AGRIDEMO

Methodological guide for data gathering and analysis: D3.1 structural characteristics D4.1 functional characteristics D5.2 impact assessment

WP Leader: D3.1 AUA – D4.1 CCRI – D5.2 EV ILVO
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Content

Document Summary

Deliverable Title: Methodological guide for data gathering and analysis: D3.1 structural characteristics; D4.1 functional characteristics; D5.2 impact assessment

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1. Introduction

This methodological guide to data gathering and analysis explains the research tasks required for the in depth understanding of the farmer-to-farmer learning approaches and the case study approach based on this understanding. The case studies are at the core of the AgriDemo-F2F project. They will be selected based on a combination of quantitative and qualitative criteria. The criteria stem on the one hand from a typology constructed with data from a geo-referenced inventory of demonstration farms throughout Europe and on the other hand from expert and practitioner consultation and discussions through the multi-actor approach of the Agridemo-F2F consortium.

The analytical framework of the Agridemo-F2F project (Koutsouris et al., 2017) describes the relationship between the WPs and underpins the data collection themes and methods. A wide range of interrelated structural and functional characteristics enable farmer learning. Based on this understanding a framework was proposed which embeds the analysis of peer to peer learning (WP5) within the context of interacting structural (WP3) and functional components (WP4). This provides a framework to study the relationship between farmer to farmer learning at the farm demonstration and event level and the wider enabling environment. This approach allows us to understand how the organisations, programmes goals and objectives (and strategies) that underpin their demonstration activities (approach, audience, programme approach and management) are operationalised at network and individual farm and event levels, and how they influence learning at this level.

Although WP3, 4 and 5 are defined as different work packages to investigate in the case studies within Agridemo-F2F, in practice there is a lot of overlap in the variables we want to investigate, for this reason joint methods (across the WPs) are used in the methodology. In 2.2, an overview of the methods is given, they are structured on programme, farm and event level. First, we introduce the three work packages. Second, we present the joint methodology and the accompanying methods. Third, we explain the contribution of each work package to the development of the methods.

1.1 WP3: Structural analysis

WP3 aims to provide an in-depth analysis on the structural characteristics of farmer-to-farmer learning approaches and on-farm demonstrations, in particular. The approach on the identification of structural characteristics is described in the Analytical Framework (Koutsouris et al., 2017). The structural characteristics differ according to:

- Actors involved and their roles (e.g.: organisers, participant,…)
- Networks
- Resources, finances and incentives
- Multi-level governance
- Structural characteristics at Farm level (e.g.: location, layout,…)

1.2 WP4: Functional analysis

Demonstration programmes and activities have functions, i.e. they are performing or achieving something. Functional characteristics were identified from a review of theoretical and empirical

evidence relating to demonstration farms (see Koutsouris et al., 2017), these are related to demonstration activities, functions and processes which determine the practices developed to support learning, and include:

- Coordinating effective recruitment of host farmers and participants
- Developing and coordinating appropriate interaction approaches
- Planning, designing and conducting appropriate demonstration processes
- Enabling learning appropriate to purpose, audience, context
- Designing and implementing appropriate learning, mediation techniques and communication tools
- Providing effective follow up activities

These functional characteristics frame the methodology for WP4 and have been used to identify themes and topics for data collection.

1.3 WP5: Effectiveness

Focusing on the learning aspect, 'effectiveness' seems to have different interpretations in education. For a more elaborated report on effectiveness of learning approaches, we refer to deliverable 5.1: State-of-the-art report on effectiveness.

Much of the work in the search for measurable links between educational practices and outcomes, becomes highly reductionist both of the range of practices and of the learning outcomes that should define contemporary education (OECD, 2013). Effectiveness can be interpreted in many different ways. It can interpreted as the level of engagement (e.g.: extent of learning understood as attendance numbers, efforts participants make to take part,…), as 'value-added' assessments and measurements (e.g. the extent of learning understood as number of participants stating having learned because of the on-farm demonstration, and indicators on 'how much' they've learned) and as adoption rates (putting in to practice what was learned).

This means each specific research context is obligated to make decisions in which variables to take into account and which not to include when investigating effectiveness, because it's practically impossible to include every influencing variable and possible outcome. The measurements used to determine effectiveness should be first of all relevant to the context and the particular questions that need to be addressed. Therefore, the AgriDemo-F2F project defines learning effectiveness through factors representing the extent and nature of learning linked to structural and functional characteristics. Structural and functional characteristics and learning processes suggested as effective by literature (Deliverable 5.1) and observed and indicated by different actors will be linked with the extent and nature of learning through data analysis of the case studies.

1.3.1 The extent of learning

The extent can be addressed by numbers of for example participants stating they have learned after an on-farm demonstration activity (DA) took place. Additionally, the amount of participants expressing change in behaviour or practices on their own farm and the extent of the change(s), (partially) due to the DA, will count as effectiveness variables and are addressed with the term 'adoption'. To complete the picture, we are also interested in how knowledge is spread and skills

in relation to attendance at a DA, by for example how many participants acknowledge, after some time, having learned because of the DA, and the people who didn't attend the DA the participants have talked to about it. The latter refers to the term 'diffusion'. Participants stating for example not having made any changes on their farm as the result of a careful examination process, including the knowledge gained at the DA, should be seen as an outcome related to adoption and thus effectiveness. In other words, we will investigate the level of adoption and diffusion of knowledge and skills by participants, supported by the attendance at a DA, not the mere adoption or diffusion of farming practices as such.

1.3.2 The nature of learning

Secondly, the nature of learning will focus on the appearance of different levels of learning as defined by Argyris and Schön (1996). They described different 'levels' of learning as single and double loop learning, which in practice are often intertwined. Single loop learning (SLL) refers to generating factual knowledge and developing skills (a.o. knowing how to apply an irrigation scheme/technology or pesticide). Building on SLL, double loop learning (DLL) explores the underlying values and assumptions, and requires critical reflection on the processes by which learning takes place (a.o. getting insights in the question: "Why is my farming system the way it is and should I change my farming system?").

1.4 Joint methodology development process

The three teams (AUA, EV ILVO and CCRI) have worked jointly to develop both the common methodology and the methods concerning the collection of data on on-farm demonstrations (case studies) in the partner countries. To this end, each team took the initiative a) to make initial proposals concerning the methodology, combining quantitative and qualitative methods and tools; and, b) to draft the critical items (questions), based on the analytical framework and according each team's focus, to be included in the various methods to be utilized for the case studies' exploration. These first proposals were supplemented by inputs from the practitioner partners gathered in a special session in the second project meeting in Aberdeen (June 2017). Taking these together, the data to be collected, and the most appropriate methods for collecting this data, were identified (Figure 1). As stated in the GA, and in agreement with WP3 and 5, a multi-method approach combining quantitative and qualitative data gathering was proposed.

All data collection methods were developed iteratively with WP3, 4, 5 input, and then piloted in UK (programme and farm level tools) and in Vienna (event level tools). Pilot surveys were conducted from December 2017 until the end of February 2018. All methods were evaluated with partners in the 3rd project meeting in Vienna (Jan 2018), where the event level tools were piloted by the partners themselves on a local farm, as part of the methodology training (T.3.2, T4.2 and T5.2) (Annex A). This gave partners the opportunity to familiarise themselves with these tools and provide constructive feedback to the leading teams. All the evaluation suggestions were used to revise and rework all the methods by the end of month 13, in time for a second piloting stage in three country case studies in February 2018. This ensures a practical and achievable approach to data collection.

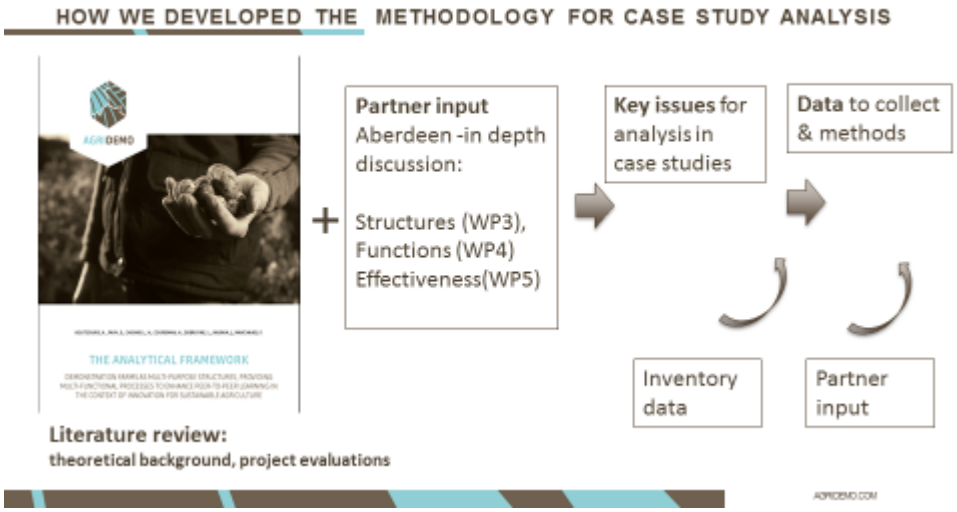

Figure 1: Developing the methodology from the analytical framework

2. Methodology and tool development

2.1. Overview: levels and schedule

The AgriDemo-F2F case study approach is a mixed methods approach (a combination of qualitative and quantitative methods) for data collection and analysis. Questionnaire surveys, in depth semi-structured interviews and workshops with key actors and documents on the initiatives and networks will serve as data collection methods.

Although WP3, 4 and 5 are defined as different domains to investigate in the case studies, the case study approach will use the same data gathering methods across the domains. This choice was made since there was a lot of overlap in variables relevant to one of the three work packages. To avoid asking the same questions to the same actors multiple times, we decided to combine the methods. Throughout the development of the analytical framework ant the discussions with the multi-actor practitioner partners, we detected three relevant actor-levels: programme, farm and event level (Figure 2) which could serve as a better structure for the data gathering methods.

