



**SMART
AGRI
HUBS**

D5.5 DEVELOPMENT OF MATERIALS FOR TRAININGS AND INTERREGIONAL DEMONSTRATIONS OF CCS

WP 5

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
WP	Work package
RC	Regional Cluster
CC	Competence centre
DIH	Digital Innovation Hub
DSS	Decision Support System
IE	Innovation Experiment
FIE	Flagship Innovation Experiment
ICT	Information and communication technology
QDDT	Quick Demo Decision Tool
SFT	Smart Farming Technology
SAT	Self-Assessment Tool
EIP-AGRI	Agricultural European Innovation Partnership
DG	Demonstration Guideline

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PROJECT SUMMARY

Digital technologies enable a transformation into data-driven, intelligent, agile and autonomous farm operations, and are generally considered as a key to address the grand challenges for agriculture. Recent initiatives showed the eagerness of the sector to seize the opportunities offered by ICT and in particular data-oriented technologies. However, current available applications are still fragmented and mainly used by a small group of early adopters. Against this background, SmartAgriHubs (SAH) has the potential to be a real game changer in the adoption of digital solutions by the farming sector.

SAH will leverage, strengthen and connect local Digital Innovation Hubs (DIHs) and numerous Competence Centres (CCs) throughout Europe. The project already put together a large initial network of 140 DIHs by building on its existing projects and ecosystems such as Internet of Food and Farm (IoF2020). All DIHs are aligned with 9 regional clusters, which are led by organizations that are closely related to national or regional digitization initiatives and funds. DIHs will be empowered and supported in their development, to be able to carry out high-performance Innovation Experiments (IEs). SAH already identified 28 Flagship Innovation Experiments (FIEs), which are examples of outstanding, innovative and successful IEs, where ideas, concepts and prototypes are further developed and introduced into the market.

SAH uses a multi-actor approach based on a vast network of start-ups, SMEs, business and service providers, technology experts and end-users. End-users from the agri-food sector are at the heart of the project and the driving force of the digital transformation.

Led by the Wageningen University and Research (WUR), SAH consists of a pan-European consortium of over 160 Partners representing all EU Member States. SAH is part of Horizon2020 and is supported by the European Commission with a budget of €20 million.

EXECUTIVE SUMMARY

Competence Centres (CCs) form the backbone of the Digital Innovation Hubs (DIHs) in the SmartAgriHubs (SAH) network. The main objective of this deliverable is to develop training and demonstration materials in order to help CCs to become an active, visible and receptive part of a digital ecosystem. To achieve this goal, this deliverable provides guidelines for the creation of online and offline demonstrations. Our assumption is that CCs have very diverse potential to carry out such demonstration activities, so any supporting materials must be able to address the CCs' diverse demands and needs. Therefore, this deliverable has taken steps towards the establishment of a common ground to define and describe what WP5 understands demonstration to be. This work included an extensive review of relevant literature and former EU projects, an empirical assessments of CCs' needs and collaboration with Regional Clusters. This deliverable has been iterated two times (M12 and M24) throughout the project. The output of this deliverable is the Demonstration Toolkit for Competence Centres that is included in the Annex (Annex 6: Demonstration Toolkit).

for the development of training materials, the conceptualization and the development of the Demonstration Toolkit.

The first version of the Deliverable presented the Demonstration Toolkit for CCs. The Toolkit includes five tools:

- Evaluation Tools,
- Quick Demo Decision Tool (QDDT),
- Demonstration Guideline,
- 'Prepare for Success!' Tool,
- Repository of 'How to?' videos.

