



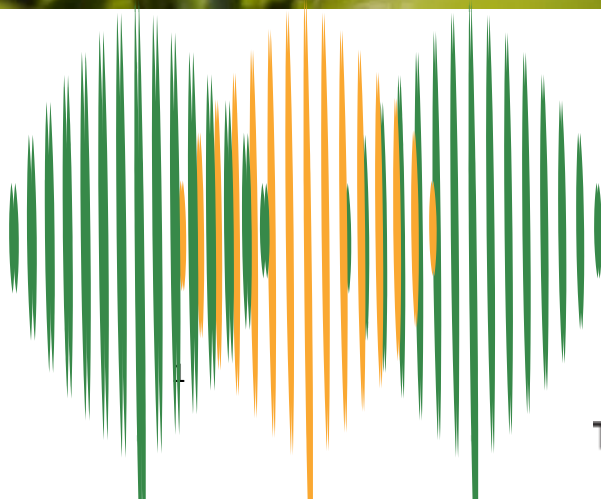
Food and Agriculture
Organization of the
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Documenting and scaling up knowledge and innovations

Guidelines and templates



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The TAP-AIS project

Documenting and scaling up knowledge and innovations

Guidelines and templates

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About these guidelines

This document is part of a set of information and resources that aim to assist agricultural innovation systems, actors, stakeholders, producers and farmers in developing and sharing impactful stories.

It guides actors and organizations across all innovation systems through collecting and documenting case studies, success stories, good practices and lessons learned from the project initiatives, actions and training.

The intent is to provide a helpful document to identify content for stories, case studies, practices and lessons learned, as well as to properly document details and highlight scaling-up elements so that other actors can replicate these and scale up too.

While the guidelines target stakeholders and actors involved in the TAP-AIS DeSIRA project, it is also a valuable tool that can support all actors and innovators when documenting and digitalizing knowledge from the agricultural innovation system assessment experiences. It guides the users on how to record knowledge. It facilitates evidence-based exchanges that provide practical information from applied experience and stimulates innovations for a global audience, promoting sustainable and inclusive rural transformation, and contributing to the SDGs.

How to use these guidelines

The guidelines intend to help identify and document unique stories, case studies, lessons learned and practices in the TAP-AIS project, or when actors need to document/register knowledge. They were developed for the TAP-AIS core project and the teams of the involved countries to build on the project results and experiences.

The guidelines have three main areas: I) identifying and defining content; II) documenting and analyzing content; and III) considerations for replication, scaling up, or adoption.

It includes decision-making trees and templates to document innovations for AIS actors to help identify and share related stories. The document contains methods to identify content, define the format, document in a standard form, use a step-by-step process, and the elements that must be considered when planning to scale up or during its implementation.

The templates support the TAP-AIS project to identify, document and share knowledge of experiences that can contribute to the acceleration and expansion of AIS sector actions.

The use of TAP-AIS explicit language and descriptive visuals is highly encouraged. Specification and attention to detail must be priorities when collecting information and data for easy uptake and adoption within the project or outside of it.

Dissemination of the guidelines

Sharing knowledge, experiences, stories, case studies, lessons learned and good practices is a central axis of the project. When drawing on the participatory learning system, it is essential to share these guidelines with the various actors and stakeholders.

Dissemination is the process of communicating findings to stakeholders so that the evidence can lead to change, and there are numerous ways of doing so. The following are just a few suggestions:

- 1) Identify content and issue publications that promote learning and sharing of experiences. It is expected that these will inspire actors and stakeholders to replicate or scale up interventions. Furthermore, these will demonstrate invaluable contributions and help mobilize resources in support of related programs.
- 2) Document and share using dynamic methods, such as webinars and regional *fora*, sharing various themes and stories of selected innovation practices.
- 3) Use the DeSIRA project platform, TAPipedia or Technologies and Practices for Small Agricultural Producers (TECA) and its virtual networks to facilitate knowledge sharing, exchange, improved access to it, and use of information and innovations.
- 4) Develop peer-reviewed publications by or in partnership with contributors.
- 5) Stories and lessons learned from country-level and regional/sub-regional actions are continuously documented and disseminated through various channels, including the TAP website, TAPipedia, FAO and TAP partners' websites, and other platforms.

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Acknowledgements

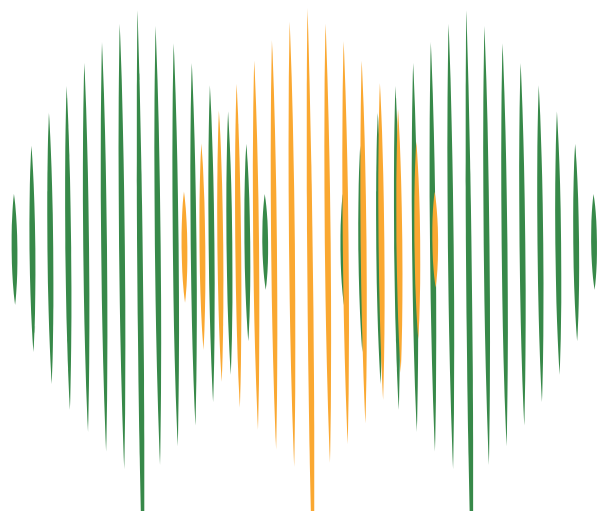
The TAP-AIS project team at FAO's Research and Extension Unit, Office of Innovation (OINR), led by Mr Selvaraju Ramasamy, expresses their sincere gratitude for the opportunity to develop this publication "Documenting and scaling up knowledge and innovations-Guidelines and templates".

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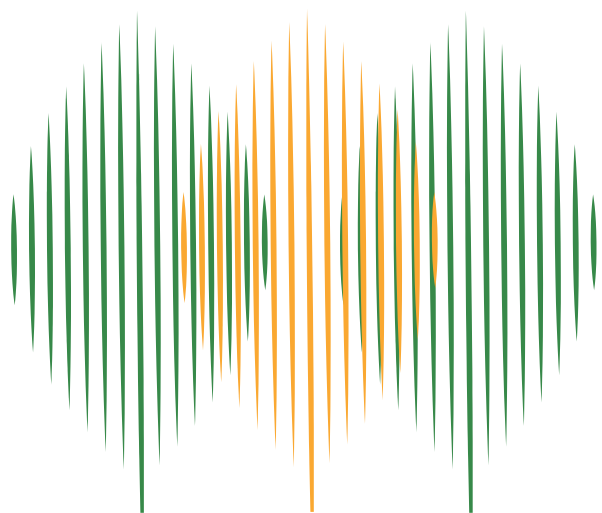
This publication is based upon work supported by the European Union's "Development of Smart Innovation through Research in Agriculture (DeSIRA): Towards climate-relevant Agricultural and Knowledge Innovation Systems", under Grant Agreement FOOD/2019/406-734.