The following diagram shows the (1) programme/network level interviews, (2) farm level interviews and the (3) event level tools and surveys. Distinguishing between these levels facilitates a holistic and in-depth view of demonstrations. In part, different levels of the methodology reflect the interacting structural and functional components of farm demonstration. Critically, the strategic approach allows for the identification of the different actors (including individuals, networks/programmes) and elements of demonstrations and events, and allows for an assessment of their effectiveness (including the extent and nature of learning) across the different levels.

The interviews are concerned with levels 1 & 2: the programme/network organisers (Level 1) are representatives from the programme or network that overarches/organises the demonstrations and sits above the farm level (Level 2). Farm level interviews can be conducted with, coordinators and/or demonstrators of farm level activities - this might be the host farmer/facilitator/adviser. Below this, on

level 3, are the event level tools and surveys which will gather data related to a specific demonstration event. A more detailed overview is given in Table 1.

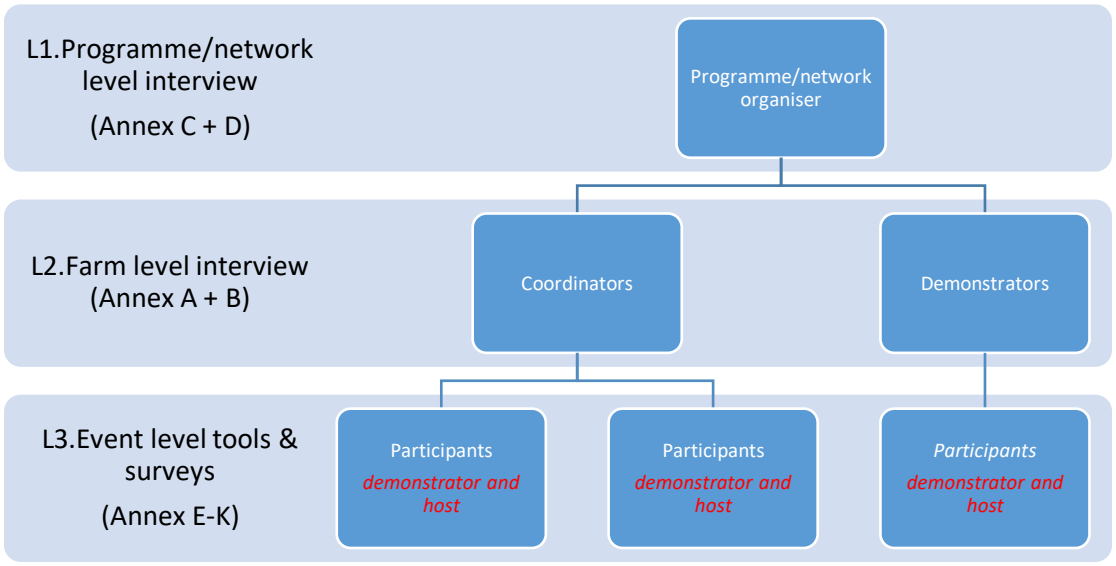

Figure 2: Levels of data collection

Table 1: Methods and levels of exploration

Aim	*Level*	*Methods/tools*	*Who to consult*
To understand the enabling environment (both structure and function)	**Programme/network level** (L1)	Organiser level interview (Annex C+D) Workshop/Focus group	**Organisers** = representatives from the programme or network that overarches/organises the demonstrations
	Farm level (L2) • Single farm that is part of a network • Single farm that is not part of a network (standalone)	Farm level interview (Annex A+B) Workshop/Focus group	**Coordinators** of farm level activities – this might be the host farmer or a facilitator/adviser or a programme employee (different from the organiser on programme/network level) **Demonstrators** on farm level activities - this might be the host farmer/facilitator/adviser
To understand *P2P learning processes* (+ some enabling environment questions)	**Event level** (L3)	1. Observation tool (Annex J) 2. Pre and post survey (Annex E/F/G/H) 3. Post host farm interview (Annex I) 4. Telephone surveys (Annex K)	1: Researchers on event 2+4: Participants & Demonstrator 3: (host) Farmer

		Workshop/Focus group	

The data gathering consists of a staged data collection schedule (Section 2.3.1). At the level of the programme/network, interviews are scheduled with organisers of demonstration activities, while at farm level, similar interviews are scheduled with coordinators and/or demonstrators of demo activities. Interviews include both closed and open questions and concern all activities (not individual events) in order to be able to capture motivations and reasons as well as processes (esp. the decision-making processes that take place from the initiation through to the implementation of the on-farm demonstration and the dissemination of results). These stakeholder interviews will be followed up with stakeholder workshops/focus groups to explore further and validate the interview findings.

At the event level, we will also utilise other data gathering tools. The semi-structured interviews at programme and farm level will be complemented with questionnaires, an observation tool and a telephone survey. Participants, demonstrator and host at the event level will be questioned through a pre and post demonstration questionnaire survey to be completed right before and after an on-farm demonstration event. In addition to this, an observation tool needs to be completed by project partners during and right after the demonstration. The observation tool is designed as a general rubric with an analytical scoring approach. All criteria consist of four levels (Likert scale) and each level contains a quality definition to ensure the validity of the observation tool. The various sections in the observation tool refer to items related to both WP3, WP4 and WP5. Finally, the event level tools also includes a telephone survey targeting participants, and to be conducted approximately 6 months after an on-farm demonstration event.

2.2 Planning and timetabling the data collection and analysis

In the early stages of the CS data collection (March 2018), we will ask practitioner partners to complete and submit a CS Plan, documenting the cases selected based on the criteria for selection, the proposed interviewees and numbers to be interviewed and a timetable (see below). Following this there will be a Skype training (April/May 2018) and continued support from the WP3, 4 & 5 team. There will be also be the possibility for follow-up questions and discussion with this team at the July 2018 project meeting together with workshop/focus group training. This approach recognises that each CS will be different but will ensure some standardised approaches across the CS.

The Case study (CS) data collection and analysis period is summarised in Table 2:

Table 2: Schedule

Month	***Task***
15	**Individual CS Plans agreed and completed**
16	**Skype training**
16-17	**Interviews at level 1 & 2 completed, transcribed, translated**

16-17-18-19	**Level 3 surveys and tools**
19	**July project meeting: guidance and training on completing activities and running workshops/focus groups**
20-21	*Interview and tool analysis by WP3,4 & 5 partners*
21-22	**Workshop data collection and validation, workshop reports completed, transcribed, translated**
23-24	*Final analysis and synthesis by WP3, 4 & 5 partners; Country reports completed*

2.3. Planning the interviews

The semi structured interviews with organisers and demonstrators/hosts should be undertaken in M16-17 as these will need to be translated and submitted for analysis before the workshop/focus group phase can begin.

2.3.1 Selecting interview respondents

At the programme/network level interviews will be conducted with organisers. These are only relevant to demos connected to a programme/network. Select representatives from the Programme or Network that overarches/organises the demonstrations. The number of interviews in each CS will vary and will be discussed and agreed with the WP3, 4 & 5 team.

At the farm level, interviews will be conducted with Coordinators who coordinate farm level activities – this might be the host farmer or a facilitator/adviser or a programme employee (i.e. not an organiser) and/or Demonstrators who deliverer farm level activities – this might be the host farmer/facilitator/adviser. The number of interviews will be determined/scheduled in the individual partners' CS Plan and will be relative and appropriate for the particular context.

2.4 Data gathering process protocol

Generally and if necessary, we ask the partners to translate the questions or statements within all methods when necessary, and subsequently translate the answers back to English. All results will be analysed in English by the Wp3, 4 & 5 team. All participants providing data on any level for this project will be asked to sign an informed consent (Annex K), developed by ILVO and reviewed by TEAGASC. Submission of the data for analysis will happen according to the guidelines in the data management plan. This will include entering the translated data in the format files and uploading them in the correct folder in Bitrix.

Partners will need to transcribe and subsequently send their data. For this purpose, we ask partners to follow the 'Capturing the interview data' guide. For each partner individually, the process of translating the tools will be questioned and discussed, to ensure the quality of the translated data.

2.4.1 Organiser and farm level interviews

The interviews are intended as face-to-face interviews and the schedule comprises both closed and open questions (Annex A/B/C/D). These questions concern all activities (not individual events). The interviews are intended as face-to-face interviews. Some closed questions, for

example ranking questions, will be made available as a show card for participants to complete individually. Following two rounds of piloting, the interview process is anticipated to take 45-60 minutes.

The interviews will be recorded using a Dictaphone, phone or software (e.g. Audacity). This reflects a 2-stage process: (1) conducting and recording the interview and (2) later transcribing the recording.

The participants will be reminded that the recording will only be used for research purposes and should be handled according to the specifications in the Data Management Plan.

The responses to open questions will be transcribed using the 'Clean Verbatim', i.e. word for word what was said but without the hesitations or filler phrases that do not add any meaning, such as 'like', 'you know' or repetitions unless they add meaning/give emphasis to a particular point.

The following questions and answers (from a pilot interview in the UK) are provided to indicate the level of detail required.

Interviewer	***What are the overall goals or objectives of the demo farm? How are these decided?***
Farmer 1	At the minute, it's mainly students and pupils I'm dealing with at the minute. Agricultural students at Harper Adams [University] so they come here as part of their various courses, Integrated Farm Management which is the bigger picture and also on the Wildlife and Conservation course come here to look at how wildlife measures are integrated into the farm.
Interviewer	***In terms of how that's decided then, is that largely coming from Harper in terms of what they want on their courses … or is that more sort of directed by you?***
Farmer 1	It's from the courses; I tailor them, if they're looking at Integrated Crop Management then we look at the crop rotation and the decisions I make. I do refer to the wildlife part in that, because … I skew the demonstrations and the walks and that to the particular courses. You know, if it's a school course, they may want geography, so you look at land use and alternative land uses and talk about that. It is governed by whatever group comes here. I've had a few farmer groups and, from Harper they brought the International Symposium of Farming Methods Conference, who came. So it is, I try and tailor it to what they want, rather than what they get. Hopefully they get what they want and … but I try and broaden it out because I think it's important to look at all aspects of the farm … but I give the emphasis on whatever topic they want.

