D1.1 – Training Syllabus

TAPELINE Facilitator Training
Work Package 1 – Co-Learning about Agroecology

TAPE Line
Transitioning to Agroecology

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Deliverable Factsheet

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Output:	D1.1 – Training Syllabus
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Abstract:	This deliverable presents the Training Syllabus developed under Work Package 1 (Co-Learning about Agroecology) of the TAPELINE project. It establishes a common conceptual and methodological foundation for the facilitators who animate the Multi-Actor Platforms (MAPs) across the five participating territories: Belgium, Switzerland, Cyprus, Germany and Italy. Combining the principles of agroecology, drawn from the FAO and HLPE frameworks, with practical guidance on stakeholder analysis and the facilitation of multi-stakeholder dialogue, the syllabus defines the TAPELINE facilitator persona, sets out the learning objectives and structures a 12-hour blended training programme across two modules. It serves both as a training document and as a replicable guide for embedding agroecological learning within local territorial processes.

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1 Introduction

This Training Syllabus has been developed as part of Work Package 1 (Co-Learning about Agroecology) of the TAPELINE project. It serves as a foundational resource for the facilitators who will animate and coordinate the Multi-Actor Platforms (MAPs) across the five participating European territories: Belgium, Switzerland, Cyprus, Germany and Italy.

Facilitators occupy a central role in the TAPELINE project. They are responsible for creating the conditions under which diverse stakeholders, such as farmers, researchers, local advisors, public administrators and civil society representatives, can engage in meaningful co-learning and co-creation processes around agroecological transition. To fulfil this role effectively, facilitators must share a common conceptual grounding in agroecology and a common set of facilitation practices adapted to multi-stakeholder contexts.

This syllabus has been designed to provide exactly that common foundation. Drawing on the expertise of agroecology and facilitation specialists within the consortium, it offers a training framework covering both the principles and the practical dimensions of agroecology, as well as insights on stakeholder analysis and facilitation techniques. The syllabus is provided in English by the WP1 management team and is intended to be translated into each territory's national language (D1.2).

Beyond providing knowledge, the training is designed to equip facilitators with the skills needed to prepare and lead interactive learning events, manage MAP dynamics, moderate multi-stakeholder dialogues and report on outcomes in a structured and accessible manner. It thus serves not only as a training document but as a replicable guide for embedding agroecological learning within local territorial processes throughout the duration of the project.

2 Context and Rationale

2.1 Why facilitator training is necessary

The implementation of agroecological approaches at territorial and landscape level remains limited in European contexts. In TAPELINE, this challenge is addressed through a multi-actor participatory approach, in which facilitators play an indispensable bridging function. TAPELINE's guiding principles emphasise collaboration, co-learning and co-creation, fostering iterative exchanges among diverse stakeholders, including academics, FAO experts, local stakeholders and highly skilled facilitators. By cultivating a robust partnership across five territories, the project aims to harness diversified knowledge and expertise in service of concrete agroecological transition strategies.

Facilitators are the enablers of participatory processes, trusted intermediaries between research, practice and policy. Their effectiveness directly conditions the quality of the co-learning events, the richness of the MAP dynamics and, ultimately, the relevance and uptake of the territorial strategies produced by TAPELINE.

Investing in facilitator training at the outset of the project is a strategic choice. A shared conceptual framework across five diverse national contexts is essential to ensure the coherence, comparability and mutual enrichment of TAPELINE's processes and outputs.

2.2 The facilitator in the L-I-N-E process

The L-I-N-E process — Learning, Implementing, Networking and strategizing, Enrolling — is the structural backbone of TAPELINE. Facilitators are active contributors at every stage:

L **Learning** WP1	Facilitators organise and moderate co-learning events on agroecology for academics and MAP members in each territory, building shared understanding and promoting mutual trust among actors with different backgrounds and interests.
I **Implementing** WP2	They bring together academics and MAPs to collaboratively reflect on the results of the TAPE survey, supporting the contextualised interpretation of agroecological performance data.
N **Networking & Strategizing** WP3	They support MAP members in co-designing strategic roadmaps for agroecological transition, facilitating consensus-building and the identification of concrete interventions.
E **Enrolling** WP4	They act as innovation brokers, supporting the mentoring of local innovators, bridging with public authorities and funding sources, and helping to connect territorial actors with wider knowledge networks such as AKIS, Erasmus+, the European Local Innovation Forum (AEIDL), and the Origin, Diversity and Territories Forum.

3 Facilitator Identity (Persona[1])

The facilitator's identity (persona) aligns with the **innovation broker** figure described in the AKIS literature: a professional who connects farmers and other actors, identifies needs, supports knowledge flows and helps co-create innovation. In TAPELINE, the facilitator goes beyond farm innovation, supporting **territorial agroecological transitions** and participatory governance processes.