Abbreviations and acronyms

AIS	Agricultural Innovation System
CDAIS	Capacity Development for Agricultural Innovation Systems
DeSIRA	European Union's "Development of Smart Innovation through Research in Agriculture"
FAO	Food and Agriculture Organization of the United Nations
OIN	Office of Innovation
OINR	Research and Extension Unit, Office of Innovation
SDGs	Sustainable Development Goals
TAP	Tropical Agriculture Platform
TECA	Technologies and Practices for Small Agricultural Producers



Background and introduction



1. Background and introduction

Assessing or understanding the Agricultural Innovation System (AIS) is an essential step to better understanding the needs, new skills and functions required by the actors and the system.

Well-coordinated, demand-driven and market-oriented information, knowledge, technologies and services are urgently needed to accelerate the uptake of innovation and progress towards eradicating poverty.

It is fundamental to support actors or organizations, institutions, policies, individuals and smallholder farmers, enhancing and facilitating their access to innovation for sustainable food systems and fostering sustainable development. It is essential to understand that innovation does not necessarily come from the latest technology and high-tech solutions—it can also combine traditional and longstanding technologies and solutions.

The TAP-AIS project envisions unlocking innovation by scaling up existing reliable solutions through collaboration, partnerships and multi-stakeholder engagement by creating enabling environments that can ensure the transfer of innovative methods, technologies and solutions to those who most need it.

The following definition of innovation¹ is used in this context:

Innovation is the process whereby individuals or organizations bring new or existing products, processes, or ways of organization into use for the first time in a specific context – it is at the heart of transforming agri-food systems for inclusive growth and shared prosperity. Farmers are central to innovation processes.

The Agricultural Innovation System has an overarching framework linking education, research and extension to innovation. The Tropical Agriculture Platform (TAP) framework facilitates agricultural innovation to reach its principal users' demands—small-scale farmers, small and medium-sized agri-businesses and consumers.

The project assesses the AIS, including enabling policies, identifying capacity needs and developing strategies for strengthening AIS, as well as suggesting ways forward. The project supports research and extension systems to allow for effective use of new and existing information, knowledge, technologies and solutions to facilitate innovation by raising awareness.

The project intervenes at global, regional/sub-regional and national levels. It facilitates the global TAP partnership, documents lessons learned, updates and complements TAP tools and organizes knowledge sharing on AIS at the global level.

Through the knowledge management component, The TAP-AIS project continuously documents and shares experiences, success stories and the methodologies used. Combined with the other elements of the larger EU DeSIRA initiative, the FAO project contributes to the agricultural and food systems that are needed to achieve the Sustainable Development Goals (SDGs) by strengthening AIS.

¹ From the FAO International Symposium on Agricultural Innovation for Family Farmers held in Rome, November 2018.

The challenges and opportunities raised by enhanced access to innovation and information impose behavioral changes on the Agricultural Innovation System actors, who are increasingly taking on new and non-traditional roles and functions.

The efforts to fill the gap between information generation providers and users, the system actors, and smallholder family farmers are made by sharing success stories, case studies and good practices, acquiring knowledge on lessons learned, and improving, adapting and implementing sustainable and more effective interventions. However, limited documentation, digitalization and the sharing of knowledge and information are significant barriers to knowledge sharing and re-application of solutions. Although relevant knowledge may exist, it is not always easily accessible by others or may even be in formats that are not easy to find or understand.

Countries, stakeholders, actors and farmers are the target beneficiaries of exchanging experiences and sharing knowledge solutions.

The TAP-AIS project aims to provide the right knowledge in the proper format to the right actors, such as decision-makers, extensionists, practitioners, farmers, and the public in general, to strengthen agricultural systems and improve the livelihoods of AIS actors.

This document is a deliverable of the TAP-AIS project knowledge management component. It presents ways to identify content, how to choose the most suitable resource type and simplest process for documenting, an outline and related templates, the necessary actions for scaling up, and advice on implementation, measuring impact and dissemination. These actions contribute to efficiently disseminating the project outputs, ensuring the best promotion of its results, and showing results/innovations to scale up that can benefit more actors and other stakeholders.

The primary rationale for documenting and sharing this knowledge is to enable actors and organizations working in the agricultural sector to avoid reinventing the wheel yet improve performance and avoid others' mistakes.

Criteria for identifying suitable content to document

Identifying the appropriate content to document involves judgment, which requires analysis that can be made using the following seven criteria (in Table 1) that define whether the content is: relevant, sustainable, age-sensitive, gender-sensitive, feasible, replicable and adaptable, and innovative, and the degree of involvement of actors and the community. At least four of these criteria should be met: relevant, feasible, replicable and adaptable, plus one or more of the other criteria.

When identifying and documenting, verify to what extent the following criteria applies to the content (the more criteria match the content, the better the resource for scaling up).

Table 1 - Criteria for identifying suitable content to document (Annex B1)

	Low to no impact ★	Ok impact ★★	Medium impact ★★★	Valuable impact ★★★★	High impact ★★★★★
Relevance E Was/is the most effective way of overcoming a problem or difficulty. It has been successfully adopted and has positively impacted at: national, regional, local levels, community and individual levels.					
Sustainable U Meets current/local/context needs, particularly the essential requirements of the diverse actors, without compromising the ability to address their future needs.					
Age-sensitive (Youth and Elderly) S Describes the role of youth and elderly actors, and the impact on their livelihoods.					
Gender-sensitive S Illustrates how the actors involved in the process(es) could improve their livelihoods.					
Feasible E Easy to learn and implement, and technically understandable to allow for diffusion and adoption by a greater number of actors.					
Replicable and adaptable A As detailed as possible to guarantee the capacity or potential for replication in similar contexts or situations, or render it adaptable in different conditions, thus stimulating innovation.					
Innovative N Used or applied in a new way or in a new context, thus promoting impact.					
	Column Total				

Decision-making tree to decide which format to use

The decision-making tree is a guideline that aids in selecting the format, how to collect, create and deliver the content in an informative, engaging and resonant way for all AIS actors. Start here to decide which format to use to facilitate knowledge sharing and the adoption of solutions/innovations.