2.4.2 Follow up workshops

Workshops or focus groups will be used to validate the data collected in interviews and the event level tools. Activities will be conducted in the workshops/focus groups such as the actor matrix linkage exercises to capture actor interactions with each other and AKIS actors. Guidance and training for these activities will be provided at the project meeting in July. WP leaders will also attend some workshops to support partners. For timing, see Table 2.

2.4.3 Observation tool

The Observation tool consists of rubrics and open questions (Annex J). More than one attending researcher should fill it in right after the demonstration activity, preferably. The observing

researchers should read the observation tool very carefully before the demonstration event takes place, so they know what they should focus on while observing. When asked for in the tool, the illustrations/examples are required. Pictures about the techniques and tools used during the demo event should be added.

The different researchers observing the demonstration are asked to discuss their answers and fill in one copy of the observation tool together afterwards. For timing, see Table 2.

2.4.4 Pre and post survey

2.4.4.1 Participants (Annex E + G)

As many participants as possible are asked to fill in the pre survey right before the demo event and to hand it in right after they filled it in. This also counts for the post survey.

If a participant forgot this and left, the observing researcher is asked to contact them with a request to send it back. This can be by email, or post mail. Depending on the number of participants, we aim at a rate of at the following rates.

Number of participants	Response rates
<20	75%
20-40	60%
40-60	50%
60-80	40%
>80	30%
>200	20%
>500	10%

2.4.4.2 Demonstrator (Annex F + H)

If there is more than one demonstrator, they each fill in a copy of the pre and post survey, respectively right before and after the demo event.

2.4.5 Post host farm interview

The interview schedule comprises both closed and open questions (Annex I). These questions concern the individual investigated event. The interviews are intended as face-to-face interviews.

The interview contains two parts: the first part should be asked if the host farmer is not the same person as the demonstrator. The second part should be asked to the host farmer even if it is the same person as the demonstrator.

For interview recording and transcription we will use the same approach as described for the farm and programme/network level interviews.

2.4.6 Telephone surveys

Approximately 6 months after the observed demonstration activity telephone surveys are planned (Annex K). The partners will be asked to conduct a telephone interview with the demonstrator(s) and as many participants as possible, depending on their availability and how many agreed in the pre-survey to be contacted.

3 Uploading the data for analysis

The data (translated into English where necessary) from every case study will be uploaded by partners in Bitrix in a map structure. Templates and guidelines will be provided. The leading partners of WP3, 4 & 5 can access this data to analyse using methods relevant to their work package research questions. Each work package will have its own case study report, focussing on their own tasks. Statistical programmes used will include SPSS for quantitative data analysis and QSR NVivo for qualitative data analysis.

Numerical responses will be analysed in SPSS. Analysis will include descriptive statistics and correlational tests (response rates permitting). The analysis of open responses will be largely inductive; involving the research team deriving meaningful themes from the data but with the respective work package objectives and anything notable emerging from the quantitative analysis in mind. In this sense, the approach views deductive and inductive strategies as 'tendencies' rather than distinct or opposing strategies. The emergent coding framework and their populations (i.e. the number of references to that specific node) will be examined; individual nodes identified will be reviewed in context of the research objectives, and where relevant, grouped together, refined, combined or discarded. As well as organising the thematic analysis of open responses, NVivo will be used to explore patterns in the responses according to socio-demographic attributes, such as age, gender, role and so on.

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5 Annexes

Annex A: Farm level interview

Farm level interview

These questions are intended to find out about demonstration farms (e.g. individual LEAF farms) and refer to all the demo activities they undertake, not single events. We will be asking programme/network organisers (e.g. LEAF) a separate but similar set of questions.

There are two roles at this level:

1. **Coordinators** – these plan and manage the farm level demo activities – they might be the host farmer or a facilitator/adviser or a programme employee
2. **Demonstrators** – these deliver/run the farm level demonstration events, they might be the same person as the host farmer or a facilitator/adviser

A1: QUESTIONS ABOUT HOW THE DEMONSTRATION ACTIVITIES ARE ORGANISED
(WP3: STRUCTURE)

1. **What are the overall goals/objectives of the demo farm? How are these decided?**

2. **Who is your intended audience?**

3. **How are the demonstration activities on the farm managed?** (prompts: is there a steering committee or programme coordinator, or do you have autonomy in managing the activities on your farm?)

4. **Who are the main people involved in the demonstration activities and what are their roles?** (please include yourself)

5. **What are the funding arrangements for your demonstration activities? In particular, how do these impact on the lifespan of the farm demonstration?** (prompt: is there set-term funding or are there a series of one-off funded events?)

6. **To what extent is the demo farm connected to other demo farms and/or other knowledge exchange organisations (e.g. NGOs, agronomists, commercial organisations)?**

A2: QUESTIONS ABOUT YOUR ROLE IN THE ORGANISATION OF DEMO ACTIVITIES
(WP3: STRUCTURE)

7. **(a) Is your demonstration farm part of a programme or wider network (e.g. LEAF)?**

◯ Yes	◯ No

(b) If yes, which one?

8. **(a) Are you involved in the overall development of demonstrations at the programme/network level?**

◯ Yes	◯ No

(b) Please explain your answer

B1: EFFECTIVE RECRUITMENT AND TARGETING

Questions about motivations for hosting and attending demo activities, recruiting and targeting participants

(WP4: FUNCTION)

9. **What are your motivations/reasons for coordinating/hosting/delivering demonstration activities?** (prompt: economic benefits, social standing etc.)

10. **What do you think motivates participants to attend demonstrations?** (prompt: encourage participants/interviewees to consider any 'trigger factors' that might explain why farmers decide to attend)

11. **What do you think discourages people from attending demonstrations?**

12. **Who typically attends your demonstrations activities?** (prompt: are they the same types of people? are they diverse groups?)

13. **(a) Are participants targeted in demonstration recruitment?**

◯ Always	◯ Sometimes	◯ Never	◯ Don't know

(b) If 'Always' or 'Sometimes', please tell us how? (how are they identified and targeted? who is responsible for this? Do you tap into local networks and use intermediaries? use databases?)

14. **In your experience, what is the most effective way of attracting participants and advertising events?**

15. **How effective are you in recruiting in 'the hard to reach' or those who have never attended a demonstration event before?**

B2: APPROPRIATE INTERACTION APPROACHES
Questions about the general approach to demonstration activities
(WP4: FUNCTION)

16. **(a) As a coordinator or demonstrator how would you describe your general approach to providing demonstration activities?**

1 ◯	2 ◯	3 ◯	4 ◯
ENTIRELY TOP DOWN Transferring information about new technologies and practices	**MOSTLY TOP DOWN**	**MOSTLY BOTTOM UP**	**ENTIRELY BOTTOM UP** Help participants explore new topics and problem solve together

(b) Why do you take this approach? (prompt: are you steered by the programme or network or is this your personal approach?)

17. **(a) Which type of interaction do you find most effective in your demonstrations?** (note: 1 is the most effective and 4 is the least effective)

	Rank (1-4)
Advisor-to-farmer	
Researcher-to-farmer	
Farmer-to-farmer	
Farmer-to-researcher/advisor	

(b) Please explain your 'most effective' choice (prompt: are you steered by the programme or network?)

18. (a) Are participants (farmers, advisers, researchers etc.) involved in the overall development of demonstrations?

◯ **Yes**	◯ **No**

(b) Please explain your answer (prompts: in what capacity and at what stage/how often? Or is there a particular reason why participants aren't involved?)

B3: PLANNING, DESIGNING AND CONDUCTING DEMONSTRATION ACTIVITIES
Questions about how activities are planned and designed in relation to the topics and the audience (WP4: FUNCTION)

19. How are demonstration topics selected? (prompt: are these steered by the programme or network theme/objectives? Or by the potential participants?)

	Whole farm	In-between	Single focus
20. How would you best describe the demonstrations you provide?	**1** ◯	**2** ◯	**3** ◯

	Experimental e.g. a trial of a certain crop or management	**A mixture**	**Exemplary** e.g. offer an example or best practice case
21. How would you best describe your demonstration?	**1** ◯	**2** ◯	**3** ◯
22. (a) Which approach do you prefer?	**1** ◯	**2** ◯	**3** ◯

(b) What influences this choice? (prompts: own personal preference, fits with farming ethos)

23. Do you plan and design activities differently for different topics? e.g. do you have a one off events for new technologies but a series of events for practices related to long-term sustainable agriculture?

24. Do you plan and design demonstration activities differently for different audiences?

25. What is a typical time span for the demonstration activities and why? (e.g. one event a year over 3 years)

B4: LEARNING ENVIRONMENTS APPROPRIATE TO PURPOSE, AUDIENCE & CONTEXT Questions about enabling learning (WP4: FUNCTION)

26. (a) In your opinion, which of these do you regard as most important when delivering demonstrations? (note: 1 is the most important and 4 is the least important)

	Rank (1-4)
Providing new knowledge about a particular practice or skill	
Building capacity to make better decisions (prompt: Improving analytical skills and critical thinking/ Increasing self-confidence and readiness to participate and learn)	
Providing access to other farmers and their networks (prompt: Exposing participants to discussion, debate and new ideas	
Providing **triggers for change**	

(b) Please explain why you have selected your <u>number 1</u> ranked factor:

27. (a) Do you plan for the variation in learning capacities and learning styles of individual farmers and their diversity of knowledge and skills?

◯ **Yes**	◯ **No**

(b) If yes, how do you go about this?

28. What are the most important characteristics of a demonstrator (host or facilitator)? (prompt: good communicator, friendly, well-respected, trusted, expertise in technical aspects of farming, tells a good story or personal narrative)

29. What size and type of group do you find most effective, and why?

B5: EFFECTIVE WAYS OF DESIGNING AND IMPLEMENTING LEARNING, MEDIATION TECHNIQUES AND COMMUNICATION TOOL

Questions about learning, mediating and communication
(WP4: FUNCTION)

30. **What do you find is the most effective way to arrange/structure a demonstration activity?** (prompt: a technical presentation followed by a farm walk for example? A balance between a talk and practical activities – everyone gets to have a go?)

