Towards innovation-driven projects

The co-innovation work in PURE-IPM

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Context

- PURE-IPM: FP7 research project *'providing IPM solutions for selected EU farming systems'*
- Linear, science-driven approach falls short for getting IPM to practice
- Experiment with participatory approach(es) in four on-farm experiments
  - Wheat-based systems: DK, F
  - Outdoor vegetables: D, NL
- Aim: development of the approach ('guideline')
- Participants: voluntarily (ENDURE partners)

Co-innovation is not...

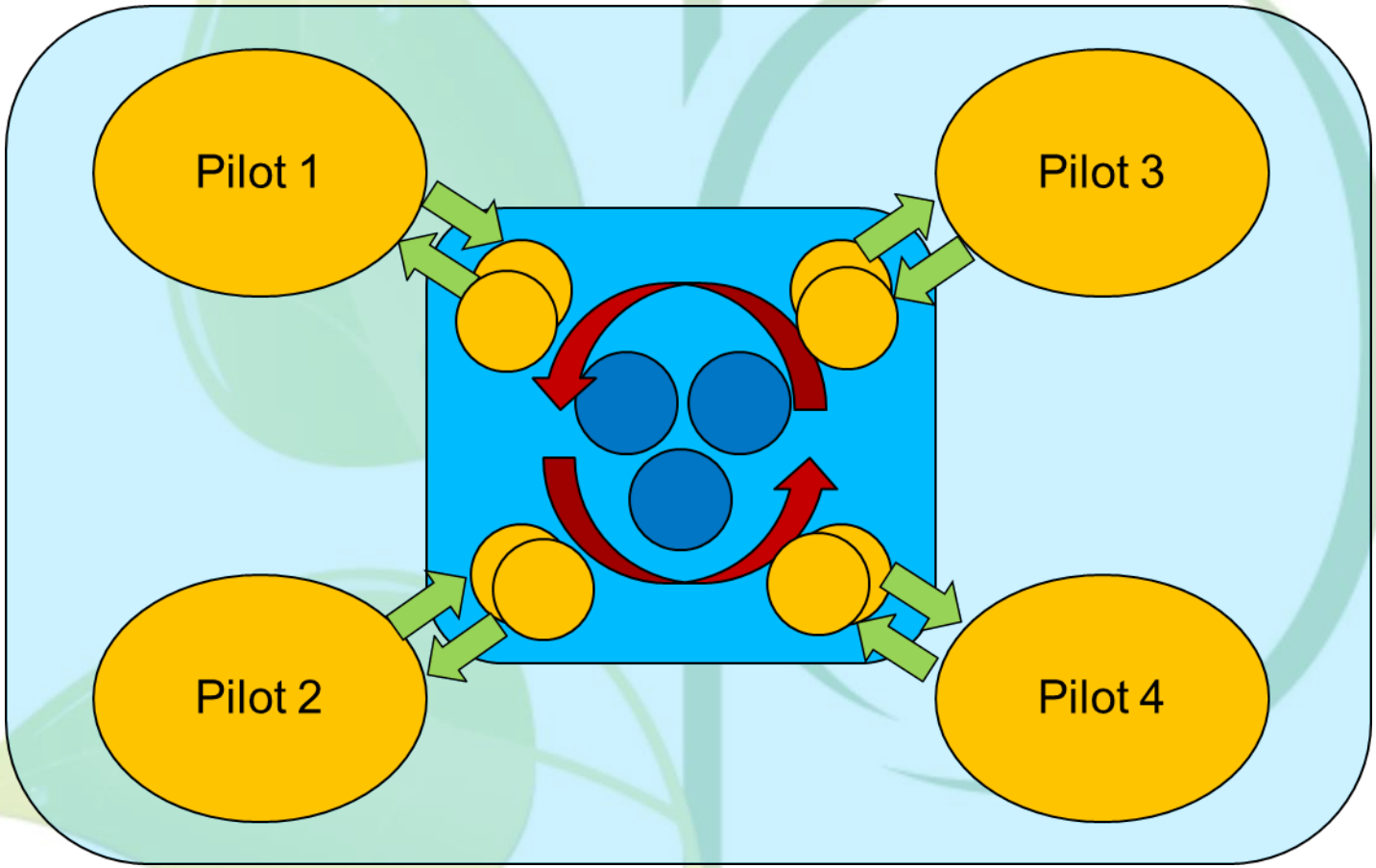
But it is...