Table 2 - Decision-making tree to decide which resources to use and for what purpose (in Annex C1)

IDENTIFY THE TOPIC			
<p>The purpose is to showcase proactive solutions to support and strengthen the needs of different actors, a community, experience, result, association, group, or occurrence</p>	<p>The purpose is to convey a story focused on the achievement/success by an actor(s) or a group, community, institute or organization</p>	<p>The purpose is to provide future actors with the documented lesson that can increase effectiveness, building on successful or unsuccessful experiences</p>	<p>The purpose is to document a practice or process that is not only good, but that has also had a tangible impact and produced good results in addressing a specific problem or challenge</p>
CASE STUDY	SUCCESS STORY	LESSONS LEARNED	GOOD PRACTICE
<p>It can be an up-close, in-depth and detailed examination, study or analysis of a particular case or specific subjects</p>	<p>It gives visibility, credibility and clarity to the value, positive change and impact derived from the applications or solutions</p>	<p>Always consider evidence, information that can increase effectiveness, building on successful or not successful experiences earned by a completed initiative, project, practice or process</p>	<p>It is shared as a potential model to adopt and adapt considering the real context</p>
<p>Describe in detail or tell the story of how the action, product or service helped an actor(s) or community achieve their goals</p>	<p>It should be captured throughout all phases of any action, activity, project or initiative, or immediately after these come to completion</p>	<p>Be captured from the start and continues throughout all phases of any action, activity, project, initiative or immediately after these come to completion</p>	<p>Describe how users were guided through a practice, solution, process, action, service and how these helped an actor(s) or a community overcome a problem, challenge, and achieve their goals</p>
<p>The information should be concise and focused on the key message(s)</p>	<p>The information should be concise and focused on the key message(s)</p>	<p>The information should be focused and succinct</p>	<p>The information should be focused and succinct</p>
<p>Should not exceed 4500 words in length (4 pages)</p>	<p>Should be between 1100-2200 words in length (1-2 pages)</p>	<p>Should be between 1100-2200 words in length (1-2 pages) and not exceed 4500 words in length (4 pages)</p>	<p>Should be long enough to enable the users to have full understanding and the capacity to apply it</p>

At all times and for every resource, remember to:

- Select/use high-quality photographs - file type: jpg or tiff.
- Always ensure that the photo source is documented and includes:
 - the name of the photographer;
 - the name of the organization; and
 - clear indications on copyright.
- When using graphs, figures, or infographics:
 - use pdf or .ai format; and
 - document the source and caption (as applicable).
- Record additional resources where possible:
 - links to websites, videos, blogs and other resources.
- Ensure that both ends of the contact point are identified for:
 - follow ups;
 - clarifications/feedback; and
 - validations.

The four main steps to follow when documenting

The workflow (Table 3) illustrates the four main steps to follow when documenting.

1 Identify your audience

The first step includes identifying the topic, the knowledge resource type (Annex B1) and the target audience for whom the knowledge product is intended (Annex D1-1).

2 Gather and create

The second step focuses on identifying the environment and the actors. Document all the available preliminary information in the template provided in Annex A1.

When filling in information gaps or missing details, always consider direct contact, or interview/survey stakeholders and actors to complete filling out the template.

3 Share and connect

Step three focuses on sharing and connecting. This step is to be followed when the information is ready to be shared with experts, stakeholders and actors for feedback and validation. It is a crucial step to ensure that the necessary information and details are available to users. Only then is it ready for publication and dissemination. Still, it is essential to develop some planning for adoption, scaling up, or local implementation (see the template in Annex A2). Since these are living documents, consider incorporating additional feedback experiences to benefit other users.

4 Measure impact

Lastly, step four allows for measuring the impact against defined goals and key indicators. It records the level of impact that the product has, distinguishing among five levels: no to low impact, ok impact, medium impact, valuable impact and high impact. Use the template available in Annex D1.

The auxiliary templates and guiding support questions are available in Annex D1.

Table 3 – Workflow for documenting

Follow the workflow for documenting and fill out the template with all the preliminary information that you have available



Example formats of different knowledge products

Examples that the TAP-AIS project supports

- Eritrea FAO supports "Promoting innovative and multi-sectoral approaches and practices for sustainable and integrated natural resource and ecosystem management and climate change adaptation and mitigation (land, water, and forestry)".
- In Colombia - the project contributes to social and technical innovation for sustainable agri-food systems.²
- In Pakistan - the Common Planning and Framework emphasizes the need for capacity development, such as strengthening government and other stakeholders' capacity to govern the agricultural sector, cross-sectoral coordination, and technical support for evidence-based policymaking.³

Some examples from the CDAIS project

Stories of change

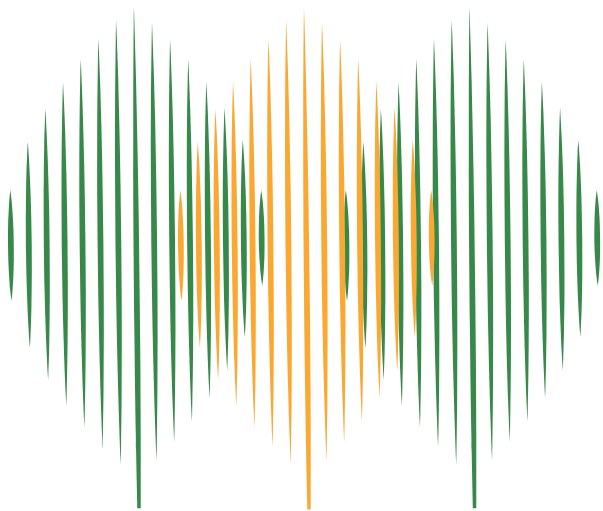
- Growing hope for new knowledge on a new crop – Angola
(<https://cdais.net/2018/03/27/angola-story-of-change-3/>) URL not available
- Building a public-private pineapple partnership in the Chittagong Hill Tracts – Bangladesh
(<https://cdais.net/2018/09/26/bangladesh-a-story-on-change-on-pineapple/>) URL not available
- Innovating with chickpea cluster farming – listening and learning together
(<https://cdais.net/2018/09/28/ethiopia-a-story-of-change-on-cheakpea/>) URL not available

These and other experiences need to be cataloged and shared globally for the transformation and changes in behavior of all actors across the sector.

² Marco Programático de País para la FAO en Colombia 2015-2019.

³ FAO Country Programming Framework for Pakistan 2017-2021.

Documentation of innovations, solutions, stories, case studies and practices



2. Documentation of innovations, solutions, stories, case studies and practices

The documentation resources vary according to the objective and purpose. The content may come from various sources, such as actors, organizations, institutes, community groups and individuals. Usually, submissions from any of these sources use a template with detailed supporting evidence for evaluation by technical experts.

