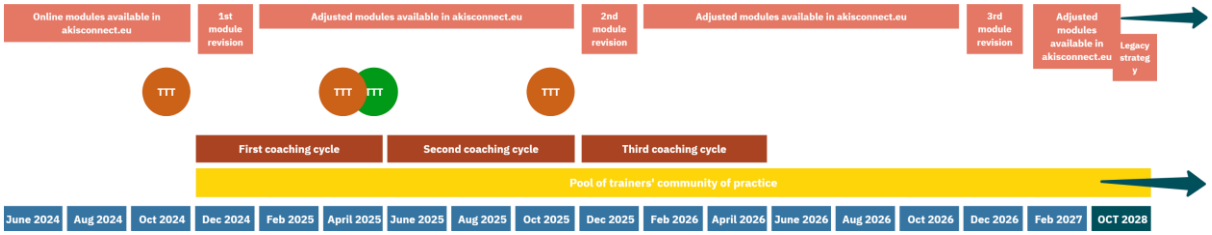
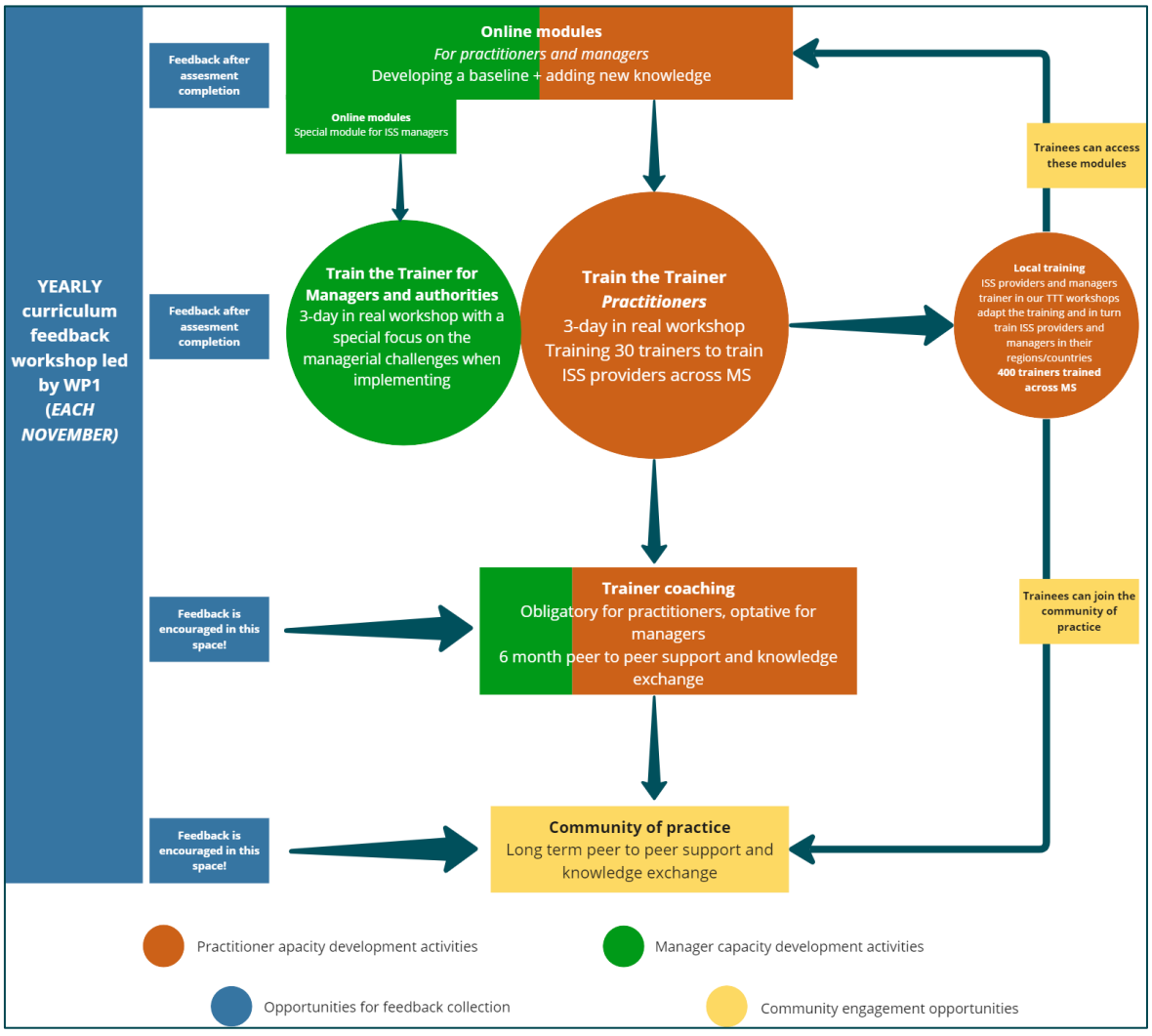


Figure 4. ATTRACTISS updating process through the project's life.

5.3 Final proposed model

The ATTRACTISS training curriculum model and flows is as follows:



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6. Specific topics

i2connect identified that for actors who have traditionally supported agricultural innovation it is not the technical knowledge -the "*contents of the innovation*"- that is the biggest challenge when embracing interactive innovation; it is rather "the non-technical issues -e.g. relationship between key persons, creativity and energy in the team, network – contacts, planning skills, space and resources for trial and error, communication skills etc." (D3.2, i2connect).
Many practitioners are unconsciously competent in these non-technical issues, but pitfalls can be prevented and the process improved if actors were better aware of the dynamics involved and had the right tools and competencies.