Hard work

So...

You can learn it!

Structure of the project



Activities on project-level

- Interactions:
  - Yearly meetings
    - Share progress of the pilots
    - Prepare for next period
    - Training, reflections, exchange
    - Visit one pilot, discuss with participants
  - In between (twice per year)
    - Coaching en monitoring per pilot (video conf)
- Scientific work
  - Conceptual framework (boundary work, CAS)
  - Monitoring and evaluation during project activities

The co-innovation approach

- Key elements:
  - Innovation as a social learning process
    - Innovation is not (only) ‘technology development’
    - Social networks learning to develop a new practice
  - Combining formal and tacit knowledge
    - Scientific knowledge is not the (only) key for innovation
    - Includes skills, experience, expert knowledge
  - Stakeholder management
    - Managing the multi-stakeholder process
- Key activity
  - Facilitation of the multi-stakeholder learning process

Key features PURE co-innovation

- Key boundary: science and farmers
- From science-driven to innovation-driven projects

- Key questions:
  - Who has to work with IPM? – *Farm(er) level*
  - What is IPM? – *set of solutions or management strategy?*

Tools, methods (1)

- Intervention logic (intervention – output – outcome – impact)
- Reflexive Monitoring in Action tools:
  - Collective System Analysis
  - Dynamic Agenda
  - Time line (Most Significant Change)
- Stakeholder management tools:
  - Stakeholder mapping
  - Stakeholder management strategies
  - Conflict management
- Boundary work concept

Tools, methods (2)

- Co-design (introduced by INRA and Chambre d'Agric.)
- Learning tools
  - Learning flip charts (during meetings)
  - 'harvest' sheets (during meetings)
  - Video interviews (during meetings)
- Peer review techniques

Two pilots

- Denmark (VFL)
  - Linked to IPM demonstration farm network
  - Farmers asked to identify future challenges and possible solutions
  - Combination of several IPM solutions
  - On-farm experimentation on all farms
- France (Chambre d'Agriculture and INRA)
  - Linked to CETA group
  - After some struggles: co-design for individual farms
    - Individual problems and solutions
  - Approaching on-farm and group follow-up

Participation

- Existing networks
  - Denmark:
    - IPM demo farm network + advisors VFL
    - co-innovation approach was explained
    - 3 farmers joined (out of 15)
    - Contacts with several other stakeholders
  - France:
    - CETA group + advisor(s) Chambre d'Agriculture
    - First: network meetings on 'low input system'
    - After 'no': switch to open process on farmers' individual challenges
    - 7 farmers joined (out of 22)

Key moments

- Project: first meeting in Lelystad (Nov. 2011)
  - ‘second order co-innovation’
- Denmark: first meeting with farmers and advisors (Jan. 2012)
  - Farmers take the lead (agenda setting, proposing IPM solutions to work on)
- France: meeting with farmers group (June 2012)
  - From near end of the pilot to new perspective

Lessons learned

- Project itself
  - All teams are experimenting with new approaches and interventions (learning!)
  - Diversity in pilots is important for learning
- Traditional patterns and routines
  - Knowledge hierarchy science – advisors – farmers
  - Farmers are hosting experiments (demo farms)
  - Strong focus on technology, field experimentation
- Science and practice are different worlds
  - Different time horizons
  - Different incentive mechanisms

Questions for the future

- Changing routines needs ‘learning environment’
  - Support: training, coaching, CoP structure
  - Context: incentive structures, expectations
- How to overcome ‘easy critics’
  - Participatory: big effort for few people
  - Facilitation: non-science and therefore irrelevant
  - Social sciences: not my expertise
- Dealing with ‘out of control’ feelings
  - Science, advisors
  - Funders, policy makers
  - Facilitators