In these guidelines, and for this project, two main templates have been created to facilitate the documenting process and sharing of experiences– the Outline template and the Full template (Tables 4 and 5):

- **The Outline template** is an outline summary that ensures readability and clear presentation of information taken from the Full template. This template fits into the standard layout in Annex D2 (Table 4).
- **The Full template** has all levels of information and details in three sections: A, B and C (Table 5 for Section A and Annex A1 for Sections B and C).
 - **Section A** identifies information (metadata and summary) that outlines all the necessary information for registering the submission, and a summary for writing up the justification in a readable format;
 - **Section B** is used to record a detailed description that feeds the outline (the Full template is in Annex A1); and
 - **Section C** is used for inserting the details for scaling up (the Full template is in Annex A1).

These templates aim to help gather information from the actors/stakeholders so that the accumulated knowledge gained from the various experiences can be shared and of benefit to other actors.

The Full and Outline templates are targeted to describe in detail or tell stories, case studies, and practices of how the action/product or service helped an actor(s) or community achieve their goals or draw lessons.

- Start with the Full template:
 - Fill out each section with clear details providing evidence to support your answers in all sections.
 - Start with Section A – fill out this section with the generic information (metadata), and document as many details as possible.
 - Go on to Section B – fill out this section with as many descriptive details as you can. Add all the details you have at hand, and that you remember or know about, that illustrate what you are describing.
 - Continue to Section C – this section is to validate and inform about scaling up. Use the checklist to identify the innovations for scaling up (Annex A2).
 - Last but not least, use the Outline template (Table 4 and Annex D2) to finalize the work and present it in a standard layout.

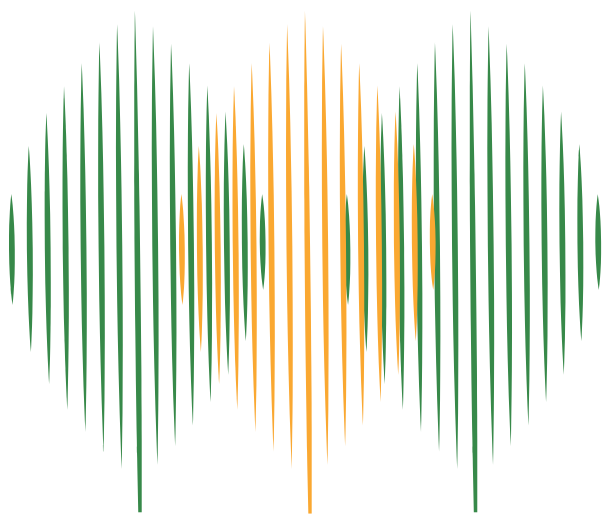
Table 4 - The Outline template, with guiding questions

Outline	
TITLE (AND SUBTITLE)	The title should be concise and reflect what is being documented.
INTRODUCTION/ BACKGROUND	The introduction should provide the context and justification, and address the following issues: What problem was addressed? Who was affected (the type of actors, communities)? How did the problem impact the actors, communities? Were the objectives achieved? Which ones?
IMPLEMENTATION/METHOD	What main activities were carried out? When and where did the activities take place? Who were the key implementers and collaborators-actors, stakeholders? What were the resource implications?
RESULTS, OUTPUTS AND OUTCOMES	What concrete results were achieved concerning outputs and outcomes? What has changed, and at what level? Was an assessment done? If yes, what were the results?
LESSONS LEARNED	What worked well, and what facilitated this? What did not work, and why? What were the actions/measures used to mitigate the issues/risks?
CONCLUSION	How have the results benefited the actors, communities? Why may this be considered (provide evidence)? What are the key recommendations for those intending to implement or adopt this, and how can it help others?
FURTHER READING OR RELATED DATA SOURCES	What main activities were carried out? When and where did the activities take place? Who were the key implementers and collaborators-actors, stakeholders? What were the resource implications?

Table 5 – The Full template – Section A: identifying information, with guiding descriptions (Sections A to C are in Annex A1)

Section A: Identifying information	
ORIGINATOR	
NAME: TITLE: AFFILIATION:	CONTACT: EMAIL: NAME AND AFFILIATION OF CONTRIBUTORS:
TARGET AUDIENCE <ul style="list-style-type: none"> • FARMERS • DECISION-MAKERS • BUSINESSES • OTHERS: 	USE ANNEX C1. Define the audience. Who are the readers? Who is this for?
LANGUAGE <ul style="list-style-type: none"> • ORIGINAL • CURRENT 	Record the original language of the topic. Record the language that you are using to document.
SOURCE	What concrete results were achieved concerning outputs and outcomes? What has changed, and at what level? Was an assessment done? If yes, what were the results?
DO YOU HAVE ALL DATA/INFORMATION RIGHTS TO USE AND PUBLISH? <ul style="list-style-type: none"> • YES • NO • NOT AWARE 	Record whether you have all the rights to collect, use and publish.
REGION/COUNTRY/COMMUNITY	Record where the data/information is collected (use as many details and as much disaggregated country level information as available).
DEFINE THE AIS CATEGORY THIS BELONGS TO <ul style="list-style-type: none"> • PROCESS • CAPACITY DEVELOPMENT • ADVISORY SERVICES • OTHER, SPECIFY: 	Record the category/categories that the topic relates to. If it relates to more than one AIS category, use the numbers from one to three, where one is for direct relation, two for secondary and three for tertiary.
KEYWORDS	Add topic-related keywords (from three to six keywords).
SUMMARY	Add a short and concise summary (with a maximum of five lines) describing the benefits, what and where it was applied, and what stakeholders can use it for and how.

Scaling up



3. Scaling up

After gathering the information and creating the story, case study, lessons learned, or practice, it is imperative to recognize the innovative solutions that could be scaled up, as increasing impacts of successfully tested or applied innovations will benefit more actors, and foster policy and capacity development. Table 6 contains a list of eight attributes to consider for a successful scale-up.

Table 6 – The list of attributes for scaling up

ATTRIBUTE	DESCRIPTION
CREDIBILITY	Documented, sound evidence, or results that have been promoted by domain experts or institutions
OBSERVABILITY	Potential users can see the results in practice, in loco, e.g. pilot, experiment, or demonstration
RELEVANCE	Addresses a persistent, severe problem or policy priority
RELATIVE ADVANTAGE	New results, solutions or innovations offer a benefit or gain over existing practices (so the costs of implementation are justified by the benefits)
EASY TO IMPLEMENT AND UNDERSTAND	The scaling up process is simple
COMPATIBILITY	The results, solutions, or innovations fit well with the national plans, strategies, or policies and the potential users' values, norms and facilities
REPLICABILITY	It can be replicated incrementally on a small pilot scale before large-scale adoption
ADOPTION	It can be scaled up for large-scale adoption

A few cross-cutting considerations are relevant when considering the scale-up:

- a) sustainability;
- b) equity; and
- c) the effects of scaling up on the rest of the AIS system.