6.1 What topics will we explore?

Supported by the findings of ATTRACTISS D1.1, D1.3 and primary sources we have identified specific themes and topics that ISS users are interested in.

The overarching topics which will be explored across the curriculum are:

- Holistic understanding of interactive innovation processes (using the *Spiral of Initiatives*); and the role of specific ISS functions at different stages.
- Language, knowledge, tools, and methods of interactive innovation; and how providers can leverage them to support users' innovation processes.
- Exploration of roles within interactive innovation processes -guiding the technical process, guiding the social process, creating pathways to external sources, strategy developers to create space for the innovation and promote scaling mechanisms outside the project - amongst others- for actors to recognise and implement at different stages of the innovation process.
- Peer-to-peer community development, facilitation and maintenance: how communities can look and how they can strengthen innovation processes and environments in EU's agricultural landscape.
- Awareness at a managerial level about interactive innovation, how to support their practitioners and support uptake at an organisational level.

These topics will run across the three stages of our training curriculum.

We recognise, however, that not all actors will have the time or motivation to complete our training curriculum in its entirety. Since we would like to ensure

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access of at least some of the basic skills, tools and competencies associated to interactive innovation are accessible to as many actors as possible, we will develop a series of online modules available to all interested parties, whether they aim to complete our training or not. These will be available in our platform akisconnect.eu.

To ensure these topics are interesting for our main audiences, we will focus on the topics prioritised by our target audiences in our survey (*see Annex 1)*. Each of the topics below will be explored in a topic-specific module:

TOPIC	COMPETENCE
Measuring and monitoring impact of process of change/innovation	Reflection, Learning and Personal Development + Methodological competence
Co-creation: capacity development	Methodological Competence
Understanding interactive innovation processes	Content competency
Effective facilitation of innovation processes	Methodological Competence
Communication skills	Reflection, Learning and Personal Development + Methodological competence
Networks: creation, management, facilitation	Methodological Competence
Community building for projects and continuous learning (peer-to-peer)	Methodological Competence

Table 1. Topics and associated competence, as per D1.1

What are ISS?	Interactive innovation	Monitoring processes of change in interactive innovation	Exploring networks and engaging participants	External engagement and communication skills
What do they do	What is interactive innovation?	Understanding the benefits of monitoring and evaluation to support project delivery and enhance participation	Identifying and choosing the right partners	The importance of continuous communication with actorss
Main actors	Pros and cons	Evaluation strategies: continuous evaluation	How to identfy other actors and engage with them	Success factors for disseminating outputs of interactive innovation
The role of ISS	The innovation process / spiral	Identifying and monitoring impact	The role of the facilitator: ID skills and capabilities needed	Identifying potential beneficiaries and other external actorss; and actors that could negatively affect the process
Functions	The role of ISS: mobilising resources, skills and capabilities	Impact measurement *Identify parameters and expected effects* *Feedback loops* *Key issues*	Mobilising individuals and orgs around a shared goal	Engage others and encourage active listening to benefit from the project's outputs
How to connect with key actors?	Identifying innovative ideas	Scaling up, scaling out and scaling deep *Formats to disseminate outputs and results* *Language* *Accesibility and inclusion*	Identifying the success factors for effective collaboration & developing the right partnerships	Disseminating your co-innovation project outputs
	Developing innovative ideas	Evaluating impact: qualitative and quantitative evaluations	Working together effectively	Community of champions
	Communicating innovative ideas		Empowered participants	Effective adoption of ideas
			Managing difference, conflict and difficult behaviour	How to gather feedback from the partnership and wider networks during the lifetime of the project and beyond

Table 2. First suggested topics to be developed in ATTRACTISS' training curriculum online modules

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6.2 Where will we source the knowledge to address these topics?

The project does not start from scratch in developing these topics; and we will leverage previous project's know-how and resources (D1.4), and make the most of the tools at our disposal on ATTRACTISS:

- ATTRACTISS partners' knowledge and resource. In its first iteration partners' feedback, knowledge and resources are critical:
    - WP 1 has provided a conceptual framework and necessary conceptual understanding of many of the subjects above;
    - Partnership members are renowned academics that have explored these topics throughout their professional career and will bring their know-how to the curriculum and pool of trainers.
    - Many partnership members are renowned practitioners who have implemented interactive innovation processes in real life and can bring their experience to the curriculum and pool of trainers.
    - Many of our partners have participated in previous projects, and followed their training, in particular with the i2connect project; they can support the implementation and feedback loops necessary to adapt the i2connect curriculum to ATTRACTISS' particular circumstances and actors.
  - As ATTRACTISS knowledge and tools/methods are further developed these will also be integrated in future iterations of the training.

- Other EU projects, in particular i2connect's knowledge and resources:
  - i2connect: i2connect's TTT innovation support curriculum, its proven success, and suggested adjustments.
  - LIAISON: this project's "How to guides" will be an essential resource when developing specific modules and will be a resource shared with trainees; its tools will also be a key resource.
  - modernAKIS: we will leverage specific modules being developed by the modernAKIS project to complement our offer.
  - Premiere: this project is currently working and delivering training on best practice in multi-actor projects which might be of interest for ATTRACTISS' audiences.