31. **What tools and techniques do you find are effective for engaging participants?** (e.g. slide presentation, video, a Q&A session, machinery demo in the field, looking in a soil pit)

32. **What content do you usually provide during demonstrations?** (e.g. data, costings, recommendations, benchmarking)

33. **What materials are provided during demonstrations?** (e.g. leaflets, technical notes, newsletters)

34. (a) Please rank the following factors by their importance to effective demonstration activities (note: 1 is the most important and 4 is the least important)

	Rank (1-4)
participants ask questions and talk openly	
good quality expert advice and technical presentations	
visualization techniques, or other multi-sensorial experiences	
problem solving – farmers feel they know how to solve a problem	

(b) Please explain why you have selected your <u>number 1</u> ranked factor:

35. (a) Do you request feedback on the event day from participants?

◯ **Yes**	◯ **No**

(b) Please explain your answer

36. (a) Do you evaluate the demonstration activities overall?

◯ **Yes**	◯ **No**

(b) Please explain your answer

B5: EFFECTIVE FOLLOW UP ACTIVITIES
Questions about what happens after demonstration activities
(WP4: FUNCTION)

37. (a) Do you continue to engage participants after the demonstrations?

◯ Yes	◯ No

(b) Please explain your answer

38. (a) Are follow-up materials made available to participants after demonstrations?

◯ Yes	◯ No

(b) If yes, please tell us more about these materials (what kinds of materials are made available? when do you make these materials available?)

39. (a) Do you assess if participants have engaged with/acted on the lessons of the demonstrations?

◯ Yes	◯ Sometimes	◯ No

(b) If yes/sometimes, how do you go about this? What indicators are used?

40. (a) Do you try to assess the extent of influence (diffusion) from your demonstration to <u>non-participants (those who have not attended demo events)</u>?

◯ Yes	◯ No

(b) If yes, how do you go about this? What indicators are used?

Annex B: SHOWCARDS Farm level interview

SHOWCARD A

Question 16 (a): As a coordinator or demonstrator how would you describe your general approach to providing demonstration activities?

		Tick one
1	Entirely top down (transferring information about new technologies and practices)	
2	Mostly top down	
3	Mostly bottom up	
4	Entirely bottom up (help participants explore new topics and problem solve together)	

SHOWCARD B

Question 17 (a) Which type of interaction do you find most effective in your demonstrations?

1 = Most effective

2 =

3 =

4 = Least effective

		Rank (1-4)
1	Advisor-to-farmer	
2	Researcher-to-farmer	
3	Farmer-to-farmer	
4	Farmer-to-researcher/advisor	

SHOW CARD C

Question 20: How would you best describe the demos you provide?

		Tick one
1	Whole farm	
2	In between	
3	Single focus	

SHOW CARD D

Question 20: How would you best describe your demos?

		Tick one
1	Experimental (e.g. a trial of a certain crop of management)	
2	A mixture	
3	Exemplary (e.g. offer an example of a best practice case)	

SHOW CARD E

Question 22 (a): Which approach do you prefer?

		Tick one
1	Experimental (e.g. a trial of a certain crop of management)	
2	A mixture	
3	Exemplary (e.g. offer an example of a best practice case)	

SHOW CARD F

Question 26 (a): In your opinion, which of these do you regard as most important when delivering demonstrations?

1 = Most effective

2 =

3 =

4 = Least effective

		Rank (1-4)
1	Providing new knowledge about a particular practice or skill	
2	Building capacity to make better decisions	
3	Providing access to other farmers	
4	Providing triggers for change	

SHOW CARD G

Question 34 (a): Please rank the following factors by their importance to effective demonstration activities

1 = Most important

4 = Least important

		Rank (1-4)
1	Participants ask questions & talk openly	
2	Good quality expert advice & technical presentations	
3	Visualisation techniques, or other multi-sensorial experiences	
4	Problem solving - farmers feel they know how to solve a problem	

Annex C: Programme/network level interview

Programme/network level interview

These questions are intended to find out about the organisers of demonstration activities or networks (e.g. LEAF or Farming Connect). These questions aim to find out about the general programme approach for demonstration activities

A1: QUESTIONS ABOUT HOW THE DEMONSTRATION ACTIVITIES ARE ORGANISED
(WP3: STRUCTURE)

38. **So Kees, can you tell me about your function at EURAF related to the demo's you visited, do you have a coordinating function in this? Did you do this before for EURAF?**
39. **Have you arranged demo's before? Why?**

40. **What are the overall goals/objectives of the network/programme you coordinate? How are these decided?**

41. **Who is your intended audience?**

42. **How is the programme/network managed?** (prompts: how is it set up? i.e. do you have a committee made up of different people or is there just one manager?)

43. **Who are the main people involved in the demonstration activities and what are their roles?** (please include yourself)

44. **What are the funding arrangements for your network/programme? In particular, how do these impact on the lifespan of the network/programme?** (prompt: is there set-term funding? Do you get your funding from one particular source or many?)

45. **To what extent is the network/programme connected to other networks/programmes in your country or even internationally?**

A1: EFFECTIVE RECRUITMENT AND TARGETING

Questions about motivations for hosting and attending demo activities, recruiting & targeting participants (WP4: FUNCTION)

HOSTS …

46. **What do you think are the motivations/reasons for farmers to host demonstration activities?** (prompt: economic benefits, social standing etc.)

47. **Do you offer any incentives to farmers to host demonstration activities?**

◯ Yes	◯ No

(b) If yes, what incentives do you offer?

48. **How do you target farmers to host demonstrations?**

PARTICIPANTS/ATTENDEES …

49. **What do you think motivates participants to attend demonstration activities?** (prompt: encourage participants to consider any 'trigger factors' that might explain why farmers decide attend)

50. **What do you think discourages people from attending demonstrations?**

51. **(a) Are participants targeted in demonstration recruitment?**

◯ Always	◯ Sometimes	◯ Never	◯ Don't know

(c) If 'Always' or 'Sometimes', please tell us how? (how are they identified and targeted? who is responsible for this? do you tap into local networks and use intermediaries? use databases?)

52. **In your experience, what is the most effective way of attracting participants and advertising events?**

53. **How effective are you in recruiting in 'the hard to reach' or those who have never attended a demonstration event before?**

54. **How do you identify/select relevant topics that will interest farmers?** (prompt: do you involve hosts and/or participants in the selection?)

A2: APPROPRIATE INTERACTION APPROACHES Questions about the general approach to demonstration activities (WP4: FUNCTION)

55. (a) As an organisation, how would you describe your general approach to providing demonstration activities?

1 ◯ **ENTIRELY TOP DOWN** Transferring information about new technologies and practices	2 ◯ **MOSTLY TOP DOWN**	3 ◯ **MOSTLY BOTTOM UP**	4 ◯ **ENTIRELY BOTTOM UP** Help participants explore new topics and problem solve together

(b) Why do you take this approach? (prompt: is this a general programme or network requirement? or more associated with the host farmers?)

56. Which type of interaction do you find most effective in your programme?

	Rank (1-4)
Advisor-to-farmer	
Researcher-to-farmer	
Farmer-to-farmer	
Farmer-to-researcher/advisor	

(b) Why do you say this? (prompt: are you steered by the programme or network?)

57. Are host farmers involved in the development of <u>individual demonstration activities</u>?

◯ **Always**	◯ **Sometimes**	◯ **Never**	◯ **Don't know**

(b) Please explain your answer

58. (a) Are hosts farmers involved in the development of the <u>overall demonstration programme</u>?

◯ Always	◯ Sometimes	◯ Never	◯ Don't know

(b) Please explain your answer

A3: PLANNING, DESIGNING AND CONDUCTING DEMONSTRATION ACTIVITIES
Questions about how activities are planned in relation to the topics and the audience
(WP4: FUNCTION)

59. How are demonstration topics selected? (prompt: are these steered by the programme or network theme/objectives? or by the potential participants?)

	Whole farm	In-between	Single focus
60. How would you best describe demonstrations in the programme?	**1** ◯	**2** ◯	**3** ◯

	Experimental e.g. a trial of a certain crop or management	**A mixture**	**Exemplary** e.g. offer an example or best practice case
61. How would you best describe demonstrations in the programme?	**1** ◯	**2** ◯	**3** ◯
62. (a) Which approach do you prefer?	**1** ◯	**2** ◯	**3** ◯

(b) What influences this choice? (prompts: own personal preference, fits with farming ethos)

63. How do the overarching goals/objectives of the programme translate down to individual demo activities?

64. Do you plan and design activities differently for different topics? e.g. do you have a one off events for new technologies but a series of events for practices related to long-term sustainable agriculture?

65. Do you plan and design demonstration activities differently for different audiences?

A4: LEARNING ENVIRONMENTS APPROPRIATE TO PURPOSE, AUDIENCE & CONTEXT
Questions about enabling learning
(WP4: FUNCTION)

66. (a) In your opinion, which of these do you regard as most important in delivering demonstrations? (note: 1 is the most important and 4 is the least important)

	Rank (1-4)
Providing new knowledge about a particular practice or skill	
Building capacity to make better decisions (prompt: Improving analytical skills and critical thinking/ Increasing self-confidence and readiness to participate and learn)	
Providing access to other farmers and their networks (prompt: Exposing participants to discussion, debate and new ideas	
Providing **triggers for change**	

(b) Please explain why you have selected your <u>number 1</u> ranked factor:

67. (a) With reference to your programme, do you plan for the variation in learning capacities and learning styles of individual participants and their diversity of knowledge and skills?

◯ **Yes**	◯ **No**

(b) If so, how do you go about this?