[1]The TAPELINE facilitator profile has been developed using the **"persona" method** — a widely adopted approach in human-centred design and participatory planning. A persona is a fictional yet evidence-based representation of a user, stakeholder or role, which helps project teams align. For further information see: Interaction Design Foundation (2023), interaction-design.org/literature/topics/personas

ROLE IN TAPELINE **Multi-stakeholder facilitator and territorial innovation broker**

BACKGROUND

- Experience in rural development and participatory processes
- Academic training in agronomy, environmental sciences or social sciences
- Practical experience in community engagement, local development or extension services
- Understanding of agricultural systems and agroecological transition trajectories

CORE COMPETENCES

- Skilled in facilitation of multi-actor dialogues and participatory planning
- Able to build trust among farmers, local institutions, researchers and NGOs
- Familiar with agroecological principles and with local development logics and constraints
- Trained to translate technical concepts into shared understanding
- Able to identify and support local innovators and grassroots solutions
- Able to mediate tensions and keep diverse actors engaged

MAIN ACTIVITIES IN TAPELINE

- Organising and moderating co-learning events (WP1)
- Leading peer exchange and territorial reflection (WP1 & WP2)
- Supporting the mentoring of grassroots innovators (WP4)
- Acting as a knowledge broker between MAPs, academics, public institutions and funding sources
- Supporting cross-country learning (community of practice, e.g. through the Living Lab in Cyprus)

MOTIVATIONS & VALUES

- Believes in the transformative power of participatory processes
- Committed to making local voices heard in decision-making
- Comfortable in complex, evolving situations
- Sees herself/himself as an enabler of learning and innovation, not a top-down expert
- Values long-term empowerment over short-term results

4 ME AS FACILITATOR

Prior to the TAPELINE training programme, each facilitator will explore their expertise and motivation to act as a facilitator in the TAPELINE project. They will complete a structured Google Form titled ***"Me as Agroecology Broker / Facilitator"***. The form includes sections on professional background and role in TAPELINE.

Answers will feed into both an internal repository for project documentation and a public-facing web profile, organised by country, in accordance with the project's data management plan and the GDPR.

5 Syllabus

Course Title	TAPELINE Facilitator Training
Duration	2 modules · 4 learning units of approximately 3 hours each (12 hours total)
Training Team	Matteo, Roberta, François, Théo, Maryline
Delivery Method	Online via Google Meet and Miro

The training adopts a territorial and systemic perspective on agroecological transition. Agroecology is not approached as a set of practices applied at farm level, but as a transformation process emerging from interactions among actors, institutions and socio-economic dynamics within a given territory. In this perspective, facilitators support the transition by structuring dialogue, enabling coordination and fostering collective decision-making processes within Multi-Actor Platforms.

The focus is therefore placed on governance dynamics, stakeholder relationships and collective decision-making processes. The facilitator acts as an innovation broker, enabling this transition by connecting actors, structuring dialogue and supporting the emergence of shared strategies within Multi-Actor Platforms (MAPs).

This syllabus functions as both an educational contract and a navigation tool, designed to help participants understand course expectations, prepare effectively for each session and maintain alignment with TAPELINE project objectives. The syllabus represents the architecture of the training. The training materials used and developed are at the disposal of participants to use and adjust according to their specific local needs.

5.1 Learning Objectives

Upon completion of this training, participants will be able to:

- ✓ Embody the identity and role of a TAPELINE facilitator in territorial contexts
- ✓ Understand and apply agroecological principles based on FAO and HLPE frameworks
- ✓ Use digital tools effectively for facilitation and co-creation processes
- ✓ Analyse and manage stakeholders in complex territorial systems
- ✓ Facilitate inclusive and structured dialogue within Multi-Actor Platforms (MAPs)
- ✓ Reflect on their own competences and design individual learning pathways

5.2 Module 1 — Becoming a TAPELINE Facilitator

Module 1 — Becoming a TAPELINE Facilitator (6 hours)

This foundational module focuses on facilitator identity, core competences and a shared understanding of agroecology.

The first learning unit introduces participants to the TAPELINE facilitator persona, inspired by the AKIS innovation broker model. Through interactive activities, facilitators reflect on their own profiles, strengths and areas for development. A structured self-assessment process is used to initiate peer recognition and support within the group.

The second learning unit provides a conceptual introduction to agroecology, based on the 10 elements developed by the Food and Agriculture Organization of the United Nations (FAO, 2018) and the 13 principles proposed by the High Level Panel of Experts on Food Security and Nutrition (HLPE,2019). Participants engage in a collaborative exercise to explore interconnections among principles and to develop a shared, operational understanding of agroecology. The principles are treated as reference points to support dialogue and contextual interpretation.

MODULE 1- SESSION OVERVIEW

Learning Unit	Timing	Format	Content covered
Module 1.1	7 July 2025	Online	Facilitator persona, self-assessment, Facilitation methodologies
Module 1.2	18 July 2025	Online	FAO 10 elements / HLPE 13 principles, collaborative exercise

MODULE 1 OUTPUT

- Self-assessment completed
- Shared understanding of the facilitator role
- Alignment on agroecological principles

5.3 Module 2 — TAPE and the MAP

Module 2 — TAPE and the MAP (6 hours)

This module focuses on equipping facilitators with the tools needed to prepare and structure Multi-Actor Platforms.