While there is a lot of knowledge an experience that ATTRACTISS has leveraged in developing its curriculum, the challenge will be how to bring all the building blocks together and to create a learning experience that both partners and trainees can feel ownership.

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7. Next steps

Based on the work developed to date the WP4 team has already started working on two fronts based on existing information as delineated above:

- Modules development
  - Online modules uploaded into the akisconnect.eu platform
  - Modules' assessment available

  Completed online material and assessments available in the akisconnect.eu platform
- TTT and coaching programme adaptation and planning

  Participants invited and confirmed by early September

The approximate date for the first ATTRACTISS TTT has been agreed: it will take place after the ATTRACTISS 2024 Annual Meeting, which is being organised in autumn.

The first training curriculum updated should, therefore, take place in March 2025.

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8. Conclusions

With this deliverable we have identified needs, crafted and piloted a training curriculum tailored to the specific needs and aspirations of ISS practitioners and managers. Leveraging insights from other ATTRACTISS deliverables, particularly D1.1, 1.3, 1.4; alongside close collaborations with ATTRACTISS' WP3 and i2connect's training team; and engaging with final users, we have honed our users' needs and aspirations and explored suitable training curriculum models.

Through this process we have recognised i2connect's TTT model as particularly well suited to address many of these needs and aspirations, although some adjustments were needed. Based on users' feedback we have refined the model incorporating asynchronous learning modules, broadening our audiences to include managers and exploring strategies for post training support. This refined model will be implemented in the coming 6 months.

Central to our approach has been the ethos of co-creation, actively involving participants as co-creators of our proposal. Their feedback has been integral to our proposal, and we expect their contributions to continue to shape our curriculum proposal in the years to come. Either through direct engagement in our iterative process, when adapting of training materials to local contexts, or by participating in our vibrant community of trainers, participants will play a key role in refining and advancing our training curriculum.

We are confident that our collaborative process has resulted in a strong training curriculum proposal. When implemented as a training curriculum, it will become an effective and attractive tool to empower ISS providers and managers; they, in turn, will become key supporters for end-users imagining, developing, and sharing user-led innovations across the EU's agricultural, forest and rural communities.

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10. Annexes

10.1 Annex 1. ATTRACTISS survey: process and highlights

- **Stage 1 (February after the Leuven ATTRACTISS- i2connect meeting -April 2023):** each WP identified and shared key questions they would like to add to the survey. WP4 received them, scanned for repetitions and eliminated them, consolidated similar questions and created a first survey.

- **Stage 2 (April-May 2023):** those involved revised the final survey and suggested adjustments to wording as well as question reductions. This resulted in a second survey iteration.

- **Stage 3 (May 2023):** the survey was translated to 7 languages (in addition to English the survey was translated into Dutch, Finnish, French, German, Italian, Polish and Spanish) and adapted into Typeform. This was, again, revised by ATTRACTISS members and we agreed on the final form.

- **Stage 4 (June-August 2023):** survey shared with relevant stakeholders:
    - Direct contacts: ATTRACTISS members shared the survey with specific stakeholders from within their circles.
    - ATTRACTISS platforms: WP7 shared the survey across the project's platforms.
    - EU events: CAP Network seminar 'Fostering an effective and integrated AKIS in Member States' (Vilnius, 14-15 June 2023)

- **Stage 5 (August-October 2023):** results were analysed and shared across the project partners.

- **Ongoing:** sharing link for feedback in relevant occasions such as:
    - EU CAP Network seminar 'Skills and lifelong learning for agricultural advisory and training service providers (Vienna, 21-22 February 2024)
    - EUFRAS General Assembly meeting (Helsinki, 27 February 2024

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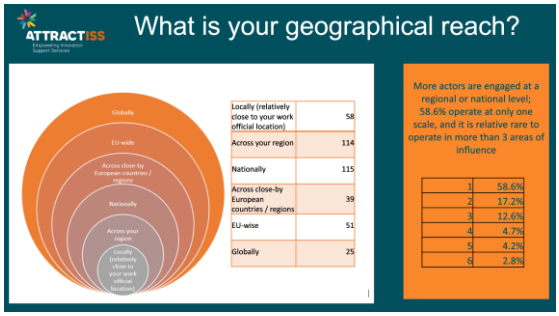