This second iteration of the Deliverable was completed with the followings:

- updated findings from CCs' website screening
- description of the ideal user journey for the use of the Toolkit
- detailed descriptions of each tool
- template to capture and document Success Stories

This third and final iteration of the Deliverable has been completed with the followings:

- updated description of Synergies and collaboration with other WPs (See page 10!)
- updated definition of *self-training* tool in Theoretical and practical framework (See page 11!)
- report on joint work with Regional Clusters on activation of Competence Centres (See page 27!)
- updated description of Quick Demo Decision Tool (See page 37!)
- updated description of 'Prepare for Success!' Tool (See page 38!)
- updated description of the Implementation (See page 45!)
- finalized content for the Demonstration Toolkit (See in Annex 6: Demonstration Toolkit)

INTRODUCTION

Competence Centres (CCs) form the backbone of the Digital Innovation Hubs (DIHs) in the SmartAgriHubs (SAH) network. CCs provide the digital technological infrastructure of the DIH by offering advanced technical expertise, access to the latest knowledge and information on digital technologies, as well as test facilities such as labs, pilot and experimental facilities, and other technological and scientific infrastructure.

DIHs and CCs have different roles, although the CCs often form parts of DIHs. Digital Innovation Hubs provide innovation ecosystem support services which include community building lobbying, brokerage, knowledge sharing and advocacy as well as business services which include activities such as business support, and access to finance and skills development provided by its members such as financial institutions, government agencies and education and training institutions (see <https://www.smartagrihubs.eu/hubs>, and the activities of WP4 who are leading the DIHs).

Within their respective Digital Innovation Hubs, Competence Centres cooperate with all relevant partners in the agri-food innovation value chain to support farmers, businesses, and other agri-food entities in their digital transformation journey by providing technology connection and cutting-edge competences. This entails establishing connections with a wide range of technology companies, research institutions, and digital solutions providers as well as potential users and customers.

Based on experience with existing Competence Centres in general, the following offerings by CCs are useful to help companies with their digital transformation¹:

- Supporting experimentation and testing with new technologies to transform products, processes or business models.
- Supporting development and manufacturing of new products and processes.
- Showcasing technologies in pilot facilities.
- Offering introductory courses to understand new technology based on recognised training needs and the training of enough trainers for further upscaling.
- Brokering between users and suppliers of technologies, e.g. on tools, data, and intellectual property around technologies.
- Keeping track of global developments, proposing technology options and providing flexible support.

No single Competence Centre can be excellent in all fields. Hence, it is necessary to build strong linkage between CCs. WP5 is establishing a pan-European network of CCs associated with DIHs within SmartAgriHubs to provide R&D, technical expertise, laboratory and demonstration facilities, testing and validation, and Information and Communication Technologies (ICT) skills to users. The task 5.5 focuses on the importance of CCs building networks and creating synergies in order to allow networking with regional actors and throughout the DIH network, and specifically to i) create solutions for farmers and SMEs, and ii) to increase uptake of solutions offered by CCs.

¹ NEM DEI Working Group (2017): *Digitalising European Industry*. https://nem-initiative.org/wp-content/uploads/2018/03/nem-dei_dih-wg-december-2017.pdf

The main objectives of Task 5.5 are:

- Develop materials to improve their demonstration skills and capacities. Face-to-face and virtual demonstration activities are important to allow relationship building with regional actors and also throughout the DIH network. **This task will provide the tools for CCs to carry out quality demonstrations.**
- Create networks of CC users to seek efficiencies, synergies, collaboration, and learning, in collaboration with the DIHs WP3 and WP1 using the digital platform.

The aim of this deliverable is to help CCs to become an active, visible and receptive part of a digital ecosystem by providing them a toolkit to help them to demonstrate digital innovations. Digital innovations, according to Kohli and Melville's definitions (2019), include four types of activities (initiating, developing, implementing, exploiting) and culminate in a product, service or process. The materials provided by this deliverable will guide CCs to find the best way of demonstrating their digital innovations (products, services or processes).

Our starting point was an assumption that CCs have very diverse potential to carry out both online and offline demonstration activities. This assumption implies that the tools and training materials must be able to address CCs' diverse demands and needs. Therefore, CCs' needs assessment plays a key role in the development of this deliverable. CCs needs assessment has been conducting throughout the entire duration of the project and deliver inputs to the development of the tools and training materials. Carefully selected methods have been applied to carry out both CCs needs assessment and the development of the tools and training materials.