The first learning unit introduces the TAPE (Tool for Agroecology Performance Evaluation) to show how the 10 elements of agroecology are explored in practice with farmers. The TAPE tool is presented as a supporting instrument within a broader territorial facilitation process. Rather than focusing on farm-level data collection alone, facilitators are guided to use TAPE as a structured entry point to stimulate collective reflection within Multi-Actor Platforms (MAPs). Particular emphasis is placed on interpreting TAPE results in relation to territorial dynamics, stakeholder interactions and governance structures, enabling a shift from individual farm assessment to system-level understanding.

The second learning unit introduces stakeholder analysis as a core methodological component of territorial facilitation. Drawing on forest governance in Switzerland as a case study, facilitators are introduced to matrix-based approaches for mapping and analysing stakeholders. The focus is on understanding power relations, roles and interactions, and on using this analysis to design and manage effective MAPs. As a follow-up to this training, a guide on how to start, stimulate and conduct a MAP is also provided to the facilitators.

MODULE 2- SESSION OVERVIEW

Learning Unit	Timing	Format	Content covered
Module 2.1	22 September 2025	Online	TAPE tool, territorial interpretation
Module 2.2	29 September 2025	Online	Stakeholder analysis

MODULE 2 OUTPUT

- Preliminary stakeholder mapping
- First understanding of TAPE application

Overall expected outcome

Overall expected outcome from trained facilitators

Multi-Actor Platforms (MAPs) are spaces for exchange designed to organise dialogue, support collective analysis and enable decision-making processes. Facilitators are responsible for designing and managing MAPs as operational environments where knowledge is mobilised, perspectives are aligned and territorial strategies are co-developed.

Important Information

Training Agreement. Participants are required to follow the rules of a Training Agreement (Annex 1), establishing commitments between participants, trainers and the TAPELINE partner institution delivering the course.

Teaching Methodologies. The training follows an experiential and co-learning approach, consistent with agroecological principles of knowledge co-creation. This participatory approach integrates:

- Real-time engagement in group discussions
- Visual mapping and co-creation activities
- Persona development and self-assessment exercises
- Virtual workspace navigation and management

Assessment Framework. Assessment combined formative self-reflection with documented outputs tied to the module content.

Formative assessment: facilitators completed a self-assessment via the "Me as Agroecology Broker / Facilitator" form (Section 4) prior to the training, and trainers provided in-session feedback during the collaborative exercises of both modules (the FAO/HLPE principles mapping activity in Module 1, and the stakeholder matrix exercise in Module 2).

Documented output: for Module 1, two artefacts produced during the training serve as evidence of facilitator competence: the Facilitator Practical Handbook(Annex 2), built from the content of Learning Unit 1.1, and the Agroecology Card Game, built to support the Learning Unit 1.2 exercise on the FAO elements and HLPE principles (Annex 3). For Module 2, the Stakeholders Analysis document (Annex 4) serves the same function: it applies the matrix-based approach introduced in the module to the facilitator's own territory.

Resources & Materials. Interactive presentation materials, handouts and working documents, comprehensive bibliographic material, FAO Knowledge Hub access, Agroecology Partnership toolbox, Google Workspace suite and Miro collaborative boards.

References

FAO. (2018). ***The 10 elements of agroecology: Guiding the transition to sustainable food and agricultural systems***. Rome: Food and Agriculture Organization of the United Nations. https://openknowledge.fao.org/items/74156cdc-0000-4150-8b60-e06162a095c8

HLPE. (2019). ***Agroecological and other innovative approaches for sustainable agriculture and food systems that enhance food security and nutrition***. Rome: High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security. https://www.fao.org/fileadmin/user_upload/hlpe/hlpe_documents/HLPE_Reports/HLPE-Report-14_EN.pdf

Interaction Design Foundation. (2023). ***Personas***. Interaction Design Foundation - Topics. https://www.interaction-design.org/literature/topics/personas

ANNEXES

Annex 1 – Learning Agreement

Learning Agreement between Participants of the TAPELINE FACILITATOR TRAINING and Agricoltura è Vita (Training Provider)

ASSOCIAZIONE AGRICOLTURA È VITA. PROMOSSA DA CIA-AGRICOLTORI ITALIANI	**Learning Agreement**	mod 29 Bis
		Rev. 01
		June 2025

To facilitate the learning process through synchronous Distance Learning, participants must be aware of the following:

Distance Learning fully replaces lessons that would have taken place in person. Participants are required to be punctual at all times. During lessons, participants are expected to behave respectfully towards instructors and fellow participants.
It is therefore essential to ensure punctuality and active participation in the scheduled activities, as well as to use the video sessions consciously and responsibly.