Sustainability can be achieved by recognizing policies, programs and other dimensions of the AIS system, including the training and capacity development programs and curriculum for AIS actors.

Scaling up should consider the actors' needs and values that must be guided by participatory and actors-centered approaches. When scaling up, attention must be paid to human dignity, and the needs and rights of vulnerable groups – including gender perspectives – should be ensured to promote equitable access to all actors.

To successfully scale up innovations, it is essential to have:

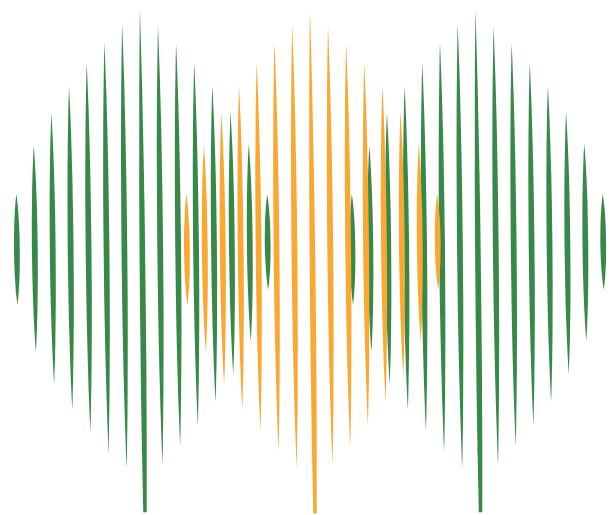
- Partnerships with organizations – to work on service delivery, financing and stewardship (coordination and governance).
- A highly committed group of individuals or actors to implement activities.
- A way to monitor the scale-up – to access the progress relative to the overall objectives and identify aspects that are not working well.

There are eight elements to consider and keep in mind when selecting innovations to be scaled up (Table 7).

Table 7 - The list of elements for scaling up

ELEMENTS	DESCRIPTION
DELIBERATE	Scaling up is a guided process, not a spontaneous diffusion
SUCCESSFULLY TESTED	Interventions to be scaled up are backed up by evidence (effectiveness and feasibility) obtained through pilot demonstrations or experimentation, or initial introduction in a limited number of sites
INNOVATION	New or existing products, processes, or ways of organization when using it for the first time in a specific context
DEVELOPMENT OF POLICIES AND PROGRAMS	Importance of institutional capacity building and sustainability
ENABLING ENVIRONMENT	Interrelationships between the actors, organizations and businesses, learning within the environment in which the scale-up takes place
SUSTAINABILITY	Ensuring that the benefit of scaling up will persist on a long-term basis
RESPECT FOR GENDER PERSPECTIVES	Participatory and actors-centered approaches should guide the scale-up. Attention must be paid to human dignity, and the needs and rights of vulnerable groups – including gender perspectives – should be ensured to promote equitable access to all actors
PARTICIPATORY APPROACH	Involvement of groups, communities, organizations and actors in any organized activity to achieve a common goal

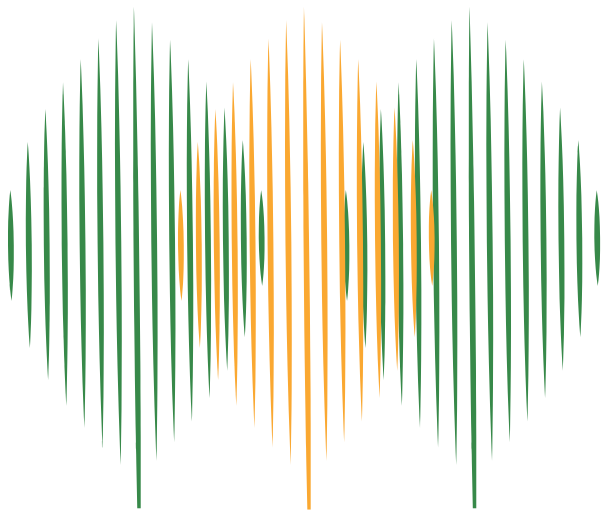
ANNEXES





Annexes

- Annex A1** Full template for documentation
- Annex A2** Checklist to identify innovations, stories and practices with the potential to scale up
- Annex B1** Decision-making tree to select the documentation format
- Annex C1** Criteria for identifying suitable content to document
- Annex D1** Four-step process to guide documentation - auxiliary templates and guiding questions
- Annex D2** Template-Outline layout





Annex A1 – Full template for documentation

This template aims to help gather information from the actors/stakeholders so that the accumulated knowledge gained from the experiences can be shared and benefit other actors. The template is for successful stories, case studies and practices that will describe in detail or tell the story of how the action/product or service helped an actor(s) or community achieve their goals or draw lessons from it.

The following template is a tool for conducting detailed documentation of an identified content for a purpose – story, case study, lessons learned, or practices. It uses the scale-up criteria:

-
- | | | |
|-----------------|-----------------|------------------|
| ○ Effectiveness | ○ Relevance | ○ Sustainability |
| ○ Efficiency | ○ Replicability | ○ Gender |
-

How to use the template:

Fill out each section with clear details providing evidence to support your answers in all sections. Start with Section A, with the generic information (metadata), followed by Section B with details and continue to Section C to validate and inform the scale-up, using the checklist to identify the innovations for scaling up. Lastly, use the outline to finalize the work.

FULL TEMPLATE

Data **fields** in the template form are either ***mandatory** or optional.

TEMPLATE Section A: Identifying information	
*TITLE (AND SUBTITLE)	
ORIGINATOR	
NAME: TITLE: AFFILIATION:	CONTACT: EMAIL: NAME AND AFFILIATION OF CONTRIBUTORS:
TARGET AUDIENCE	
<ul style="list-style-type: none">• Farmers• Decision-makers• Businesses• Others:	
*LANGUAGE	
The original language used to document	The language used to document if different from the original:
*SOURCE OF INFORMATION	
The original language used to document	
*DO YOU HAVE ALL DATA/INFORMATION RIGHTS TO USE AND PUBLISH?	
<ul style="list-style-type: none">• Yes• No• I don't know• Not applicable	
*REGION/COUNTRY/COMMUNITY	
*DEFINE THE AIS CATEGORY THIS BELONGS TO	
<ul style="list-style-type: none">• Process• Capacity development• Advisory services• Other, specify: _____	
*KEYWORDS	
*SUMMARY	

Section B: Detailed description

*TITLE AND SUBTITLE

The title should be concise and reflect what is being documented.

What is the final product? (Use the decision-making tree (in Annex B1) to help you to better define the final product)

B1-State the problem/challenge addressed (provide figures, data and other evidence)

*What problem is being addressed?