SYNERGIES AND COLLABORATION WITH OTHER WPS AND REGIONAL CLUSTERS

During the development and implementation of the training materials and tools in D5.5, knowledge sharing (and joint planning - if necessary) is important with other WPs and project participants..

WP1 is responsible for developing the web-based interactive Innovation Portal (digital platform) where training materials and tools will be provided for the CCs. Collaboration with WP1 encompasses joint-thinking and planning the integration of the outputs of this Deliverable to the Portal.

Due to the **regional cluster** approach of SmartAgriHubs, the network of CCs is coordinated by 9 Regional Clusters. Therefore, any inquiry towards the CCs can only be accessed through the Regional Clusters. Throughout the development of this Deliverable, Regional Clusters have been asked for joint planning with WP5 partners regarding the potential solutions to the extension of the network of CCs. In addition to that, RCs have been also asked to support WP5' activation actions with their expertise and local embeddedness.

Data management issues are addressed in AKI's Data Management Plan that has been developed in coordination with **WP6**. This plan will be included in the project's Data Management Plan.

THEORETICAL AND PRACTICAL FRAMEWORK

This section is structured as follows. Firstly, the definition of the output of this Deliverable is elaborated based on the review of academic and grey literature. This is followed by a review of relevant EU projects to broaden the scope of this Deliverable. Lastly, the section ends with presenting the findings from primary research on CCs.

CONCEPTS AND DEFINITIONS RELATED TO DEMONSTRATION

This section aims to define the output of this Deliverable by establishing a common understanding of concepts, definitions and terms related to demonstration activities. Establishing such a common understanding is a challenging task as the nature of this deliverable is broad. The focus of this work lies at the intersection of various fields including knowledge transfer, digital competence, online and offline demonstration, training design and networking.

Transferring knowledge through web-based technology requires a good understanding of digital competence both from knowledge providers and seekers. The EU context has been involved for a comprehensive review of EU-funded projects from the agricultural digitalisation domain. The most basic features of training material design have also been examined to clarify the common terminology in use. A crucial pillar of the methodology is a detailed assessment of CCs within FIEs and CCs' activation actions with the assistance of RCs. This has been commenced to broaden our knowledge of existing CCs' needs and demonstration activities.

Conceptualising demonstrations

This Deliverable provides a broad description of what demonstration stands for in general: the act or process of providing evidence, competencies, services, technologies mostly by illustrating (e.g. modelling, simulation, visualisation) and drawing the attention to their advantages and (potential) achievements. These demonstration activities can be online or offline (on-site), local or regional and be based on observation and/or participation as well. Demonstrations follow a wide range of approaches, are planned with different objectives in mind, and are initiated and organised by a wide range of actors. Given this variety, there is no 'one-fits-all' approach for a successful demonstration activity.

As it was stated above, the goal of this deliverable is to provide inputs for CCs to facilitate effective demonstration activities in which they can introduce their digital innovations, especially their digital technologies. This seems to be a complex task considering that this deliverable is expected to support CCs' development regarding both their online and offline demonstrations. Although online and offline demonstrations are very different in nature, the general aim of a demonstration activity is to *explain, display, illustrate or experiment something that works*². The wide body of literature on farm demonstration can be used as a reference point to find a common ground for online and offline demonstrations. On-farm demonstration is based on the philosophy "*seeing is believing*" which sensibly refers to

² Based on Collins Dictionary [<https://www.collinsdictionary.com/dictionary/english/demonstration>]

what happens during an on-farm demonstration: farmers see and try new service, technology or practice presented by experts aiming to facilitate knowledge transfer process (Pappa *et al.*, 2018). This philosophy can be easily adopted for CCs' activities by placing them into the role of the presenter, regardless of whether it occurs in an online or offline environment. However, the general assumption of this deliverable is that CCs have very diverse experience in the organisation of demonstrations, either online or offline.