In particular, please note the following:

- Participants must access sessions using their personal @agricolturavita.eu account provided by Agricoltura è Vita;
- Participants must remain visible and connected (via chat and/or webcam) throughout the lessons to allow attendance tracking for certification purposes, in accordance with current regulations concerning public funding;
- For data processing rules, please refer to the project's data protection policy.

Participants are **not permitted** to:

- Share online any activities carried out by the instructors, with the instructors, or with other participants;
- Share online any screenshots or photos of these activities or of the people involved (instructors or participants);
- Share participation links, passwords, or other access codes with external individuals, unless otherwise agreed among the participants.

Teaching materials will be made available after the lessons through a direct link to a Google Drive folder.

Participation in the modules of the TAPELINE FACILITATOR TRAINING implies full acceptance of and strict compliance with the rules outlined in this agreement.

Annex 2 - Facilitator practical Handbook

How to use this document

This handbook is the operational companion to the TAPELINE Training Syllabus (D1.1). It does not repeat the conceptual framing, learning objectives, or module architecture already described there. Instead, it provides the practical layer that facilitators will use before, during, and after each session: ready-to-use techniques, a reference guide for managing group dynamics, a fillable self-assessment tool, and a curated list of external resources.

Session Opening Techniques

The following techniques are directly usable in MAPs implementation or in other workshops in the framework of TAPELINE project. They serve two distinct but complementary functions: icebreakers warm up the group and lower social barriers; check-ins provide the facilitator with a real-time read of the room before starting substantive work.

Icebreakers

- One Word Introduction
  - Each participant says one word describing how they feel today (e.g. Curious, Tired, Ready). Fast, low-pressure, reveals mood without demanding explanation.

- Show & Tell Object
  - Participants show a nearby object and briefly explain their choice. Humanises the group and sparks informal connection.

- Find Things in Common
  - In pairs or trios: find three things in common. Share one with the full group. Useful to build bridges across different professional backgrounds.

- Unusual Question
  - Ask something unexpected: “If agroecology were a landscape, what would yours look like?” or “What was the last thing you learned from a farmer?”

Check-ins

- Colour of the Moment
  - Ready and energised – Present but uncertain – Tired or distracted – Low energy. Use at session open and close to track energy shifts.

- Emotional Traffic Light
  - Green = ready to go, Yellow = hesitant, Red = not fully present. Can be done verbally, with coloured cards, or via a quick Mentimeter poll.

- Scale 1–10

- “How present and energised do you feel right now, from 1 to 10?” Numbers in chat (online) or fingers held up (in person). Quick and anonymous.

- Silent Check-in
  - Online: emoji in chat. In person: thumbs up / flat hand / thumbs down. Especially useful in large or mixed-language groups.

1.3 Understanding Your Participants: The PEMS Model

Before choosing tools or designing a session, the facilitator needs to read the room. The PEMS Model, developed by trainer Daniel Sá Nogueira, building on Carl Jung's work on psychological types, offers a simple but powerful framework for doing exactly that.

PEMS describes four different ways people relate to the world and engage with learning. Every participant has a dominant preference, though most combine two or more:

P – Practical (Doing, Action, Earth) Practical participants learn by doing. They want to act quickly, test ideas, and see tangible results. They dislike long theoretical introductions. Their greatest fear is losing control of the situation. *Help them feel in control of the process.*

E – Emotional (Feeling, Relating, Water) Emotional participants need connection. They are energised by relationships, collaboration, and the feeling of being seen. They may struggle in highly analytical or competitive environments. Their greatest fear is losing empathy. *Help them feel that the group is with them.*

M – Mental (Thinking, Analysis, Air) Mental participants value logic, precision, and evidence. They love debate and want to understand the reasoning behind every choice. They need to feel that decisions are well-grounded. Their greatest fear is being wrong. *Help them feel that they are making sound, well-informed judgements.*

S – Spiritual (Being, Values, Purpose, Fire) Spiritual participants are motivated by meaning and the bigger picture. They engage deeply when they can see why something matters — for themselves, for the group, for the world. Their greatest fear is insignificance. *Help them feel that their contribution matters.* (Euforia, 2019)

Facilitation Tools by Function

These tools support the three core facilitation functions present: collecting input from participants, supporting decision-making, and planning and structuring workshop sessions.

Collecting Ideas and Input

- **Mentimeter** – word clouds, live polls, open-ended questions. Ideal for surfacing individual views before group discussion.
- **Miro** – virtual sticky notes, mind maps, collaborative canvases. Central tool for co-creation in online and hybrid sessions.
- **Kahoot / Slido** – light quizzes and interactive questions. Useful to re-energise the group or test shared understanding.