*Who is affected, and how? (which actors, organizations, groups, or communities)

*What is the source of the problem? What is the impact?

*What needs to be changed?

B2-The solution/practice/process

*Briefly describe the solution

*Describe the main objectives of the solution

B2-The solution/practice/process

*When and where was it first implemented, and is it still adopted today?

*What main activities were implemented/carried out?

When and where were the main activities implemented/carried out?

*Who were the main actors, implementers and collaborators?

*Which resources were required (materials, seeds, costs, etc.)?

*Describe the context and environment and provide any other details

B3- Results, evidence and success factors

Describe who, what, where, when, scalability/replicability, costs, coverage, etc.

*What concrete results were achieved?

Was an assessment done? Or scoping study? If yes, what were the results?

*What challenges were faced during implementation and what could be improved?

*Why is this considered a success story/a good practice, etc.?

B3- Results, evidence and success factors

***Identify the three main factors/requirements that were critical to the successful implementation**

Could this be replicated or scaled up in a different setting? If so, describe under what specific conditions

***What main recommendations would you give to those intending to adopt this?**

***Are you available to provide further details (e.g. a detailed description of how to implement the practice/technology, pictures, figures, etc.)?**

***Has this already been described elsewhere? If yes, please provide a link or source of information**

Have any other related resources been developed? If yes, which ones are available

- e.g., training manuals;
- guidelines;
- technical fact sheets;
- posters;
- Other, specify _____

B4-Critical success factors (what worked and what did not?)

***What were the strategies, actions, attitudes, or processes that led to success?**

***What are the areas of potential improvement and how have they or might have they impacted the results?**

***List the three most significant "success" lessons**

B5- Lessons learned

***What worked well?**

What facilitated this?

***What did not work?**

***Why didn't it work?**

***List other lessons learned, including successes and potential improvements
(For easier reference, group the "Other lessons" by subject)**

B6- Conclusions

***How have the results benefited the targets?**

***List the four major impacts (consider cultural, economic, social and environmental impacts)**

***How do/did you measure the impacts (some facts and numbers)?**

***In what way is this different/relevant/interesting/unique?**

***What recommendations would you make for those intending to adopt this, or how can it help others working on the same topic, area, or issues?**

What are/were the conditions needed to adopt, adapt, or scale up?

Quotations– what have you heard, or what are others saying?

QUOTATIONS

TESTIMONIALS

VIDEOS, PHOTOS

RECORDINGS

*** Section C:**

Considerations for rating the scale-up (use Annex C1) Provide figures, data, or other evidence

		Low to no impact ★	Ok impact ★★★	Medium impact ★★★★	Valuable impact ★★★★★	High impact ★★★★★
RELEVANT	RE					
SUSTAINABLE	SU					
AGE-SENSITIVE*	AS					
GENDER-SENSITIVE**	GS					
FEASIBLE	FE					
REPLICABLE AND ADAPTABLE	RA					
INNOVATIVE	IN					
Column Total						

*Age-sensitive (youth and elderly)

**Gender-sensitive (women and men)



Annex A2 – Checklist to identify innovations, stories and practices with the potential to scale up

This checklist provides a series of questions that help identify those interventions that have the potential to be scaled up. It also aims to assist in scaling up documented interventions.

QUESTIONS RELATED TO POTENTIAL SCALABILITY			
	YES (+)	NO (-)	More information /action needed
Is the topic being sought by actors, stakeholders?			
Does the innovation address a persistent agricultural problem?			
Does the innovation address a persistent AIS problem?			
Does the innovation address a persistent service delivery problem?			
Is the innovation based on sound evidence? Is it preferable to alternative approaches?			
Given the financial, human resources and input requirements, is the innovation feasible in similar conditions?			
Is the innovation consistent with existing agricultural/AIS policies, plans and priorities?			
Is the solution designed on agreed stakeholders' expectations? Where and to what extent are the interventions to be scaled up?			
Has the solution identified and considered community, cultural and gender factors that might constrain or support implementation of the innovation?			
Have the opportunities and constraints of the political, agricultural sector and other institutional factors been considered in designing/scaling up the solution/innovation?			
Is the innovation being tested/piloted in various socio-cultural and geographical settings that can inform future scaling up?			

QUESTIONS RELATED TO POTENTIAL SCALABILITY	YES (+)	NO (-)	More information /action needed
Does the innovation require human and financial resources that can be expected to be available during the scale-up?			
What about financing the innovation? Will it be sustainable?			
Does the AIS system currently have the capacity to implement the innovation? If not, are there plans/ways to increase the capacity?			
Is there a provision for early engagement with donors and technical partners to build a broad base of financial support for scaling up?			
What are the plans to advocate for changes in policies, regulations and other AIS system components that are needed to adopt the innovations?			
Does the innovation/solution design include mechanisms to review progress and incorporate new learning in the implementation process?			
Was there a shared understanding of the adequate evidence of the innovation's feasibility and outcomes before scaling up?			

How the checklist works

The checklist contains a selection of three possible answers: a plus (+) refers to a positive factor for scaling up, a minus (-) to a negative one, and a column "More information/action needed" for comments related to more information or actions. Answer each question by checking in the + or - columns depending on whether it was addressed. The larger the number of + the more the scalability potential is likely to be good. The lesser number of +, the greater the effort to scale up will be. However, more information might be necessary to make an informed decision.