Online demonstration is the essence of communication, digital content making and marketing in digital environment. Possibilities for online demonstrations have tremendously increased in the last decade as online demonstration activities can be carried out using various platforms and channels of digital marketing. According to Chaffey and Ellis-Chadwick (2015) digital marketing is "*achieving marketing objectives through applying digital technologies and media*", which covers the management of online presence through digital technologies. Online presence is understood as managing websites, social media, creating video or audio formats and making visualizations to desktop, laptop, mobile and tablet platforms. In the context of CCs, this means that online demonstration activities aim to display competences, that might be demanded by other CCs, to trigger cooperation within SAH.

On the contrary to online demonstrations, **offline demonstrations** are typically on-site events where demonstrators and target audience are meant to meet in person. Offline demonstration is conceptualised based on the theoretical insights of on-farm demonstrations. Offline (on-site) demonstration is assumed to be particularly important for CCs since their agricultural related products or services may need properly implemented on-site demonstrations. Offline demonstration conceptualisation is assisted by two recent in-depth literature reviews in which the authors describe how the well-chosen structures and functions can facilitate learning through demonstrations (Pappa *et al.* 2018; Ingram *et al.* 2018).

Structural characteristics represent wide range of components and CCs need to consider them as important aspects of their demonstrations. Actors and their corresponding roles form a large group of potential parties, such as demonstrator, initiator, funder, organiser, adviser, specialist, facilitator, attendees. Depending on the set of the demonstration, CCs may need to play multiple roles from those listed above. Except attendees as they make up the target audience of demonstration event which makes them one of the most important components of an on-farm demonstration. The number of criteria to describe target audience is high. After considering the required age group, gender, innovativeness, awareness level, farm type, socio-economic background, demonstrations may host farmers, agribusiness personnel, advisors, industry professionals, researchers, consumers, general public, tech developers to name a few. The involvement of local farmers may support stimulating bottom-up process locally and help CCs respond to the local needs. Location is another important determinant. An actual working farm as a host of the demonstration increases the possibility of convincing the attendees. It is important to know for CCs that understanding and respecting attendees' values may also contribute to the generate impact of the demonstration activity on the audience, which means that the facilitator of demonstration event should have good social and communication skills (Pappa *et al.* 2018).

After all, offline demonstration is a meeting place for learning, and this point led us to the functional characteristics of demonstration activities. These mostly cover the development of learning practices, interaction approaches and mediation techniques. The following key functions are suggested to be included (Ingram *et al.* 2018):

- Space for interactive learning which means an inclusive environment for attendees' questions and engagement.
- Offering opportunity for active learning including practical or hands-on activities.
- Ensuring mediation and facilitation is needed for the creation of a trusted and fluent implementation.
- CCs organising demonstrations should keep in mind that their target audience may vary in their prior knowledge and learning capacities.

Knowledge transfer in digital environment

Due to the rapidly developing information and communication technologies, e-learning and e-training have emerged as a major form of knowledge transfer in the last decade. Nothing shows the scale of progress of this field better than the fact, that the term e-learning is nowadays usually replaced or used as a synonym by the terms d-learning (digital learning) or m-learning (mobile learning) (Kumar Basak, Wotto, and Bélanger 2018). In his highly cited work, (Garrison 2011) uses the following definitions: "*E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the Internet and associated communication technologies*". Garrison's definition is considered as a focal point of this deliverable and the related task: our aim is to create widely available materials in order to construct and confirm knowledge for CCs in an online environment (Innovation Portal) to carry out demonstration activities and thus to become an active, visible and receptive player/actor of a digital ecosystem.