Supporting Decision-Making

- Show of hands / thumb vote – quick, visible, inclusive
- Dot voting on flipchart or Miro – prioritisation without debate
- Fist-to-five scale – nuanced consent from strong support (5) to block (0)
- Consensus round – structured turn in which each person states their position before a collective synthesis

Planning and Structuring Sessions

- **NAOMMIE framework**
  - Needs – Aims – Objectives – Methods – Materials – Invitations – Evaluation.

    It is a process design and planning tool used by facilitators to structure training courses, sessions, or submodules. Its primary purpose is to provide an organizational framework that prevents facilitators from jumping directly to selecting methods without first considering the underlying purpose and participant requirements (Euforia, 2019).
- **SessionLab** – drag-and-drop agenda builder with facilitation method library. Useful for co-designing sessions with co-facilitators.
- **When2meet** – lightweight group scheduling. No account required.

In-Person Facilitation Setup

Physical environment significantly affects group dynamics. Consider:

Space and posture	Essential materials
• Circle seating to equalise participation • Move within the group rather than standing apart • Avoid positioning behind a lectern or table barrier	• Post-its and markers • Flipcharts • Talking object (to manage speaking turns) • Analogue timer • Sticky dots for voting exercises

Managing Difficult Group Dynamics

Multi-actor platforms bring together people with different backgrounds, interests, and levels of power. The situations below are common in MAP facilitation contexts. This section is a quick-reference guide: use it to prepare before sessions and as a memory aid during debriefs.

Situation	Facilitation strategies
Silence	• Use a simple open question: “What strikes you most so far?” • Allow it: silence can signal reflection, not disengagement • Invite pair sharing first, then open to the group • Introduce a visual tool (post-its, drawing) to shift mode
Dominating participant	• Acknowledge and redirect: “Thanks — let’s hear from others now” • Introduce a talking object or timed turns

	• Set participation ground rules at the very start of the session • If persistent: brief private conversation during a break
Open conflict	• Pause: "Let's take a step back for a moment" • Reframe neutrally: "It sounds like there are two different perspectives here…" • Redirect to shared goals rather than individual positions • Use structured turn-taking or a listening exercise
Hidden tension	• Observe subtle cues: tone, posture, side conversations • Ask indirect questions to surface underlying energy • Use break time to reopen informal communication • Offer anonymous feedback tools (e.g. Mentimeter)
Low energy / disengagement	• Change pace: introduce movement or a brief energiser • Ask directly: "What would make this space work better for you?" • Assign roles: timekeeper, note-taker, process observer • Reconnect with purpose: why are we here, what do we want to produce?

In any situation: the facilitator's core stance

- Stay calm and regulate your own reaction first
- Name what you observe without judging: make the dynamic visible to the group
- Hold the situation as 'workable': your confidence signals safety to the group

Involve the group in choosing how to move forward

Facilitator Self-Assessment Grid

This self-assessment grid is part of the TAPELINE training module "Facilitator: Agroecology Broker". It is designed to support your personal reflection on your strengths, needs, and possible peer support within the facilitator network. It is designed to be completed at the begigging of your journey as a facilitator and revisited after the MAPs implementation.

1. Where do I feel confident as a facilitator? (skills, tasks, or areas)

_____

_____

_____

2. Where do I feel I need to grow or feel insecure?

_____

_____

3. What types of peer support or tools would help me most?

4. Have I already identified someone in the group who complements me? Who and why?

5. Quick SWOT Reflection

Strengths (as a facilitator)	Weaknesses (areas to improve)
Opportunities (tools, peers, networks)	Threats (barriers, fatigue, isolation)

Resources

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Annex 3 - Facilitators tools: The Agroecology card game

The agroecology card game

Agroecology is a rich but often abstract concept. This activity uses a simple card-based game to make its elements and principles tangible and discussable without requiring prior knowledge from participants. It works equally well in person and online and can be used at the start of MAPs engagement or at any point in the TAPELINE training where the facilitator wants to build a shared understanding of agroecological thinking.

Purpose and Learning Outcomes

By the end of this activity, participants will have:

- Encountered the key elements and principles of agroecology through their own interpretations
- Connected the FAO 10 Elements with the HLPE 13 Principles at a basic level
- Built a shared vocabulary for discussing agroecological transition in their territory
- Experienced a participatory format they can replicate in MAP sessions

How It Works

Each card carries the name of one element or principle of agroecology with a short explanation of the concept.

Steps

1. Distribute one card per participant (in person: physical printed cards; online: cards are sent to each participant via email). Each participant has the the cards of FAO and HLPE expressing the same concept.
2. Ask the first participant to place their card on the table (or move it to the shared board) and explain what the word means to them in their own words, from their own experience. No agroecology knowledge is required. All interpretations are valid as a starting point.
3. After the participant shares, the facilitator briefly explains what the element or principle represents in agroecological terms using plain language, a concrete local example if possible, and connecting it to what the participant just said.
4. Continue with the next participant and their card.

1. FAO and HLPE Cards

Here the cards that can be used at your convenience during the activity with the MAPs.

FAO:

Recycling

More recycling means agricultural production with lower economic and environmental costs.