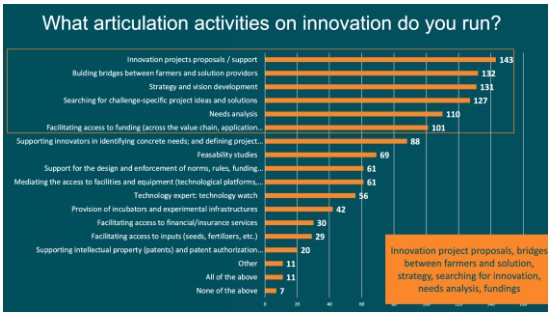

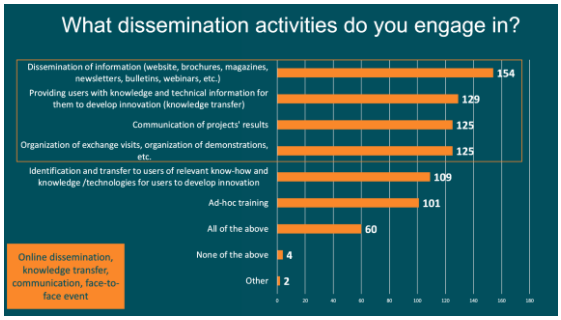

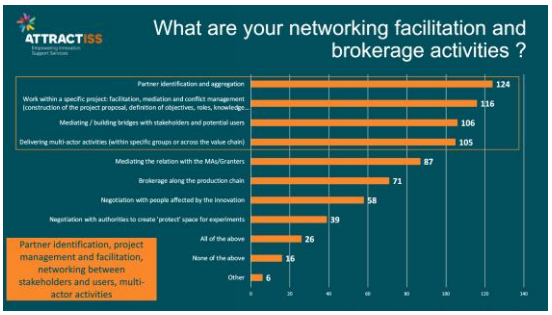

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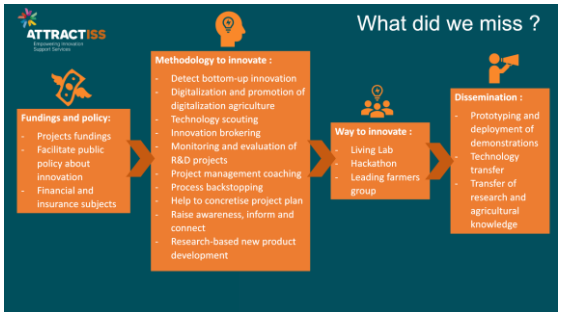

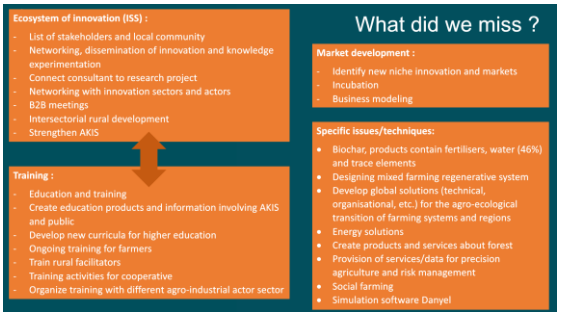

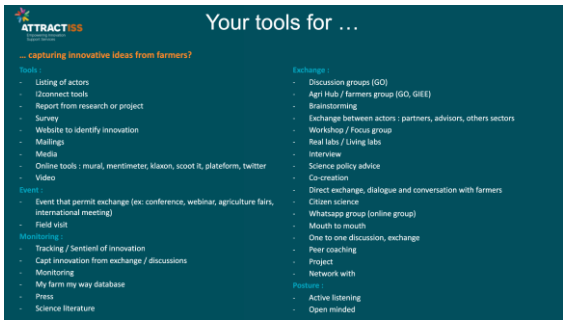

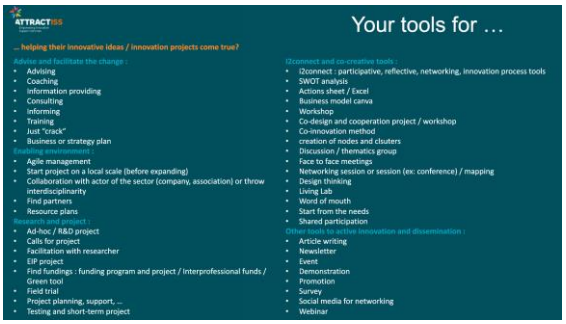

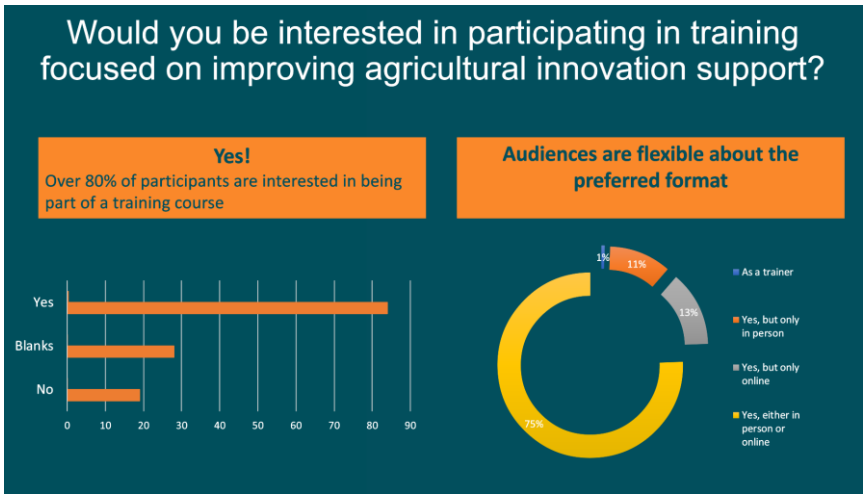

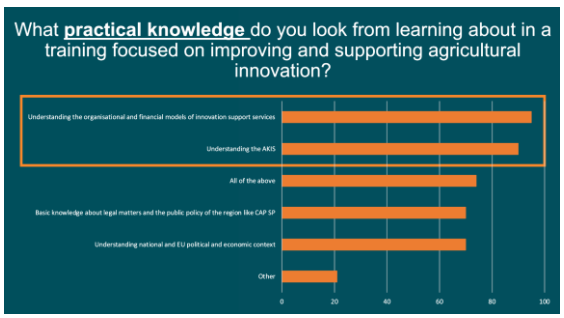

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10.2 Annex 2. Spiral of Initiatives model (Innovation Spiral (Wielinga et al, 2008)