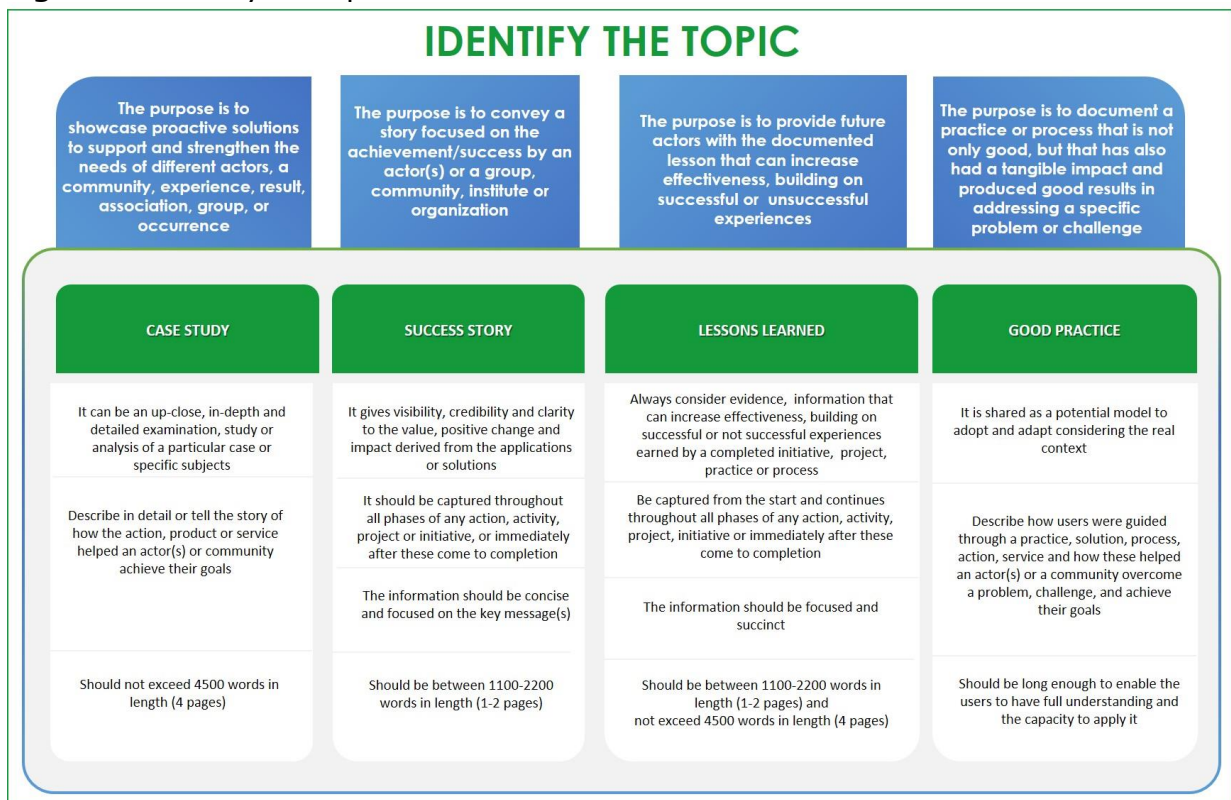
Using the checklists requires making a careful evaluation, since each case should be judged within its context and in light of its relevance. If the intervention is not relevant, then the value of the other elements will be questionable, thus implying that scaling up might not be the right decision to make.



Annex B1 – Decision-making tree to select the documentation format

The decision-making tree guides users through different purposes to select the format that best fits the needs to document knowledge and innovations. It offers guidelines for each type of structure: case study, success story, lessons learned, good practices and critical elements to consider for delivering them in informative, useful and engaging ways so that they resonate with the actors' needs.

Figure 1 – Identify the topic





Annex C1 – Criteria for identifying suitable content to document

Template for identifying and rating suitable content to document

	Low to no impact ★	Ok impact ★★	Medium impact ★★★	Valuable impact ★★★★	High impact ★★★★★
RE					
SU					
AS					
GS					
FE					
RA					
IN					
Column Total					



STEP 1: IDENTIFY THE TOPIC AND DEFINE THE TYPE OF RESOURCES (ANNEX B1)

IDENTIFY YOUR AUDIENCE (ANNEX D1)

1: Knowing the audience

<p>Describe the audiences and what their motivations might be to share, use, or implement the content</p> <p></p>
<p>Define what the audience wants to know about the solution, technology, or result</p> <p></p>
<p>Describe what is important to them; what they care about</p> <p></p>
<p>Think about how the content relates to the target audience. How will it help their business and livelihoods?</p> <p></p>

2: There may be one or more audience groups

Use the table to identify each target audience group and what they might be interested in knowing about the content, solution, product, etc. Describe as many audience groups as possible.

	Primary target audience	Secondary target audience
What are their concerns?		
What do they want to hear about?		
What makes them feel interested?		

STEP 2: GATHER AND CREATE

Collecting and documenting stories and case studies

Use the templates and guidelines to guide a group discussion, starting with a brainstorming session, and using emotional language to discuss the topics. Make notes and write in freestyle, without framing the story.

Look for videos, photographs, drawings, or rough sketches. At this step, they are all good. Complete the templates and keep coming back to these as necessary. Often, one idea for a story leads to another, and so on.

IDENTIFY THE ACTORS INVOLVED

1: Key people in the story and case study

Who are the key people in the story? Think about who best represents the story and its values, products and activities. Choose the people to focus on (2-3) to begin with the story. For each key person, note down the following:

Name 1	Name 2	Name 3
Role	Role	Role

Add more columns if more actors are identified.

For each key person, note down the following:

	NAME 1	NAME 2	NAME 3
What did they do in the past? Original recollection/reflection relating to what they do now			
What do they do day-to-day? What particular skills do they bring to the project?			
What is their main strength?			
What is their major achievement?			
What is their major challenge and did they/how did they overcome it?			
What is their role in a group? Is it static or dynamic?			
What are their passions/aspirations?			

Add more columns if more actors are identified.

2: History

Draw a story timeline of critical dates, achievements and challenges that have made a significant impact on what the solution did/does and how:



- **How and when did it start?**

Identify when it started and what the outstanding milestones are.

Were there any specific events that triggered involvement in the problem solving?

Are photographs or videos available that show/make evidence, ascertain the history?

- Think about how it was at the start and how it is now. Is it different? If yes, record that: _____

3: Contact the stakeholders for details and feedback

Identify who was involved at the start. Who can be interviewed?

Use short video interviews. These are interesting and good to engage the audience.

When interviewing, use the following guidelines to get valuable and interesting information:

- 1) Ask about their experiences since starting.
- 2) Ask about any funny, sad, or scary things that happened.
- 3) What did they like doing and why?
- 4) What did they dislike doing and why?

The answers will provide rich content to build stories.

4: Fill out the template with the information gathered

- **The solution**

Briefly describe the innovation, solution, process, product, or service:

What is it like? What does it sound like? What does it smell/taste like...?