68. What are the most important characteristics of a demonstration host? (prompt: good communicator, friendly, well-respected, expertise in technical aspects of farming)

69. What size and type do you find most effective, and why?

A5: EFFECTIVE WAYS OF DESIGNING AND IMPLEMENTING LEARNING, MEDIATION TECHNIQUES AND COMMUNICATION TOOLS

Questions about learning, mediating and communication
(WP4: FUNCTION)

70. What do you think is the most effective way to arrange/structure a demonstration activity? (prompt: a technical presentation followed by a farm walk for example? a balance between a talk and practical activities – everyone gets to have a go?)

71. (a) Please rank the following factors by their importance to effective demonstration activities (note: 1 is the most important and 4 is the least important)

	Rank (1-4)
participants ask questions and talk openly	
good quality expert advice and technical presentations	
visualization techniques, or other multi-sensorial experiences	
problem solving – farmers feel they know how to solve a problem	

(b) Please explain why you have selected your <u>number 1</u> ranked factor:

72. (a) Do you request feedback on the event day from participants?

◯ **Yes**	◯ **No**

(b) Please explain your answer

73. (a) Do you evaluate the demonstration activities overall?

◯ **Yes**	◯ **No**

(b) If yes how does the programme respond to participant evaluations? Give examples

A5: EFFECTIVE FOLLOW UP ACTIVITIES Questions about what happens after demonstration activities (WP4: FUNCTION)

74. (a) Do you – at the programme level – continue to engage participants after the demonstrations?

◯ **Yes**	◯ **No**

(b) Please explain your answer

75. (a) Are follow-up materials made available to participants after demonstrations?

◯ **Yes**	◯ **No**

(b) If yes, please tell us more about these materials (what kinds of materials are made available? when do you make these materials available?)

76. (a) Do you assess if participants have engaged with/acted on the lessons of the demonstrations?

◯ Yes	◯ Sometimes	◯ No

(c) If 'Yes'/'Sometimes', how do you go about this? What indicators are used?

77. (a) Do you try to assess the extent of influence (diffusion) from your demonstration programme(s) to non-participants (those who have not attended demo events)?

◯ Yes	◯ No

(c) If yes, how do you go about this? What indicators are used?

78. What is the most effective way to encourage engagement after specific events?

SHOWCARD A

Question 16 (a): As a coordinator or demonstrator how would you describe your general approach to providing demonstration activities?

		Tick one
1	Entirely top down (transferring information about new technologies and practices)	
2	Mostly top down	
3	Mostly bottom up	
4	Entirely bottom up (help participants explore new topics and problem solve together)	

SHOWCARD B

Question 17 Which type of interaction do you find most effective in your demonstrations?

1 = Most effective

2 =

3 =

4 = Least effective

		Rank (1-4)
1	Advisor-to-farmer	
2	Researcher-to-farmer	
3	Farmer-to-farmer	
4	Farmer-to-researcher/advisor	

SHOW CARD C

Question 21: How would you best describe the demos you provide?

		Tick one
1	Whole farm	
2	In between	
3	Single focus	

SHOW CARD D

Question 22: How would you best describe your demos?

		Tick one
1	Experimental (e.g. a trial of a certain crop of management)	
2	A mixture	
3	Exemplary (e.g. offer an example of a best practice case)	

SHOW CARD E

Question 23 (a): Which approach do you prefer?

		Tick one
1	Experimental (e.g. a trial of a certain crop of management)	
2	A mixture	
3	Exemplary (e.g. offer an example of a best practice case)	

SHOW CARD F

Question 27 (a): In your opinion, which of these do you regard as most important when delivering demonstrations?

1 = Most effective

2 =

3 =

4 = Least effective

		Rank (1-4)
1	Providing new knowledge about a particular practice or skill	
2	Building capacity to make better decisions	
3	Providing access to other farmers	
4	Providing triggers for change	

SHOW CARD G

Question 32 (a): Please rank the following factors by their importance to effective demonstration activities

1 = Most important

4 = Least important

		Rank (1-4)
1	Participants ask questions & talk openly	
2	Good quality expert advice & technical presentations	
3	Visualisation techniques, or other multi-sensorial experiences	
4	Problem solving - farmers feel they know how to solve a problem	

AGRIDEMO

Pre demonstration survey participant

This box will be filled in by the researcher
Country:
CS : 1 / 2 / 3
Participant no:

PLEASE NOTE: There is no 'right' or 'wrong' answer

Name (use initials for anonymity):

Age:

Gender (circle): **male / female**

Do you work in the local area (circle)? **Yes No**

If yes, for how many years have you worked in the local area? **Years**

Education (circle all that apply)?

1. No formal education
2. Primary (until 12y)
3. Secondary (until at least 16y)
4. Third level (university/institute of technology)
5. Diploma
6. Degree (e.g. BA/B Agr. Sc)
7. Post-graduate degree: MA/MSc
8. PhD
9.

Other (specify) (e.g. professional agricultural education such as green cert)

What is your occupation/s ?

Years' experience as a:

Farmer Years
Adviser Years
Other Years

How long did you travel to come here? (hours/mins, one way)

h/min

How would you rate the effort it required for you to be here today? (e.g. finding someone to mind the farm, etc…)

Circle the number

0 1 2 3 4 5

no effort *greatest possible effort*

Explain why (briefly):

What are your reasons/goals for attending this demonstration?

What would you ideally like to learn today?

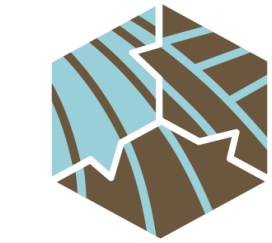
How did you find out about this demonstration? (circle if applicable)

1. I was told by a colleague
2. Social media
3. Local press
4. Through an agricultural network I'm part of
5. Other (please specify): …

May we contact you in approximately 6 months' time for a short telephone survey? This is very important for our research (circle).

Yes No

If yes, what is the telephone number/email address we can reach you on?



AGRIDEMO

Pre demonstration survey demonstrators

This box will be filled in by the researcher
Country:
CS : 1 / 2 / 3
Participant no:

PLEASE NOTE: No question should be interpreted as possible to answer 'right' or 'wrong'. Answers will be used only for research purposes and have no intention to evaluate the practice in terms of 'good' or 'bad'.

Name (use initials for anonymity):

Age **years**

Gender (circle) **male / female / other**

Do you work in the local area? **Yes No**

If yes, for how many years have you worked in the local area?

Years

What are your occupations?

Experience in years as a:

Farmer	**Years**
Adviser	**Years**
Researcher	**Years**
Other	**Years**
	Years

Years working as a demonstrator: **Years**

Amount of events demonstrated on (choose): **0 - 5 / 5 - 50 / > 50**

What level of degree do you have (circle the numbers that apply)?

1. No education
2. Primary (until 12y)
3. Secondary (until at least 16y)
4. Third level
5. Diploma degree
6. BA/BSc
7. MA/MSc
8. PhD

Other (or if you like to clarify):

Did you receive any training to be a demonstrator? If so, what was the topic of the training?

Do you hold any elected or appointed roles on farming networks/boards/…?

YES NO

If yes, which role(s)? And which organisation?

What are your main reasons or goals for delivering this demonstration?

What do you ideally intend for your participants to learn from the demonstration activity?

Was it possible for everyone who wanted to participate to take part in the demonstration?

YES NO

If not, how was it decided who could take part?

Are the participants targeted in any way for this demonstration?

YES NO

If yes, how?

Is there anything you, as a demonstrator, would like to learn about to improve your demonstrations ?

AGRIDEMO

Post demonstration

survey for participants

This box will be filled in by the researcher
Country:
CS : 1/2/3
Participant no:

PLEASE NOTE: There is 'right' or 'wrong' answer			
Name or initials (same as written on pre-test):			
Did you have to pay a fee to attend this demonstration?	YES	NO	
Were you (financially) compensated somehow to attend this demo?	YES	NO	
If yes, how?			
In your opinion, the number of events like this are (circle):	too few	just enough	too many
The participants of the demonstration were mainly (circle):	new to me	both new and familiar	familiar to me

	strongly disagree (--)	disagree (-)	agree (+)	strongly agree (++)	circle if not applicable	Additional comments
The demonstration event built on or **complemented other demonstration events** I have attended.	1	2	3	4	N/A	
The demonstration event **complemented other information sources** I use.	1	2	3	4	N/A	
I think the group consisted of **an interesting mix of people.**	1	2	3	4	N/A	
I think the **demonstrator** had the **right skills** to carry out the demonstration.	1	2	3	4	N/A	
I think the **host farm operation** was **well suited** for this demonstration.	1	2	3	4	N/A	
I think the **content was relevant** to my own situation.	1	2	3	4	N/A	

The **aims of the demonstration were clear** to me.	1	2	3	4	N/A
I think the **day** was **well structured.**	1	2	3	4	N/A
The **group** was the **right size.**	1	2	3	4	N/A
I think the **content** of the demonstration **suited the needs of the participants** well.	1	2	3	4	N/A
The **demonstration met my expectations** regarding what I wanted to learn.	1	2	3	4	N/A
The **demonstration exceeded my expectations.**	1	2	3	4	N/A
I felt surprised at some point(s) during the demonstration.	1	2	3	4	N/A
I obtained a clearer understanding of the topic(s) demonstrated.	1	2	3	4	N/A
I have the feeling **I learned something new** (knowledge, skill, practice, etc.).	1	2	3	4	N/A
I **thought about how I could implement** some of the ideas and practices on my own farm.	1	2	3	4	N/A
I **reflected on my own point of view** at some point during the demonstration.	1	2	3	4	N/A

I learnt about **the principles underlying a practice**.	1	2	3	4	N/A
I thought about **how** we **learn something new** on demonstrations (e.g.: teaching methods).	1	2	3	4	N/A
I thought about **why** I want to learn about **the topic(s) of this demonstration.**	1	2	3	4	N/A
I **participated in an interactive experience** during the demo (e.g.: try out machinery, feel soil differences,…)		NO	YES		N/A
The demonstration **built on my current understanding/knowledge.**	1	2	3	4	N/A
I found the topic **interesting**.	1	2	3	4	N/A
I **felt actively involved** during the whole demonstration process.	1	2	3	4	N/A
I felt like **the demonstration increased my ability to rely on myself** as a farmer.	1	2	3	4	N/A
I could **relate well to other participants** (because they have an agricultural background similar to mine).	1	2	3	4	N/A
A lot of the **other participants** are **part of the same farmer network** as me.	1	2	3	4	N/A