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10.3 Annex 3. ISS 7 functions model

ISS function	Definition	Detailed activities
ISS1. Awareness-raising and knowledge dissemination *(new definition by ATTRACTISS consortium)*	All activities contributing to knowledge awareness, dissemination of scientific knowledge, or technical information for farmers. For instance, providing knowledge based on information dissemination forums (website, leaflets), meetings or demonstrations and exchange visits	Dissemination of information (website, brochures, magazines, newsletters, bulletins, webinars, etc.), organization of exchange visits, organization of demonstrations, etc. Selection and evaluation of information Transformation of information into documents (targets: advisors, farmers, etc.) Language translation
		Meetings
		Communication of project results
		Supply of knowledge and technical information for innovation (knowledge transfer) Selection and identification of know-how and transfer of knowledge /technologies
ISS2. Advisory, consultancy and backstopping	Targeted, supportive activities aimed at solving complex problems (e.g., a new farming system), based on demands of actors and the co-construction of solutions	Articulation of advisory needs / specific need to provide a more targeted support Data and information gathering Design of tailored advisory packages
		"Management" of the innovation process (soft skills) Support to find specialized advice
		Organization of backstopping pools (research / advisory / SME / etc.) to find a solution to a complex problem
ISS3. Demand articulation	Services targeted to help actors to express clear demands to other actors (research, service providers, etc.). This is targeted support to enhance the innovator's ability to express his/her needs to other relevant actors.	Needs analysis
		Strategy and vision development
		Feasibility analysis
		Searching for ideas and solutions
		Building bridges with users and intermediary organisations to make the need concrete, defining its contents, specificities and costs
ISS4. Networking facilitation and brokerage	Provision of services to help organize or strengthen networks; improve the relationships between actors and to align services in order to be able to complement each other (the right service at the right time and place). It also includes all activities aimed at strengthening collaborative and collective action.	Partner identification and aggregation
		Internal: facilitation, mediation and conflict management (construction of the project proposal, definition of objectives, roles, knowledge exchange, collective learning, etc.)
		External facilitation: facilitation, mediation, network strengthening and conflict management Mediating the relation with the MAs/Granters (ISS6) Mediating / building bridges with stakeholders and potential users Brokerage along the production chain (ISS7)
ISS5. Capacity building	Provision of services aimed at increasing innovation actors' capacities at the individual, collective and/or organizational level.	Traditional training/Face-to-Face individual training
		Peer-to-peer facilitation/Coaching
		Experiential learning
ISS6. Enhancing/supporting access to resources	Provision of services for innovators aimed at enhancing the acquisition of resources to support the process. This could be facilitating access to inputs (seeds, fertilizers etc.), facilities and equipment (technological platforms, labs etc.), and funding (credit, subsidies, grants, loans, etc.).	Facilitating access to facilities and equipment (technological platforms, laboratories, etc.)
		Facilitating access to inputs (seeds, fertilizers, etc.)
		Facilitating access to financial/insurance services
		Facilitating access to funding Application preparation and submission to grants (e.g. OGs, HORIZON-EU, …)
		Project management
ISS7. Institutional support for niche innovation and scaling mechanisms stimulation	Provision of institutional support for niche innovation (incubators, experimental infrastructures etc.) and for scaling out and scaling up the innovation process. This refers to support for the design and enforcement of norms, rules, funding mechanisms, taxes, subsidies, etc. that facilitate the innovation process or the diffusion of innovation.	Negotiation with authorities to create 'protect' space for experiments
		Provision of incubators and experimental infrastructures
		Support for the design and enforcement of norms, rules, funding mechanisms, etc. that facilitate the diffusion of innovation
		Brokerage along the production chain (ISS4)
		Exploitation strategy and action plan design and implementation
		Supporting intellectual property (patents) and patent authorization processes
		Negotiation with people affected by the innovation

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10.4 Annex 4. ISS competencies model

Competencies	ISS1	ISS2	ISS3	ISS4	ISS5	ISS6	ISS7
Basic Disposition and Attitude							
Self-awareness (self-awareness, sense of equity, willing to take a step back when needed, willing to share power and give up control)					X		
Personal drive (personal drive, passion, dedication, trust in intuition)		X		X			
Sensitivity (sensitivity, responsiveness, empathy, emotional intelligence, communication skills (=conversational skills, basics of communication, esteem, questioning techniques, active listening, etc.), social skills (=ability to cooperate, work in a team, and networking))	X	X	X	X	X	X	X
Reliability (reliability, accountability, trustworthiness, ethics, responsibility, professional attitude)	X	X	X	X	X		X
Content Competence							
Understanding the social context (understanding the broader social environment, connecting to the community, understanding own role in the system, being able to identify relevant actors)		X	X			X	X
Understanding AKIS (understanding political and economic context, basic knowledge about legal matters and the public policy of the region)		X	X				X
Content knowledge (background in agriculture, technical knowledge, ability to understand English)	X	X	X		X		
Methodological Competence							
Understanding the innovation process (sensitivity for the process, being able to recognise patterns in an innovation process, knowing how to act in any given situation, possessing and using tools related to innovation processes, problem solving skills)		X		X			X
Energy (being able to keep energy and enthusiasm in the group, being able to activate and mobilise people, facilitation skills, translation skills)		X	X	X			
Co-creation (being able to identify crucial positions, being able to identify missing positions, good insight into human psychology)		X	X	X			
Mediation		X	X	X			X
Organisational Competence							
Organisational competence (planning, meeting organisation, following up with contacts, keeping track of the network, time management, managing resources, writing project proposals, collecting funds, delegating, digital skills)	X	X	X		X	X	X
Reflection, Learning and Personal Development							
Reflection among peers (habitually reflecting upon work with peers, sharing a common language)		X			X		
Self-reflection (habitually self-reflecting)		X			X		
Addressing professional network (utilizing professional network)	X	X			X	X	
Lifelong learning aptitude (ongoing skill development and learning, knowing how to find new information)	X	X			X		
Knowing and using communication techniques	X		X	X	X		
Relationship building			X				X
Know and use methods for information gathering and analysis, as well as monitoring and evaluation			X	X			
Know and use educational methods and learning approaches					X		
Monitoring of processes of change		X		X			X

