



Social inclusiveness in relation to AKIS and CAP funding for social innovation

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The role of knowledge and innovation

(quotes from « PREPARING FOR FUTURE AKIS IN EUROPE »)

- Knowledge and innovation have a key role to play in helping farmers and rural communities meet substantial challenges
- Substantial amount of knowledge available to answer these challenges

Challenges

(quotes from « PREPARING FOR FUTURE AKIS IN EUROPE »)

- The knowledge tends to stay **fragmented** and **insufficiently applied** in practice.
- The agricultural sector itself has considerable and **under-used innovation capacity**. On average, twenty years separate the start of research from the mainstream application of its outcomes in agriculture
- There is an **insufficient or too slow uptake of new knowledge and innovative solutions** in farming, **in particular by small and medium-sized farms**

Social inclusiveness

- “Article 14 Right to education 1. Everyone has the right to education and to have access to vocational and continuing training. “ **Charter of Fundamental Rights of the EU**
- “1. Education, training and life-long learning
- Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.” **The European Pillar of Social Rights (20 principles)**
- **Article 9 of the CAP SP proposal:** MSs shall design the interventions of their CAP SPs in accordance with the Charter of the Fundamental Rights of the EU
- **Article 13 of the CAP SP proposal:** Farms advisory services shall cover economic, environmental and **social** dimensions

Social lens in knowledge transfer

• How to provide?

- Who to target?
- The targetting is inclusive?
- Will the method ensure the reach out to the targetted population?
- Should specific methods be defined to reach out to small and medium farms?
- Should specific methods be defined to reach out to the most vulnerable population and remote territories?
- Which instrument(S) to use? Training, advisory, demonstration activities, farm exchanges?

On what to provide?

- Does any knowledge transfer activities have social content?
- What kind of social issues exist in the given rural area and agricultural sector that would deserve specific knowledge transfer actions?
- Is there any research, innovation that could be scaled up in a training, advisory service...?

Lessons learned

- Proposing digital solutions in places where broadband is not available, or the population is poor and have no IT devices or for population where digital literacy is low:
 - keep always face to face knowledge transfer possibilities; provide targetted training on digital literacy; use the capacity of the basic service centres supported also by EAFRD to ensure access to IT devices and internet; involve young generation in digital literacy knowldege transfer in the village (possible combination of funds with Erasmus+: ESC; ESF+)
- Proposing knowledge transfer in urban centres without verifying if it can be easily reached with public transport by the population
 - Consider the geographical remoteness of some territories and populations when defining the training/advisory place; consider face to face trainings in the village (mobile solutions); use the basic transport facilities supported also by EAFRD, to bring population to trainings

Lessons learned

- Bad timing: the related call or activity is already running; the session is organised in the afternoon therefore women have more difficulty to participate; it is organised at the time of harvesting; it is organised too early when there is no public transport to reach in time.
 - Organise the setting up of knowledge transfer related interventions **at a very early stage** so it is ready to run from the first date of programming: the setting up needs time! Consider the timing element in the design and during the implementation phase.
- Inappropriate knowledge content: age, language and poverty component is not sufficiently considered
 - Assess the social composition of the target group; use innovative/tailor made solutions; involve the vulnerable groups in intervention design, provide free of charge for the most vulnerable; provide training for advisors (also on social skills)

How to define the social topics to be covered?

✓ Targetting:

- Identify well the vulnerable groups in the agricultural sector and in your rural territories (elderly, small and semi subsistence farmers, agricultural workers, minorities, third country nationals, young and children, disabled; inactive women...)
- Identify well the social issues: poverty, depopulation, low educational level; high unemployment rate...
- Identify well who do you want to target with the training: local authorities, farmers, agricultural workers, rural population...

✓ Exemples of possible content:

- How to reverse depopulation trends (for municipalities); How to make semi subsistence farm sustainable (for semi subsistence farmers); Generational knowledge transfer (young and elderly generation); Social farming (for farmers and rural population); Agricultural workers' rights (for farmers and agricultural workers)...

Who to train?

- Advisors
- Administration
- Farmers (beneficiaries of the CAP, or also others ?)
- Agricultural workers
- « Potential » farmers/agricultural workers
- Rural population
- LAGs
- Consumers
- Citizens...

Social innovation

Innovation is a social process; it is a way of thinking

- European Innovation Partnership
 - LEADER
 - SMART villages
 - Cooperation ...
- My key words would be: trust; involvement; simple rules; supporting teams; networking

➤ Yours?

Thank you