Some of the most important basic features of this 'face-to-screen' learning are:

- More flexible timing
- Participants have more responsibility for their own acquisition of knowledge
- Higher cost-effectiveness (no location costs) is common
- Careful planning is needed (design, technology, management).
- Participants' confidence should be increased
- Good management of information to be learned is required

The rapid and constant development of web-based educational and training opportunities has been followed by a constant increase of research interest in e-learning. Academic discussions in educational literature are mostly centered on formal educational environments such as colleges and universities; while corporate and occupational trainings have been rather the subject of applied research. In a 2017 report, Molas-Castells and Fuertes-Alpiste observed that the most frequent category in research topics educational literature concerned the design and evaluation of learning resources, tools and spaces (Molas-Castells and Fuertes-Alpiste 2018). These works could provide a satisfactory groundwork to rely on when establishing the terminology for this deliverable. However, there is a very limited number of such web-based self-trainings that aims to help improve and develop demonstration activities for such a diverse audience like CCs. Due to the lack of a common terminology, the authors have defined the key terms adjusted to the expected output of this Deliverable.

Online self-training tools:

Our stakeholders in the CCs are considered autodidacts who pick the topic they will learn about, the materials they will use to gain information, and the pace at which they will broaden their horizon. One of the most recent educational/training trends is that the classroom environment should be customized to each interested party's individual needs,

goals, and interests. This approach is built on the concept of inquiry-based learning, in which people are given situations in which they must do their own research, ask questions, and learn about a subject. Self-training and self-teaching may need self-control and reflection. Some studies suggest that some people's capacity to regulate their own learning has to be modelled for them so that they could become active learners, whilst others learn dynamically through a process beyond their conscious control (Chapnick and Meloy 2005; Iran-Nejad and Chissom 1992).

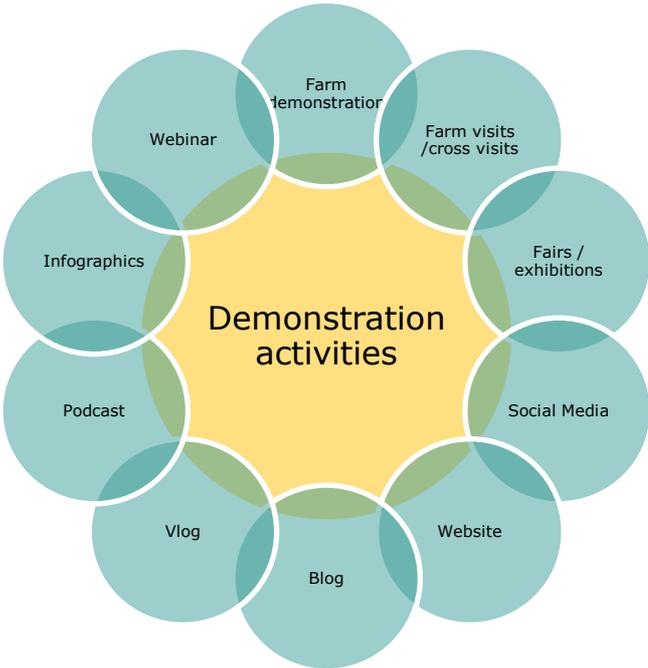
Self-training can be supported for example by E-Learning. E-learning is a burgeoning industry that is often considered as a new paradigm in modern education. E-Learning is a medium that comprises of a range of computers and electronic media, as well as the Internet, that act as communication tools to provide instruction and information on certain topics (Aziz et al. 2019).

There are training materials – digital or printed content aiming to increase someone's capacities – available, that are designed in a way to enable self-learning. These materials may include guidelines, presentations, drawings, videotaped or web-based materials, knowledge repositories or interactive decision support tools. The tools this Deliverable present are all accessible online and suitable for self-training.

Conclusion

As a synthetization of the theoretical and practical concepts, this section concludes and describe the main output of this Deliverable. This Deliverable provides online self-training materials in the form of a toolkit that can help CCs to manage their online and offline demonstration activities. Such activities can be defined as the **management process responsible for explaining, displaying, illustrating and experimenting something that CCs' potential partners may want to work on collaboratively or CCs' potential clients may want to use.** Figure 1 illustrates those demonstration activities that this deliverable covers.

1. Figure Demonstration activities



REVIEW OF RELEVANT EU PROJECTS

Several relevant EU projects have been selected by the task leader and WP5 partners and reviewed for their potential contributions to SmartAgriHubs D5.5.

