

Towards innovation-driven projects

The co-innovation work in PURE-IPM

November 2013, Pieter de Wolf & Walter Rossing



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



WAGENINGEN UR
For quality of life

So...

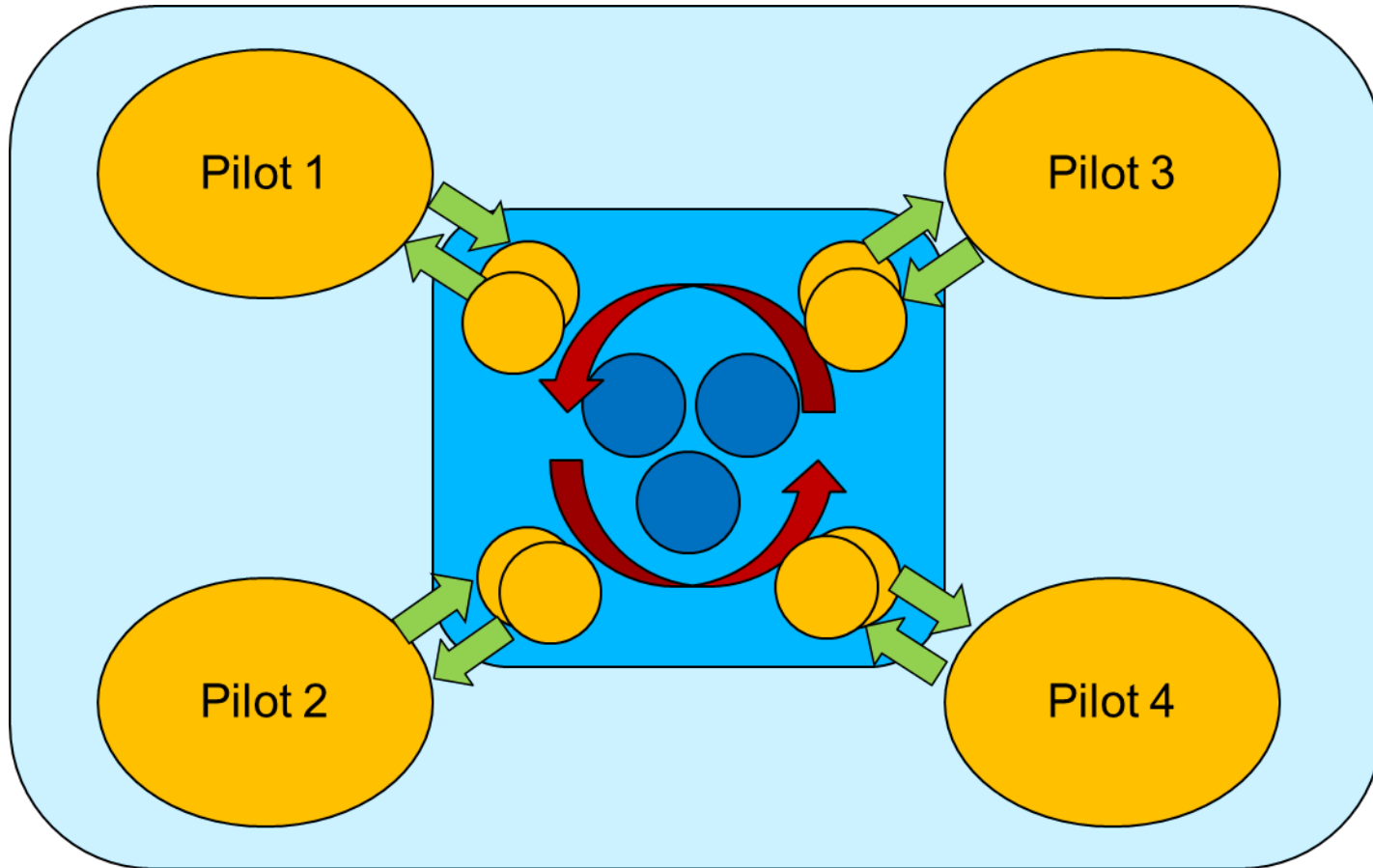


You can learn it!



WAGENINGEN UR
For quality of life

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