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10.5 Annex 5: internal and external workshops, main outcomes

- The training curriculum should be very practical, characterised by case studies and hands-on work using frameworks and tools in practice.
- Celebrate failure too! Bad experiences can be fruitful experiences too.
- Role play is an excellent learning method!
- The relevance of skills and mindset change should be front and centre, accompanied by tools and methods to support the process.
- Spiral of Innovation should be a central feature, articulating ideas, skills, tools, methods, and competences discussions to keep interactive innovation central to all conversations.
- Peer-to-peer learning opportunities should be leveraged whenever possible.
- Building reflection at each stage, and during the modules/TTT itself: feedback is one of the keys to learning.
- Make sure the TTT groups are kept small (12 people is ideal) to make the most of them.
- 3 days is a good amount of time to get into the topics and develop good relations with the group.
- Strengthen the coaching proposal, providing more structure and consistency and holding space for post-training feedback sessions where trainees can feed back experiences.
- Strengthen the structure supporting the pool of trainers to make the most of the social capital already created (physical and digital spaces; and an activity net allowing them to easily find each other with very low effort around shared interest topics)
    - Consider a “buddy system” organised from the start of the TTT to support in person relations development.
- We need common definitions of what we think of when speaking of ISS.

Some aspects not previously discussed also appeared:

- The training curriculum language should be accessible to a variety of participants -avoiding lingo.
- Feedback forms! / per module / for the curriculum to get feedback and increase engagement. This would allow us to align with the user needs too!
- When thinking of the in-person events, consider the physical location to make it as conductive to learning as possible: cozy, welcoming environment were especially conductive to relations development and an open, creative mindset.
- 3 days is a enough time to get into the topics and develop good relations with the group; but the groups would benefit from an extra meeting after the 6 month coaching period (see below); this in person refresher would close the cycle by providing a space to test their ideas after having had time to let them sink, test them and teach them to others.
- The team welcomed the idea of a hybrid model for the training curriculum development, with some material being asynchronous and available online; while the “heart” of the process leverages the TTT face-to-face model:

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- Participants have busy schedules, so a modular and hybrid offer can be an effective way to supporting them find the best fit for them to be able to join, while still delivering a great learning experience.
- If a participant only has time to do the modules but not the TTT, they should be welcomed to do so!
- Consider the development of a tool/map to navigate what modules you should consider
- Consolidation of other courses catalogue, so that participants that want to explore specific topics related to the ISS functions listed in D1.1 but not directly covered by ATTRACTISS' curriculum have a guide on where to continue their development (e.i CECRA's new module on niche innovation).

Regarding the topics we should explore and highlight, interest ideas come up:

- This training curriculum should go beyond what has been explored in i2connect. While making sure the tools, training and know-how created so far –skills, tools, methods, networks- are incorporated in the ATTRACTISS curriculum other potential topics and skills (with associated tools and methods) to explore are:
  - Focus on how ISS can search and support existing innovation on the farm level; and how to effectively share them with other interested parties, especially farmers!
  - Focus on the initial stages of the spiral, to support the discovery and development of ideas from the ground up.
  - Different phases of the innovation spiral and transitioning, identifying gaps.
  - Clients and problems identification and assessment
- On a managerial level:
  - Make the connexion between co-innovation+facilitation and the business model for innovation support obvious; and highlight what skills advisors need to address the new challenges these models present.
  - Focus on managerial knowledge and skills around the importance and useful of these models.
  - Showcase and explain what successful management looks like for such models looks like if we want these models to be implemented.
  - During the training allow managers to role play with providers roles to know what they go through!
- Practical topics that might be of interest for online modules and in person (in addition to those proposed based on user interest via the survey):
    - Effective communication within a group
    - How to launch the innovative process
    - How to engage with external audiences
    - Client needs assessment + planning (and writing) a project
    - Funding opportunities / streams
    - Ideas from outside agriculture to innovate effectively
    - Understanding the difference of Dissemination, Communication and Exploitation