Some of these projects serve the creation and development of DIHs, while others provide training materials for farmers and advisors. Only one project was found to focus on the build-up of new CCs, providing specific training material for them. Short summaries of the relevant projects studied are set out below and followed by main conclusions contributing to the development of D5.5.

Smart-AKIS

This project³ (2016-2018) aimed at setting up a self-sustainable Thematic Network on Smart Farming Technologies (SFT) among the European farmer community. Through its different activities, the project had gathered insights on the barriers and incentives for the adoption of SFT as well as on the needs from end-users and other stakeholders in the value chain, such as researchers, industry and advisors.

The project has developed a searchable database of smart farming technologies available on the market and coming from research projects, getting useful information on how they work, their economic and environmental benefits and demonstration materials.

The project itself has not developed training materials, but among their recommendations⁴ are:

- Encourage the integration of **training activities** in terms of 'facilitation' and 'soft skills' in Thematic Networks and multi-actor projects and make the material available on the EIP-AGRI platform.
- **Improve** the existing **training and tutorial tools and platforms** allowing training users in the set up and running of new equipment and solutions. A better combination of interactive and digital tools should be made available training podcasts, infographics, the use of digital screens, short video clips.
- Facilitate the participation of farmers in **hands-on demonstrations**: field visits, cross-visits, demonstration farms and small networks of end-user.
- Set up **'train the trainers'** approaches.
- The **translation** of the relevant dissemination materials (targeting, farmers) contained in such joint platform(s) **in the different EU languages** (e.g. through the intermediation of advisory services, or through a service offered by the EIP-AGRI service point, etc.).

Smart-AKIS found that networking, partnership and collaborations, as well as demonstration activities are needed to improve adoption of new technologies and services. CCs will disseminate and report on new technologies and innovations, therefore, they also need to have adequate demonstration and networking skills.

³ <https://www.smart-akis.com>

⁴ https://www.smart-akis.com/wp-content/uploads/2018/07/D3.6.SmartAKIS_Recommendations.pdf

AgriSpin

What makes an innovation process move forward? And what stops it? How does the European farmer seek information and support? What competencies does he/she expect from his adviser? What kind of support system is in place today? The '**AgriSpin – Space for innovations in Agriculture**' (2015-2017)⁵ project was looking for the answers to those questions by identifying best practices for innovation and support systems in European agriculture.

AgriSpin has established that non-technical issues, such as the relationship between key persons, creativity and energy in the team, networks, planning skills, space and resources for trial and error, communication skills etc., often matter more during the innovation process than the technical issues.

Key activities in the AgriSpin project are the Cross Visits, when partner organisations are visiting each other. The Cross Visit aims at collecting information about innovations that have taken place or that are in progress. During a Cross Visit there is an intensive exchange of information between the visiting team and the actors involved in the innovation process, i.e. farmers, advisors, scientists, managing authorities, technology suppliers, etc. They have developed a **manual for the Cross Visit Method**, i.e. a step-by step guideline for how to conduct a successful Cross Visit.

During the project, several helpful concepts and tools have been developed and tested:

- Network Analysis (overview over the actors)
- Spiral of Innovation (innovation phases and its characteristics)
- Triangle of Co-Creation (visualise the roles)
- Circle of coherence (visualise patterns of interaction)
- Evaluation form

The Training Toolkit **addresses trainers and advisors** in the first place. The guidelines include infographic templates, tips for the planning, questions and sample solutions.

Though the project had different target group, the AgriSpin deliverables (Asensio, Fisel, and Wielinga 2017) provided many inspiring ideas for D5.5 on how to develop training materials for CCs, especially for the process of the on-site demonstrations and networking.