I felt like I could **trust the knowledge of (most of) the other participants**.	1	2	3	4	N/A
The demonstration **felt like an informal activity** to me.	1	2	3	4	N/A
I thought **the host farm was comparable enough to my own farm**.	1	2	3	4	N/A
I had the feeling the **demonstrator was like one of us.**	1	2	3	4	N/A
I had the feeling **I could trust the demonstrators knowledge**.	1	2	3	4	N/A
I **got along very well with the demonstrator.**	1	2	3	4	N/A
I had the feeling that **I could share my own knowledge as relevant information**.	1	2	3	4	N/A
It was **my own choice to be here**.	1	2	3	4	N/A

I asked at least one question during the demonstration (circle).	no	yes	N/A
I shared my own point of view at least once during the demonstration.	no	yes	N/A

I **felt encouraged to ask questions** during the demonstration.	1	2	3	4	N/A

In my opinion, **there were interesting discussions** during the demonstration.	1	2	3	4	N/A
When there were any discussions, **I felt comfortable sharing my opinion**.	1	2	3	4	N/A
If participants didn't agree with each other during discussions, somebody (demonstrator/other participant) **tried to reach a consensus** between them.	1	2	3	4	N/A

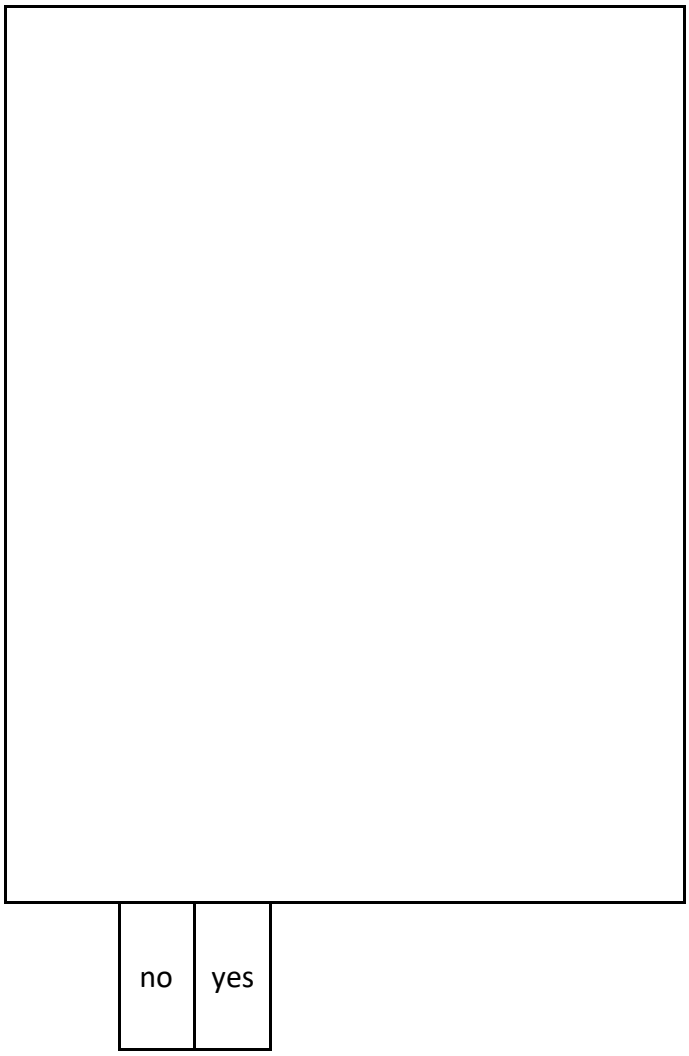
I learnt something about sustainable agriculture.	no	yes	N/A
I'm **thinking about an action I could undertake** myself, because of the demonstration.	1	2	3	4	N/A
I feel motivated to undertake some sort of **action towards sustainable agriculture**.	1	2	3	4	N/A
The demonstrator **included the impact of the topic(s) on other aspects of the farm** during the demonstration (instead of showing isolated topic(s)/technique(s)).	1	2	3	4	N/A

How effective did you find the demonstration for you to learn something? (circle the number)	1 (not so good)	2	3	4	5 (very good)

Did you feel like you could somehow **give input on the demo process and/or content?** If yes, **how?** *(e.g.: suggestions or questions to elaborate on a certain topic were taken into account).*	
What made the demonstration effective for you?	

Do you have any **suggestions on how to improve** the demonstration?

Would you recommend this demonstration to others?



This box will be filled in by the researcher

Country:

CS : 1/2/3

Post demonstration survey for demonstrators

PLEASE NOTE: No question should be interpreted as possible to answer 'right' or 'wrong'. Answers will be used only for research purposes and have no intention to evaluate your practice in terms of 'good' or 'bad'.

Name or initials (same as written on pre survey):	

I would classify this demonstration as:

Experim-ental (e.g. on-farm research or a new trial)	Exemplary (e.g. demonstration of new method(s)/technology(ies) - the result of previous experimentation which is applied to the area	A mixture of experimental and exemplary	Showcasing of existing practice

What made this demonstration effective in your opinion?

Do you have any suggestions yourself on **how to improve the effectiveness of this demonstration** regarding teaching the participants something?

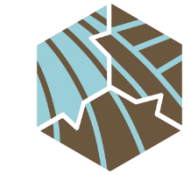
statements	strongly disagree (--)	disagree (-)	agree (+)	strongly agree (++)	circle if not applicable	Additional comments
I **actively participate** in various activities of the **local farming community.**	1	2	3	4	N/A	
Most of the **participants were well known to me**.	1	2	3	4	N/A	
A lot of the participants **are part of the same network as me**.	1	2	3	4	N/A	

I think the **content** of this demo **suited the needs of the participants** well.	1	2	3	4	N/A
I think the **host farm** was **well suited** for this demo.	1	2	3	4	N/A
Do you feel **like you could benefit from some extra training** as a demonstrator?	1	2	3	4	N/A
I **evaluate my demonstration myself afterwards somehow** (techniques/tools used).		NO	YES		N/A
I **let participants evaluate the demonstration afterwards somehow** (techniques/tools used).		NO	YES		N/A
I think **participants have learnt what I intended them to learn**.	1	2	3	4	N/A
I tried to **surprise** participants with uncommon/new knowledge/new skill.	1	2	3	4	N/A
I felt surprised at some point(s) **myself** during the demonstration (e.g. by a question or discussion).	1	2	3	4	N/A
I have the feeling **I learned something new** during this demo (from participants, discussion...).	1	2	3	4	N/A
I obtained a clearer understanding of the topic(s) myself.	1	2	3	4	N/A

I encouraged participants **to reflect on their own point of view** during this demo.	1	2	3	4	N/A
I **reflected on my own point of view** myself at some point during the demo.	1	2	3	4	N/A
I encouraged participants **to reflect on their own situation** sometime during this demo.	1	2	3	4	N/A
I encouraged participants to reflect **on how we learn something new** on demonstrations.	1	2	3	4	N/A
I encouraged participants **to think about why we are trying to learn** about the topic of this demonstration.	1	2	3	4	N/A
The demo included an experience for the participants (e.g.: try out machinery, feel soil differences,…)		NO	YES		N/A
I payed attention to **a clear step-by-step explanation** of the demo.	1	2	3	4	N/A
I **asked participants to share some of their own background knowledge** during the demo.	1	2	3	4	N/A
I felt like **I share a similar agricultural background** with the participants.	1	2	3	4	N/A
I **got along well** with the participants.	1	2	3	4	N/A

The demonstration felt like **an informal activity** to me.	1	2	3	4	N/A
Were participants (farmers, advisers, researchers etc.) involved in the overall development of this demonstration?		NO	YES		
If yes, how were they involved? (e.g. input on topics/processes they are interested in was asked, suggestions or questions to elaborate on a certain topic were taken into account)					
I **encouraged the participants to formulate questions** during the demonstration.	1	2	3	4	N/A
I **encouraged the participants to formulate their own point of view** during the demonstration.	1	2	3	4	N/A
In my opinion, **there were interesting discussions** during the demonstration.	1	2	3	4	N/A
If participants **didn't agree with each other during discussions**, somebody (me or somebody else) **tried to reach consensus** between them.	1	2	3	4	N/A
I i**ncluded the topic 'sustainable agriculture'** in the demonstration.		NO	YES		N/A
I encouraged the participants **to undertake action to foster innovation, related to what**	1	2	3	4	N/A

was shown in the demonstration.					
I encouraged the participants **to undertake action towards sustainable agriculture.**	1	2	3	4	N/A
I aimed to **apply a 'whole farm approach'** (impact of topics on other aspects of the farm) during the demonstration, rather than showing an isolated topic/technique.	1	2	3	4	N/A



This box will be filled in by the researcher
Country:

CS : 1/2/3

Post demonstration host farmer interview

Part 1: Only ask the following questions if the host farmer is not the same person as the demonstrator

Name (use initials if you prefer to be anonymous):

Age: Years

Gender (circle): Man / Woman / Other

For how many years have you worked in the local area?: Years

What are your occupations?

experience in years as a:

Farmer Years

Advisor Years

Other: _____ Years

_____ Years

Which level of education do you have?

Do you feel like you learn something because of hosting demonstrations?	YES	NO

If yes, can you describe how? (e.g.: through discussions with participants, advisor, demonstrator,…)

Part 2: Only ask the following questions if the host farmer has not completed the inventory or been interviewed by AgriDemo partners before

What farming networks and/or programmes are you participating in? (if applicable)

Do you hold any elected or appointed roles on farming networks/boards/….?	YES	NO

If yes, which role(s)? And which organisations?

Do you have any suggestion on how demonstrations could be more effective?