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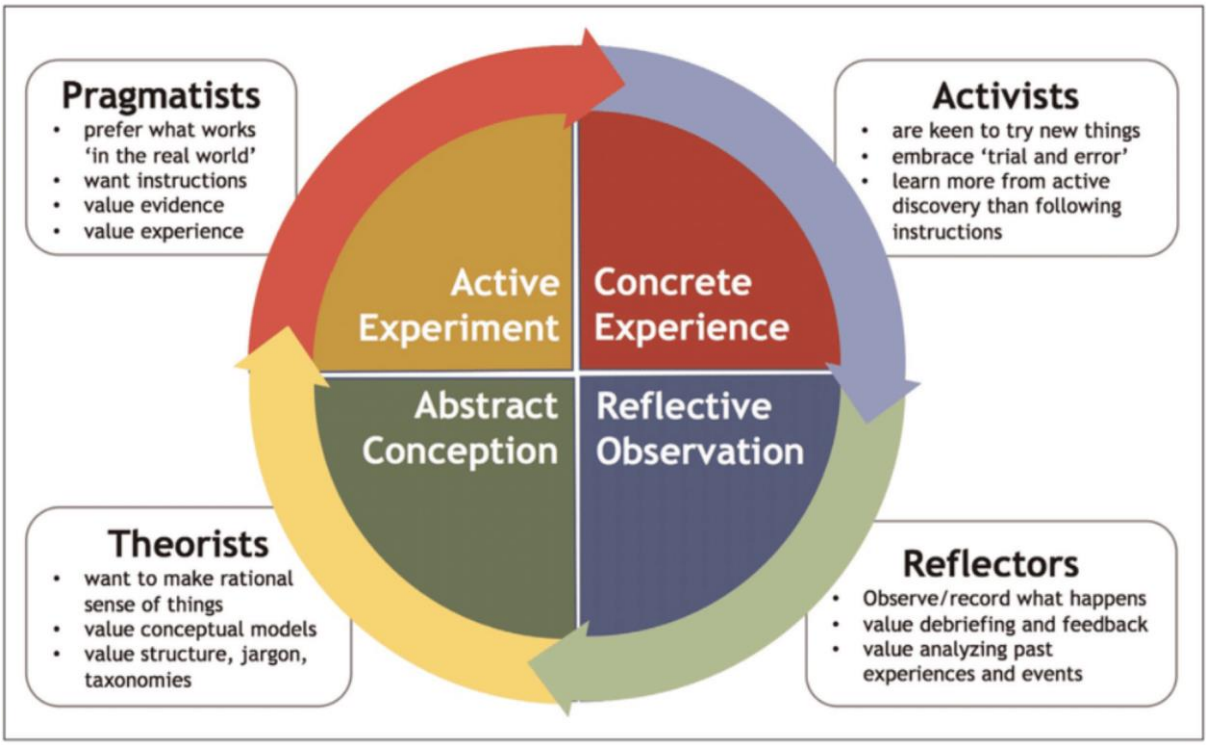
10.6 Annex 6: different learning styles



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10.7 Annex 7: TTT day plan

Day 0. Arrival and setting the tone	
18:00	Welcome
18:15-18:30	Energiser and get to know
18:30-18:50	Programme in perspective
18:50-19:00	Working Agreements
19:00-19:30	Opening Ceremony – Candle
19:30-20:10	Draw interactive innovation
20:30	Informal dinner
Day 1. You as a PARTICIPANT in interactive innovation (sharing language)	
8:40-9:15	**Energiser**
9:15-9:30	**Check in**
9:30-9:50	**Lighthouse of the training : your needs !**
9:50-10:30	**Cold and warm energy (30')**
	break
10:45-12:00	**Innovation Spiral**
12:00-12:30	**Network Analysis**
12:30-12:35	**Feedback**
	lunch time
13:45-14:00	**Energiser**
14:00-15:00	**Network Analysis**
15:00-16:30	**Circle of coherence**
	break
16:30-17:00	**Triangle of Co-Creation**
17:00-17:15	**Explain rules for micro-teaching**
17:15-17:20	**Feedback**
Day 2. You as a trainer in interactive innovation	
8:50-9:00	**Energiser**
9:00-9:15	**Connection time**
9:15-9:30 : explanations	
9:30-11:00 : preparation	**Prepare micro-teaching (rules, content, methodology, feedback, observer)**
	Duration of micro-teaching : 1h15-1h20
11:00 - 12:30	**Microteaching team 1**
	Feedback and content
	lunch time
13:45-14:00	**Eenergiser**
14:00-15:30	**Microteaching team 2**
	Feedback and content
	Break
15:45-17:00	**Microteaching team 3**
	Feedback and content
17:00-17:15	**Feedback**
Day 3. You are preparing your way home	
9:30-10:00	**Check-in**
10:00-10:15	**Connection time** / Energiser
10:-15-10:30	**Collect and priorise the needs**
10:30-11:30	**Worskshop 1 - EcoAnalysis**
	break
11:45-13:00	**Worskshop 2 - Free Actor capacities**
	lunch time
14:00-14:15	**Energiser**
14:15-15:00	**HOPES and FEARS about your future project**
15:00-15:30	**Back to the big "picture" (EU project, i2c activities, interactive movement in i2c, trainers pools, …) - Welcome to the pool**
15:30-16:30	**Start to build your training session**
16:30-17:40	**How to introduce the i2connect training in your organisation.**
17:40-17:45	**Imagine the coaching**
17:45-:18:00	**Energy Timeline**
18:00-18:30	**Closing Ceremony - Candle**

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10.8 Annex 8: Detailed stages

Stage 1: Online modules. *Knowledge and skills baseline development.*

- **What**: online modules designed to provide a shared understanding of key concepts, skills, tools and competencies that we will explore during this training, regardless of participants' knowledge and skill levels on interactive innovation when entering the programme. For those who already have the right knowledge and skills, a short assessment will allow them to find out if they already have the necessary baseline; if so, they do not have to "study" these modules.
- **What these modules cover**: the 5 modules will address user knowledge, skills and competencies needs identified in the project's initial stages.