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Circular and solidarity economy

Circular and solidarity economies that reconnect producers and consumers provide innovative solutions for living within our planetary boundaries while ensuring the social foundation for inclusive and sustainable development.



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Resilience

Enhanced resilience of people, communities and ecosystems is key to sustainable food and agricultural systems.



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Human and social values

Protecting and improving rural livelihoods, equity and social well-being is essential for sustainable food and agricultural systems.



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Culture and food traditions

By supporting healthy, diversified and culturally appropriate diets, agroecology contributes to food security and nutrition while maintaining the health of ecosystems.



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Responsible governance

Sustainable food and agriculture requires responsible and effective governance mechanisms at different scales – from local to national to global.



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Diversity

Diversification is key to agroecological transitions to ensure food security and nutrition while conserving, protecting and enhancing natural resources.



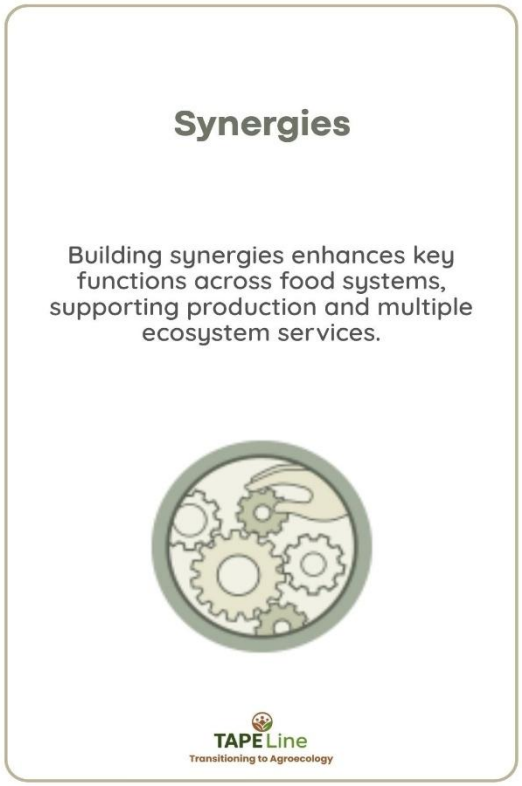
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Efficiency

Innovative agroecological practices produce more using less external resources.

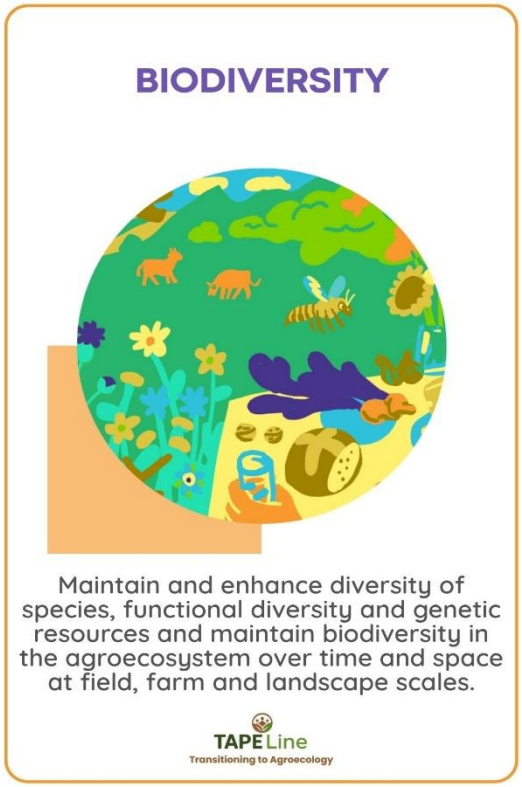


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Synergies
Building synergies enhances key functions across food systems, supporting production and multiple ecosystem services.
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Co-creation and sharing of knowledge
Agricultural innovations respond better to local challenges when they are co-created through participatory processes.
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HLPE:


BIODIVERSITY
Maintain and enhance diversity of species, functional diversity and genetic resources and maintain biodiversity in the agroecosystem over time and space at field, farm and landscape scales.
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LAND AND NATURAL RESOURCE GOVERNANCE
Recognize and support the needs and interests of family farmers, smallholders and peasant food producers as sustainable managers and guardians of natural and genetic resources.
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PARTICIPATION



Encourage social organization and greater participation in decision-making by food producers and consumers to support decentralized governance and local adaptive management of agricultural and food systems.

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RECYCLING



Preferentially use local renewable resources and close as far as possible resource cycles of nutrients and biomass.

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INPUT REDUCTION



Reduce or eliminate dependency on purchased inputs.