5: Finalize the process

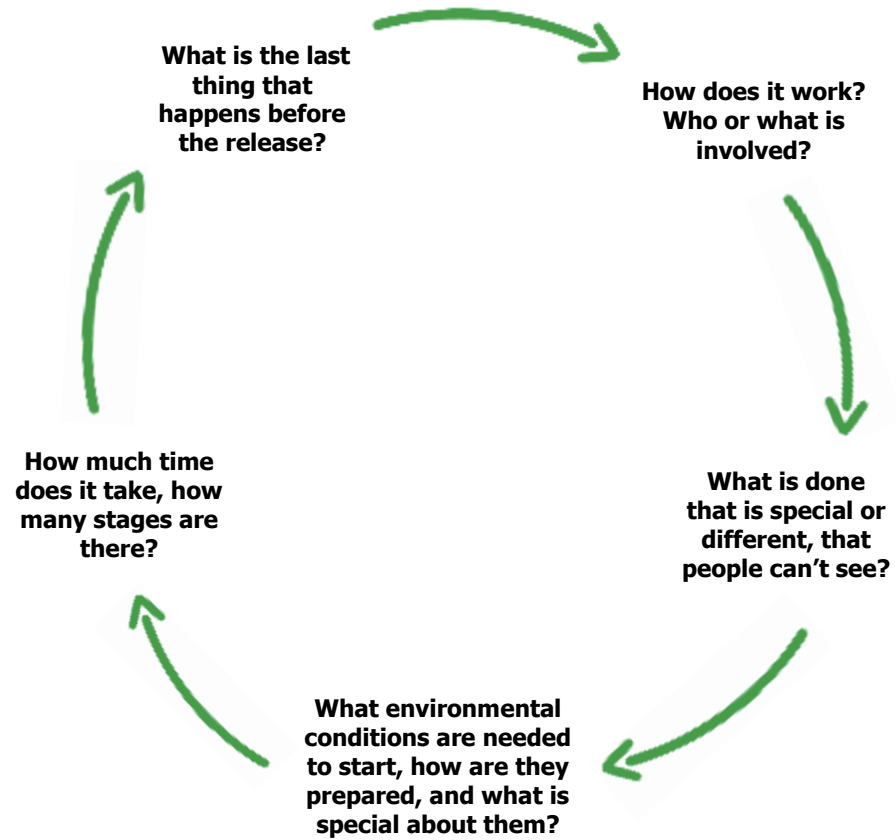
When possible, take photos or draw the life cycle processes (see the diagram below).

How is it done?

What is unique about it?

What are the critical points that identify the difference between disaster and success?

Life cycle processes diagram example



STEP 3: SHARE AND CONNECT

Share with actors and validate the content

Share, publish and disseminate

Take a moment to think about each actor or audience group and how they engage with the stories.

Tick the platforms you currently use, could use now (as you have the expertise and resources), or may use in the future.

PLATFORMS	CURRENTLY USE	COULD USE NOW	MAY USE IN THE FUTURE
FAO website			
E-news			
Flyers			
Posters			
Podcasts			
Videos			
Facebook			
Instagram			
Pinterest			
Twitter			
LinkedIn			
YouTube			
QR codes			
Other			

Plan for adoption, scale-up, or local implementation

When planning, consult Tables 6 and 7, and use the checklist to identify innovations, stories and practices with the potential to scale up (Annex A2). This checklist provides a series of questions that help identify those interventions that have the potential to be scaled up. It also serves to assist in scaling up documented interventions.

STEP 4: MEASURE IMPACT

1: An impact assessment tool

Measuring the impact of a story, case study and practice can be challenging, especially when considering case awareness, as this is difficult to measure.

Use feedback, websites and social analytics to get an idea of impact and effectiveness.

The template is a simple impact assessment tool to help decide which goals and indicators are important to measure.

Define the goals and indicators, describe and measure

Estimate the impact of the activities using a star rating

GOAL INDICATOR	DESCRIPTION	FULLY REMOTE				
		LOW TO NO IMPACT ★	OK IMPACT ★★	MEDIUM IMPACT ★★★	VALUABLE IMPACT ★★★★	HIGH IMPACT ★★★★★
Education and awareness	Educate actors and raise awareness of products, solutions, innovations...					
Uptake of solutions	Increase uptake of solutions by X%					
Networking	Number of new networks, communities					
Others...	Others...					



Annex D2 – Template-Outline layout

Template-Outline layout

TOP HEADER Logos + high-quality images related to the topic	
TITLE (AND SUBTITLES)	
INTRODUCTION/BACKGROUND	IMPLEMENTATION/METHOD/KEY ACTIVITIES
IMPLEMENTATION/METHOD/PROCESS	
ACTORS/STAKEHOLDERS	ACTORS/STAKEHOLDERS
RESULTS, OUTPUTS AND OUTCOMES	
INTRODUCTION/BACKGROUND	IMPLEMENTATION/METHOD /KEY ACTIVITIES
INTRODUCTION/BACKGROUND	

An example (two-pager):

LOGO AREA



(image)

Title of the practice/story
Subtitle (if any)

Introduction/ Background

.....
.....
.....
.....
.....

Key activities

- Text
- Text
- Text

.....

Implementation method/process Implementation method/process

.....
.....
.....
.....

Actors/Stakeholders

Actor 1; Actor 2; Actor 3; Actor 4; Actor 5 ...

Results/outputs and outcomes

.....

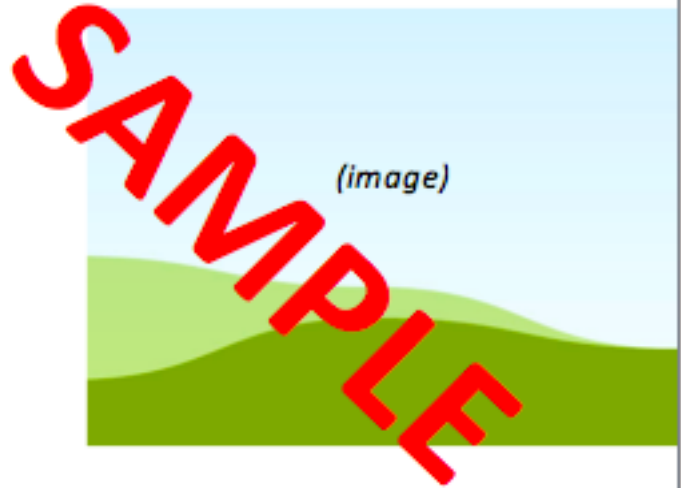
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Lessons learned

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Trends & conclusions

A

B

C

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Additional information/Contact

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The TAP-AIS project

MORE INFORMATION

<http://www.fao.org/in-action/tropical-agriculture-platform>

<http://www.fao.org/in-action/tap-ais/en>

https://twitter.com/TAP_G20

CONTACT

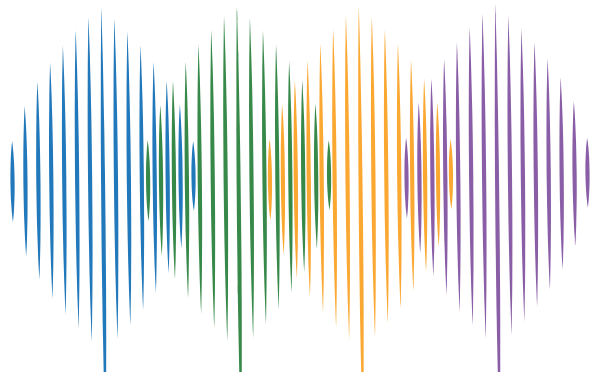
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