What are ISS?	Interactive innovation	Monitoring processes of change in interactive innovation	Exploring networks and engaging participants	External engagement and communication skills
What do they do	What is interactive innovation?	Understanding the benefits of monitoring and evaluation to support project delivery and enhance participation	Identifying and choosing the right partners	The importance of continuous communication with actorss
Main actors	Pros and cons	Evaluation strategies: continuous evaluation	How to identfy other actors and engage with them	Success factors for disseminating outputs of interactive innovation
The role of ISS	The innovation process / spiral	Identifying and monitoring impact	The role of the facilitator: ID skills and capabilities needed	Identifying potential beneficiaries and other external actorss; and actors that could negatively affect the process
Functions	The role of ISS: mobilising resources, skills and capabilities	Impact measurement *Identify parameters and expected effects* *Feedback loops* *Key issues*	Mobilising individuals and orgs around a shared goal	Engage others and encourage active listening to benefit from the project's outputs
How to connect with key actors?	Identifying innovative ideas	Scaling up, scaling out and scaling deep *Formats to disseminate outputs and results* *Language* *Accesibility and inclusion*	Identifying the success factors for effective collaboration & developing the right partnerships	Disseminating your co-innovation project outputs
	Developing innovative ideas	Evaluating impact: qualitative and quantitative evaluations	Working together effectively	Community of champions
	Communicating innovative ideas		Empowered participants	Effective adoption of ideas
			Managing difference, conflict and difficult behaviour	How to gather feedback from the partnership and wider networks during the lifetime of the project and beyond

- **Who for**: wide reaching. Although ISS providers and ISS managers are core audiences, other actors are welcome to join.
- **Why is it needed**: a shared knowledge and skills baseline has been highlighted as a needed improvement for participants to maximise their TTT and peer to peer community experiences. A shared baseline facilitates the sharing of ideas and experiences. These modules are also an opportunity for those exploring whether this curriculum is the right option for them to "test the waters" with a low time and no expenditure engagement before committing to a TTT workshop.
- **When**: all modules will be available by September 2024. Interested parties are welcome to revise these modules as an when they want to. There will be yearly updates of these modules, as per the iterative model suggested.
  Assessments for each module must be successfully completed before being able to apply to Stage 2 (TTT).
- **Format:** online, asynchronous modules organised around videos and written resources.
- **Where will the modules be hosted:** akisconnect.eu.
- **Who should participate in these modules?** These modules' goal is to provide a baseline to ensure parity of knowledge amongst trainees moving forward to the in-person TTT stage (stage 2); and to provide a gateway to those interested in ATTRACTISS training topics but who are not ready to commit to the TTT experience to test whether these are the right path for them.

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- **Assessment:** to assess that the baseline has been acquired trainees will have to undergo a final online examination per module. Having successfully approved these 5 assessments and submitting these results will be a requisite for applying to stage 2.

Stage 2: Train the Trainer. *Mindset shift, interactive process facilitation skills, tools; testing them and connecting with like-minded participants*

- **What:** an in person, 3 day-long workshops modelled after the i2connect TTT curriculum where participants have an immersive experience exploring interactive innovation. In this space they have a safe space to explore and sense check and test their ideas and experiences; develop networks; and learn from others' experiences and ideas.
- **Who for**: ISS providers and ISS managers.
- **Why is it needed:** this model will allow the ATTRACTIS team to train 30 ISS providers / managers on successful interactive innovation strategies, techniques, skills, tools, methods and process development/management. Participants, in turn, are expected to train actors in their own MS; by 2028 we expect 430 actors will have been trained across MS.
- **When:** three in real life trainings will be available as follows:
  - October 2024, Budapest
  - March 2025, TBC
  - September 2025, TBC
- **Format**: in real life workshops, lasting 3 days
- **Assessment:** no specific assessment is required, but participants commit to organising a training modelled after this experience in their environments back home.

Step 3: Coaching. *Supporting the implementation of modules and TTT in their environments; and development of local trainings*

- **What:** a facilitated peer to peer space based on trust where members will be supported to reflect on what has been learnt, how it is applicable in real life, ask for advice and support others' reflection; as well as get expert and peer advice to organise their trainings back home.
- **Who for**: ISS providers and ISS managers who have participated in the TTT.
- **Why is it needed:** as highlighted in i2connect, in working on their day-to-day challenges participants benefit from "having a space to express their doubts and weaknesses without fear of being judged or classified. (In addition) (…), joint reflection among peers is essential for integrating the contents of the course with everyday practice of the participants. When preparing their trainings back home and when agents try to apply what they learned, questions will arise. That is when peer coaching is most useful" (i2connect).
- **When:** runs for 6 months, starting two weeks after the completion of the TTT workshops
  - November 2024 to May 2025
  - April 2025 to November 2025
  - October 2025 to April 2026
- **Format**: hosted online, through regular meetings and episodic contact through other digital platforms) – all of these to be decided by participants.
- **Who should participate?** all participants of a TTT training.

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