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ANIMAL HEALTH

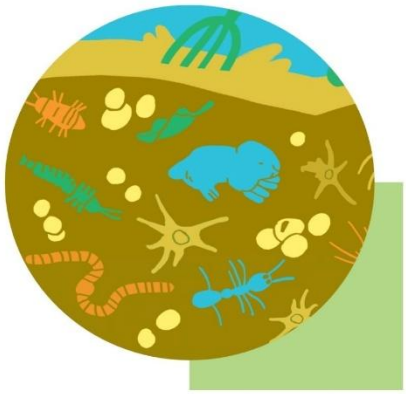


Ensure animal health and welfare.

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SOIL HEALTH



Secure and enhance soil health and functioning for improved plant growth, particularly by managing organic matter and by enhancing soil biological activity.

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BIODIVERSITY



Maintain and enhance diversity of species, functional diversity and genetic resources and maintain biodiversity in the agroecosystem over time and space at field, farm and landscape scales.

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ECONOMIC DIVERSIFICATION



Diversify on-farm incomes by ensuring small-scale farmers have greater financial independence and value addition opportunities while enabling them to respond to demand from consumers.

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SYNERGY



Enhance positive ecological interaction, synergy, integration, and complementarity amongst the elements of agroecosystems (plants, animals, trees, soil, water)

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CONNECTIVITY



Ensure proximity and confidence between producers and consumers through promotion of fair and short distribution networks and by re-embedding food systems into local economies.

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CO-CREATION OF KNOWLEDGE



Enhance co-creation and horizontal sharing of knowledge including local and scientific innovation, especially through farmer- to-farmer exchange.

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FAIRNESS



Support dignified and robust livelihoods for all actors engaged in food systems, especially small-scale food producers, based on fair trade, fair employment and fair treatment of intellectual property rights.

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Annex 4 – Stakeholders Analysis for Territorial Agroecological Transition

1. Introduction and Objectives

The primary goal of this analysis is to identify and evaluate the key actors within the territory to build a successful Multi-Actor Platform (MAP). In the context of the TAPELINE project, the facilitator does not act as a top-down expert but as an innovation broker who connects farmers with other actors to identify needs, support knowledge flows, and co-create territorial strategies. This process is essential to address the introduction of agroecology in agricultural and agroforestry decision making processes.

2. Stakeholder Mapping and Identification

Stakeholders are categorized based on their role in the agroecological system and the value chain as follows (see also: TAPELINE Guidelines Actors Mapping):

Categories	Subcategories	Description & examples
Private sector organizations	*Upstream*	Inputs providers (such as seeds, machinery, chemical and energy input providers) ;
	Transversal service providers	Financial institutions (banks or other financial institutions providing loans or other financial support to the farming/food system), insurance & risk management services ;
	Farming and support to farming	Farmers, farmworkers and farmers unions/ organizations, farming advisory services/consultants, veterinarians ;
	Industry representatives	Industry representatives may represent agribusinesses (Collectors, Logistics, food Processing industry), or other stakeholders who have a direct interest in the profitability of the farming system ;
	Distribution and marketing	Ex: retailers.
Consumers, citizens and local communities	/	Individuals and informal groups who interact with the food system through their roles as consumers (market choices), citizens (civic participation), or members of local communities affected by food system activities.
Public sector/ government institutions	/	Government agencies, from the local to the regional and national level, may regulate or provide support to the farming system, and their policies can have a significant impact on its sustainability). Includes administration & policy makers.
Research/ scientific organizations and education	/	Researchers and academics may provide valuable insights and analysis on the different capitals and how they interact within the farming system ; includes social and economic sciences and natural sciences (e.g., agronomic research and agricultural education institutes).
Civil society organizations or NGOs	/	These organizations may have a particular interest in the social or environmental impacts of the farming system.
Other actors	/	