Part 3: Ask the following questions to all host farmers

	Not at all	Not really	Kind of	Absolutely	Comments
I am one of the first farmers to adopt innovations	1	2	3	4	
This demonstration was rather easy for me to host	1	2	3	4	
I enjoy hosting events and having other farmers on my farm	1	2	3	4	

Farm size (circle) (compared to local average farm size) Small / Average / Large

Type of farm (research, commercial, etc.)?

Type of crop or livestock (production system of the farm, not only related to the topic of demonstration)?

How are most demonstration event on the farm organised? (e.g.: field days,…)

How often?

Could you describe the short history of the demonstrations held on the farm?

Did you make specific arrangements to host the event (accommodation, catering, etc.)? Which ones?

Annex J: Observation tool

Observation tool

filled in by observer (during and) right after demonstration, but please read carefully before. If preferred, notes can be taken during the demo.

Country: BELGIUM CS : 1 / 2 /3

PLEASE NOTE: No question should be interpreted as possible to answer 'right' or 'wrong'. We intend to investigate what happens during demonstrations and what (learning) outcomes are linked to these demonstrations. E.g.: it is not 'wrong' to not have a long groups discussion or an interactive hands-on activity during a demonstration, we just want to know if this happened or not. Please make sure all researchers and participants involved understand this.

1) Topic: Agroforestrie

2) Group size: +-40, 1 demonstrator=farmer=host farmer

Structural and functional characteristics

3) Showcasing of external equipment (e.g. new machinery; not belonging to farm)

YES **NO**

DESCRIPTION:

4) Size and design of the test area (test strip, test plot, both, whole field, other (explain)):

Whole farm approach, 50 hectare, Agroforestry examples all around the land of the farmer.

5) Comparative layouts (Comparisons in one field, Comparisons in multiple fields, no comparison, other(explain)) : *Examples around the farm, but not comparable.*

6) Description of tools and techniques used **(INCLUDE PHOTOS IN GENERAL REVIEW AT THE END)** :

No specific materials or tools/Techniques were used/shown. Just examples of combinations of agroforestry across the land. His voice and honest background stories with surprise-effects were the main 'attention keepers'.

7) Was there a facilitator to guide questions and/or discussions? If yes describe shortly who this person was and the tasks he/she performed.

Not really, although at the end, the person responsible for the group (organiser of congress), guided some discussion on triggers for change for traditional farmers to agroforestry.

8) Description of the role the host farmer played in the demonstration activity:

He was also the demonstrator who shared his personal stories and experiences and showed everybody around the farm.

9) Dissemination material: *None*

10) Follow-up activities mentioned: *None*

11) Description of use of multi-sensorial experiences, if used (apart from listening to the demonstrator, the participant is engaged using taste, smell, touch,...):

The participant could use sight and hearing to see and hear about 'working' agroforestry examples, no touching or smelling was fostered.

PART 2

circle answer that fits best + clarify (definitions are sometimes subjective, but are meant to be indicative of the variables we want data about, no right or wrong answer possible!) **If not applicable, circle N/A and clarify your decision underneath!**

12) Hands-on activities (participants were asked to do something interactive with material related to the topic, other than looking and listening(e.g.: try out a machine, tool taste)

A) *demonstrator*

a. **No** hands-on activity was demonstrated.
b. **A** hands-on activity was demonstrated, but only very shortly.
c. **A** hands-on activity was demonstrated taking enough time, so it was clear to every participant.
d. **More then one hands-on activity** was demonstrated **very clearly/ instructively.**
e. N/A

How many? Describe them.

B) *participant*

a. **No hands-on activity** was carried out by participants.
b. Participants **could take part** in a hands-on activity, but **didn't get any feedback** on their doing.
c. Participants **could take part** in a hands-on activity, and **got some sort of feedback** on their doing.
d. Participants **could take part in multiple** hands-on activities, and **got some sort of feedback** on their doing.
e. N/A

How many? Describe them. Describe the feedback.

13) **Knowledge scaffolding**(def.: linking new knowledge to something participants might already be familiar with and explaining new knowledge step by step, linking to the previous step, making it a little bit harder and requiring more independence from the learner each time).

A) The demonstrator…

a. … **didn't ask participants to share** what they already know about the topic.
b. … **referred to what participants might be familiar with**/know already, but doesn't let them talk about it.
c. … **asks a few questions in the beginning to let participants share** what they already know related to the topic.
d. … **asks about, and refers back to, what participants might already be familiar with**, a lot.
e. N/A

Illustrate.

Time was short so although he referred to it, participants barely got the time to elaborate on their own experiences.

B) Knowledge is explained…

a. **...not clear, as a big unstructured new chunk.**
b. **...in different chunks, but unclear how they link together.**
c. **in different linked chunks, but some steps to new chunks were too complicated.**
d. **step by step linking to the previous step, making it a little bit more complicated each time.**
e. N/A

Illustrate.

14) . Use of cognitive conflict (def.: intentional stimulation to think critically about own prior knowledge) T

A) the participants were...

a. **… not confronted** with innovative or surprising content.
b. **… confronted** with innovative or surprising content, but this **led to confusion** (clearly indicated by participants) **that wasn't solve**
c. **… confronted** with innovative/ surprising or controversial content, which **was clearly explained afterwards.**
d. **… clearly confronted** with innovative/ surprising or controversial content, which **led to a clarifying group discussion**.
e. N/A

Illustrate.

15) . Fostering single loop learning(def.: generating knowledge and referring to developing skills)

A) Explained knowledge was (...) understandable.

a. (almost) not
b. not sufficiently
c. Sufficiently
d. very clearly (e.g.: explaining the same thing in different ways.)
e. N/A

Illustrate.

B) (praticical/hands-on) Skills were (...) addressed to foster maximum uptake by participants.

a. not
b. not sufficiently
c. sufficiently
d. carefully and effectively (E.g.: put into practice in different ways.)
e. N/A

Illustrate.

16) . Fostering double loop learning

(def.: exploring the underlying ideas, beliefs and assumptions behind knowledge and learning, requiring reflection on the processes) (*Where does this knowledge come from? Why should we know/use this knowledge instead of what we already knew?*)

A) Common methods or ways of thinking **on farming (…)**

a. not questioned.
b. questioned, but no elaboration on alternatives.
c. questioned and alternatives were shortly elaborated on in group.
d. questioned and alternatives were extensively elaborated on in group.
e. N/A

Illustrate.

B) Common methods or ways of thinking **on learning (…)**

a. not questioned.
b. questioned, but no elaboration on alternatives.
c. questioned and alternatives were shortly elaborated on in group.
d. questioned and alternatives were extensively elaborated on in group.
e. N/A

Illustrate.

17) . Informality

A) Participants (…)

a. act distant.
b. act more distant then open.
c. all seem to know each other well, but are not close friends.
d. act like a group of friends who know each other really well.
e. N/A

Illustrate.

B) The demonstrator (…)

a. acts distant.
b. acts more distant then open.
c. acts open and friendly, but not as close friends with the participants.
d. acts like friends with the participants.
e. N/A

Illustrate.

18) Sharing knowledge

A) When in the **whole group (…)** their knowledge and/or experiences related to the topic **(…)**

a. participants were rather closed and didn't share ... willingly.
b. Not more than 10% of the participants hesitated but shared ...
c. **Between 10% and 50%** of the participants had no problem sharing....
d. **More than 50% of the** participants had no problem sharing ...
e. N/A

How many approximately? Illustrate.

B) When in **small groups (…)** their knowledge and/or experiences related to the topic **(…)**

a. participants were rather closed and didn't share … willingly.
b. Not more than 10% of the participants hesitated but shared some ...
c. **Between 10% and 50%** of the participants had no problem sharing....
d. **More than 50% of the** participants had no problem sharing ...
e. N/A

How many approximately? Illustrate.

19) Formulating questions about the demo content

A) *time made available by demonstrator*

a. **No** time was specifically foreseen for questions.
b. **A little** time was made for questions.
c. There was **some** time for questions.
d. There was **a lot** of time for questions.
e. N/A

Percentage of time?

B) *amount (guiding numbers for half a day demo's)*

a. **Approximately nobody** felt the need to ask any questions.
b. **A few (3-5)** questions were asked.
c. **Some (5-10)** questions were asked.
d. **A lot (>10)** of questions were asked.
e. N/A

any extra comments on this?

20) Formulating own points of view

a. It felt like only the demonstrator was talking the whole time.
b. There were a few participants trying to formulate their own points of view regarding the topic.
c. There were a lot of participants formulating their points of view regarding the topic.
d. Almost every participant formulated their own points of view regarding the topic.
e. N/A

Illustrate.

21) Fosters open discussions (def.: sharing of conflicting points of view, with respect for each other. Consists of more than one question and one answer.)

a. **No** open discussions were held.
b. There was time for an open discussion, but **nobody really engaged.**
c. Open discussions between **a few participants** were stimulated.
d. Open discussions are stimulated and given **a lot of time. Most participants** are involved.
e. N/A

Percentage of the time? Give an example.

22) Negotiating conflict (def.: process of trying to understand the 'why' of each other's points of view)

a. (almost) **no** critical points of view on the topic were shared.
b. There was no elaboration/further explanation on shared critical points of view.
c. Shared critical points of view were **clarified/rephrased so more people could understand.**
d. It was **made sure that everybody understood** the shared critical points of view.
e. N/A

Illustrate.

23) . Display of whole farm approach (def.: taking into account the impact on the whole farm system, instead of an isolated practice, when making a decision leading to change on the farm).

...a whole farm approach...

- **a. No** notion of... (only isolated practices are shown)
- **b. A few** notions/remarks of… T
- **c.** he demonstration was **clearly framed** in…
- **d. The general topic** of the demonstration referred to…
- **e.** N/A

Illustrate.

24) . Integration of values and theories about sustainable agriculture

A) Values and theories regarding **PROFITABILITY** were **(…)**

a. …**not** mentioned.
b. …mentioned **once or twice, but not part of the main goals** of the demo.
c. …mentioned **frequently, but not part of the main goals** of the demo.
d. …mentioned **frequently and included in main goals** of the demo.
e. N/A

Illustrate.