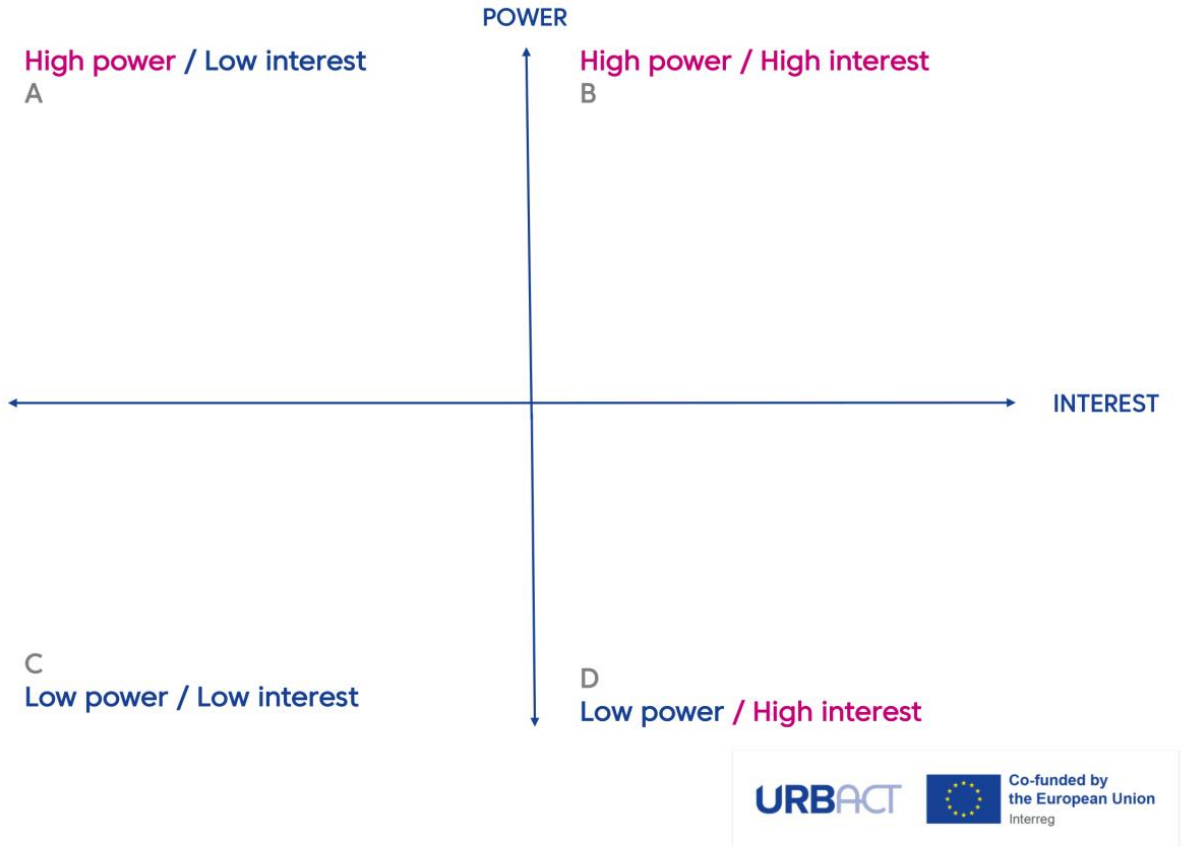
Figure 3. Categories of actors typically included in agri-food systems
Source: Based on Work Package management and Case Study experiences in previous EU-funded projects, Sytra, UCLouvain (Publication to come).

3. Analysis of stakeholder dynamics (Matrix Approach)

Facilitators are trained **matrix-based approaches** to understand power relations and interests of different typologies of stakeholders:

Stakeholder Group	Interest in agroecology	Power/Influence over transition
Farmers	High (Yield stability, soil health)	High (They implement the practices)
Retailers	Medium (Market trends, CSR)	High (Negotiation power over prices)
Researchers	High (Data collection, innovation)	Medium (Influence through evidence)
Public Admin.	Medium (Policy goals, water quality)	High (Funding and regulations)
Consumers	High (Health, environment)	Low/Medium (Through purchasing choices)

The 4 Quadrants and respective approach:



According to the positioning of stakeholders in a power interest/matrix, MAP facilitators deal with them differently to keep their engagement and favor constructive dialogue.

- High Power, High Interest: **Manage Closely**

These are key stakeholders (e.g., project sponsors, executives). They can shape the project's success and are highly invested. Engage actively, consult on major decisions, and provide frequent, personalized communication.

- High Power, Low Interest: **Keep Satisfied**

Stakeholders with heavy authority but little personal investment (e.g., regulatory bodies, senior board members). Keep them informed enough so they remain content, but avoid overwhelming them with minor, day-to-day details.

- Low Power, High Interest: **Keep Informed**

These individuals (e.g., end-users, community members) care deeply about the outcome but lack direct authority to change it. Involve them in feedback sessions and provide regular updates to maintain their support.

- Low Power, Low Interest: **Monitor**

Stakeholders with minimal influence and care. Require minimal effort. Simply monitor them periodically in case their interest or power levels shift.

4. Addressing barriers and risks

The stakeholder analysis must account for significant risks that hinder transition:

- **Technical risks:** Lack of specific tools and mastery of new know-how.
- **Economic risks:** Potential yield failure or lack of income during transition years.
- **Mitigation strategy:** Use the MAP to create fair trade channels that provide an agroecological premium to farmers, ensuring that sustainable production is rewarded without significantly increasing prices for consumers.

5. Strategic engagement plan for the MAP

The analysis will feed into the following actions led by the facilitator:

- **Co-Learning Events:** Building mutual trust among actors with different backgrounds.
- **Innovative field trials:** Using the territory as a "living lab" to test new crops (e.g., switchgrass) and reduce perceived risks.
- **Impact measurement:** Utilizing tools like OpenCompass or the TAPE tool to objectivize the positive environmental and social impacts, which is necessary to negotiate better prices with the industry

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TAPELINE is a research project selected under the AGROECOLOGY Partnership and an associated partner of the FAO

AGROECOLOGY PARTNERSHIP

TAPELINE receives support from national and/or regional funding agencies in participating countries, including:

E4S IMD EPFL

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Confédération suisse
Confederazione Svizzera
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