B) Values and theories regarding **ENVIRONMENTAL SUSTAINABILITY** were **(…)**

a. …**not** mentioned.
b. …mentioned **once or twice, but not part of the main goals** of the demo.
c. …mentioned **frequently, but not part of the main goals** of the demo.
d. …mentioned **frequently. Included in main goals** of the demo.
e. N/A

Illustrate.

C) Values and theories regarding **SOCIAL SUSTAINABILITY** were **(…)**

a. …**not** mentioned.
b. …mentioned **once or twice, but not part of the main goals** of the demo.
c. …mentioned **frequently, but not part of the main goals** of the demo.
d. …mentioned **frequently. Included in main goals** of the demo.
e. N/A

Illustrate.

25) Action-orientated

The demo (…) some sort of action towards sustainable development.

a. ...does not foster participants to undertake…
b. ...mentions...
c. …mentions and shows…
d. ...shows and undertakes together with the participants...
e. N/A

Illustrate.

26) General review of the demonstration event (+- 1 page) + Photos (on e.g. tools/techniques used during demo) with description on extra pages.

Please describe here anything else you believe that is worth mentioning about the demonstration.

Some questions you could answer while describing:

What were the main strong aspects of the demonstration?

What were the aspects that could be improved?

What else is important to mention about this demonstration that is not asked for in the tools?

What is your general impression about this demonstration?

Annex K: Telephone survey

Participant telephone survey (+- 6 months after demo) **Participant ID as used in pre/post surveys:**

Guidelines:

- Always look at the surveys previously completed by the participant before you make the call, so you can build up the conversation from there. This means you can leave questions out if you already know the answer or ask additional questions.
- We will need the completed telephone surveys back written in English in the **excel** template. This template can be found in the folder in Bitrix under WP3-4-5 -> Case study telephone surveys. Please make a folder in the folder 'Case study telephone surveys' with the name of your country. There you can upload the completed excel template.
- Make recordings of the call for yourself, so you're able to write out the answers in the excel template in English afterwards.
- If possible, call every participant who agreed in the pre survey to participate.
- **Deadline** uploaded completed excel template on Bitrix: **15/11/2018**

Start with a short introduction:

- Start with explaining the purpose of the telephone survey (why are you contacting them?)
- Refer to 'name & time of specific demonstration' you will talk about
- Put the participants at ease by telling them you are just interested in their experiences related to the event, that there are no right or wrong answers and they are not evaluated in any way.

Questions

1. What do you remember of the topic of the demo event?

2. Do you believe you learned something because of that event?
   - Yes:

   2.1 What?

   2.2 Can you think of a way that the event could have been (even) more interesting for you?

   - No:

   2.2 Can you think of a way that the event could have been more interesting for you?

3. Did you stay engaged or connected somehow to some network and/or other attendees because of the event? (because of e.g. a new contact you made through the event you now exchange information with or through follow-up activities or other involvement in the program)?
   - Yes:

     3.1 How did you stay engaged or connected?

     3.2 With whom did you stay engaged or connected? (NOTE: these should not be names, but rather profiles)

     3.3 Did you know these people already before the event?

- No:
  3.4 How come there is no lasting connection related to the event do you think?

4. Did you seek more information about the topic of the event anywhere else afterwards?
   - Yes:
     4.1 Why?
     4.2 Where?
     4.3 What exactly?

   - No:
     4.4 Why not?

5. Did the demonstration event result in you doing something new or differently (on your farm), or do you plan to change something?
   - Yes:
     6.1 What exactly?
     6.2 What specifically triggered the decision for the change(s)?
     6.3 Have you noticed any kind of impact already on the farm following this change?
       - If so, what?
       - If no, what are your expectations about this in the future?

   - No:
     6.4 Why not?

6. Would you describe yourself as someone who usually talks a lot with other people about possible innovations in farming, or rather not?

7. Did you talk to other people about this demonstration?
   - Yes:
     8.1 Who did you talk to about the demonstration? (NOTE: these should not be names, but rather profiles. Ask for the roles if he/she doesn't mention them automatically)
     8.2 What about the demonstration did you talk about?

   - No:
     8.3 Why not?

Participant (Interviewee) Information Sheet

Building an interactive AgriDemo-Hub community: enhancing farmer to farmer learning

[PARTNER CONTACT DETAILS]

Thank you for your interest in this study: Building an interactive AgriDemo-Hub community: enhancing farmer to farmer learning

You are invited to participate in this research and innovation project and we are required to provide a participant information sheet and consent form to inform you about the study, to convey that participation is voluntary, to explain the potential risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask us any questions you may have. If you agree to take part, we will ask you to sign a consent form. Please take as much time as you need to read it. You should only consent to take part in this study when you feel that you understand what is being asked of you and you have had enough time to think about your decision.

PURPOSE OF RESEARCH

We are undertaking this research at partner institution as the organisation representing country in the larger European Horizon 2020 project **AgriDemo-F2F** that brings together a wide range of actors including researchers and advisers across Europe[1]. You have been contacted about this study because you are associated with an organisation that uses demonstrations on farms (e.g. an open day on a farm, 'farm walks', monitor farms, 'focus farms' or any other form of on-farm demonstration), which is the focus of this research. Your answers will form part of our study on demonstration farms throughout Europe.

[1] For more information this European Horizon 2020 project, please visit: http://www.agridemo-h2020.eu/

AgriDemo-F2F project

Farmers tend to be most influenced by proof of successful farming methods demonstrated by their peers, and consistently identify other farmers as important sources of information. As a result, demonstration activities hosted by professional farmers on their own farms or on research farms can prove very useful in supporting farmer-to-farmer learning.

AgriDemo-F2F aims to understand the role of European demonstration farms in spreading good practices and innovative farming approaches within the farming community. To create this understanding we have first constructed a Europe-wide inventory of farms undertaking demonstration activities, detailing sectors, themes and topics called the FarmDemo-Hub (available on www.farmdemohub.eu). The FarmDemo-Hub is an online, interactive end-user community. The Hub includes a searchable inventory of demonstration farms and will in the future include farm demonstration show-cases, good practice examples, videos, etc.

In the current stage of the project, a set of cases will be selected for in-depth analysis to deepen our understanding of demonstration farms. Building on this understanding, evidence and tools for organising effective farmer-to-farmer learning approaches will be synthesised and made available to end users.

Why are my details important?

The more participants included in this project the more beneficial it will be to both the agricultural sector and to the individual farms. The case studies will be used as a starting point to formulate policy recommendations for best-practices for demonstrations on ordinary farms. Your contribution is very important in increasing the understanding of the effectiveness of demonstration farms in farmer-to-farmer learning in Ireland and Europe.

WHAT YOU WILL DO

Your participation is entirely voluntary. If you consent to take part you will be asked to participate in one interview. All information provided in the interview will be anonymised and strict confidentiality will be ensured.

Interview

This face-to-face interview will take place at a time and place which is convenient for you. The interview will be audio-recorded in an effort to ensure that no data are lost. This interview will ask questions about all the demonstrations you have been involved in, specifically seeking to understand how they have been organized and how effective they have been.

This is estimated to take up to 1 hour.

POTENTIAL BENEFITS

The findings of this study will be presented in country and in Europe. It is the aim of this research to have an impact on policy-making. The views of participants presented through the research will therefore gain exposure and may have an impact on policy-making to support demonstration farms.

POTENTIAL RISKS

We do not foresee any negative effects arising from your participation in this study. Please understand that you are free to withdraw from participation in advance of the interview; to stop the interview at any stage, or to withdraw immediately. All information and topics discussed are confidential and your anonymity is assured at all times.

PRIVACY AND CONFIDENTIALITY

Your confidentiality and anonymity and that of other persons and places mentioned in the survey and/or interview will be preserved at all times.

In case the survey and/or interview was recorded, all electronic and recorded versions of the survey interview will be securely stored, confidential and anonymised. The only record of your participation in the interview will be stored in researcher location in a secure location for the duration of the study, in case we need to contact you again. Anonymised versions of the interview data will be shared with and analysed by project partners of AgriDemo-F2F.

The results of this study will be published or presented at professional meetings but the material used will be anonymised at all times.

YOUR RIGHTS TO PARTICIPATE, SAY NO, OR REQUEST MY WITHDRAWAL

Participation in this research project is completely voluntary. You have the right to say no. You may change your mind at any time or withdraw. You may choose not to answer specific questions or to stop participating at any time.

CONTACT INFORMATION FOR QUESTIONS AND CONCERNS

If you have any questions about this study, or about your role or rights as a research participant, please contact the researchers at the address above.

Summary

Participation in this study is on the clear understanding that your participation is voluntary and can be withdrawn at any time. A consent form accompanies this participant information sheet. A copy of both will be provided to you. You are required to sign a copy of the consent form should you agree to participate in this study - **please return one copy of the signed consent** (the second copy of the consent form is for you to keep). Thank you for considering taking part in this study.

Consent form

[PARTNER CONTACT DETAILS]

Building an interactive AgriDemo-Hub community: enhancing farmer to farmer learning

1. I confirm that I have read the participation information sheet for the above study and have had the opportunity to ask questions. ☐
2. I am satisfied that I understand the information provided and have had enough time to consider the information. ☐
3. I understand that my participation is voluntary and that I am free to withdraw at any time. ☐
4. In signing this consent form I [Participant] agree to volunteer to participate in this research study being conducted by leading partner researcher and research colleagues. ☐
5. I agree: ☐
   - to the data being audio-recorded for the purposes of data processing and,
   - to the interview being archived in a digital repository subject to my name and identifying information being removed ☐
6. I understand that I will participate in a recorded interview with the researcher on the agreed topic. ☐
7. I grant full authorization for the use of the above information on the full understanding that my anonymity and confidentiality is preserved in public use of these data. ☐
8. I understand that participation is completely voluntary and that I am free to withdraw my data at any time, without giving a reason. ☐

_____	_____	_____
Participant	Date	Signature
_____	_____	_____
Researcher	Date	Signature