SmartFactories

The '**Smart Factories in new EU member states**'⁶ project was designed to support the growth of potential DIHs in new Member States of the European Union (Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, and Slovenia). The project aimed at building a DIHs network in Europe, where companies - especially SMEs - could have access to expertise, development and testing facilities of digital technologies, as well as access to finance and innovation services. In December 2017, **34 successful DIH applicants** have been selected by the Steering

⁵ <https://agrispin.eu/>

⁶ <https://smartfactories.eu/>

Committee and the EC to take part in the Training & Mentoring programme. The desired outcome of the training programme was a **market-validated business plan** for the establishment of a DIH.

Three elements of the training and mentoring programme were combined to offer the best practices in developing a DIH through a suite of digital tools designed to engage learners:

- The first element was a mandatory Kick-off workshop.
- The second element was a suite of training materials prepared and deployed through digital channels and webinars.
- The third element was a Peer Learning Programme aiming to promote the exchange and sharing of knowledge, experiences and practices among the selected DIHs.

The monthly training programme contained 1.5 hours webinars, Q&A, exercises, and evaluation parts. The topics covered were:

TR1: Programme introduction – program overview and process

TR2: Ecosystem landscaping – understand your market and network

TR3: Market engagement – develop initial model and test it

TR4: Service design and capability assessment – design DIH services and assess capability

TR5: Business model development – develop a clear business model

TR6: Funding and financials – identify financing and application skills

TR7: Business development – design sales and marketing approach

TR8: Business plan – capture plan in formal document

Most of the training materials – presentations, templates, manuals – can be downloaded from the project website. The available materials can be useful for the DIHs in the SmartAgriHubs project, and some parts (e.g. customer segments and communication channels) for the CCs as well. However, WP4 is also developing training materials for DIHs and has included selected SmartFactories trainings on the SmartgriHubs portal (D4.4 Capacity building package of materials for the establishment of a Hub).

NEFERTITI

The overall objective of the project '**Networking European Farms to Enhance Cross Fertilisation and Innovation Uptake Through demonstration**'⁷ is to establish an EU-wide highly connected network of well-specified demonstration and pilot farms designed to enhance knowledge exchanges, cross fertilisation among actors and efficient innovation uptake in the farming sector through peer-to-peer demonstration of techniques to be organised by themes.

NEFERTITI aimed to establish 45 regional clusters (hubs) of demo-farmers and innovation actors (advisors, NGOs, industry, education, researchers, and policy makers). These clusters (hubs) are organised in 10 thematic networks, representing key concerns within the main agricultural sectors in Europe. The project supports different kind of events with

⁷ <https://nefertiti-h2020.eu/>

a good balance between their size: from little groups of farmers with a high degree of peer-to-peer learning to bigger events with a lots of innovations presentation. In 2019, they have organized and/or connected to Nefertiti project, 267 demonstration events, where farmers have represented 50% of the total number of participants.

The project also supports a wide range of virtual demo events. Therefore, a '**Guidelines for virtual demonstrations**'⁸, as well as a '**FAQ on virtual demonstrations**' (Triste, n.d.) have been published.

The two main projects related with project NEFERTITI are the Plaid and AgriDemo-F2F projects. The **FarmDemo platform** is the result of a close collaboration of these three projects. In addition, there is partnership between NEFERTITI and SmartAgriHubs projects because the efficient presentation of relevant digital knowledge is important to actors in both communities.

Many farmers from the EU member states do not speak English, therefore it must be highlighted that most of the NEFERTITI project webpages and deliverables are available in several languages. The SmartAgriHubs Portal is planned to deliver information only in English, but we suggest preparing at least some material in various languages.

PLAID

The project '**Peer-to-peer Learning: Accessing Innovation through Demonstration**'⁹ (2017-2019) has been designed to encourage farmers and farm employees to embrace innovations in agriculture, leading to a greater sustainability of European Agriculture, by accessing **high quality demonstration activities** on commercial farms. One of the reports '**Good Practices for Successful Demonstrations**' (Elzen, Wijnands, and Adamsone-Fiskovica 2019), is based on 24 case studies representing a wide variety of **on-farm** demonstrations across Europe. This report describes lessons learned on how to prepare for a demonstration, carry it out on the day, and how to ensure impact once the demonstration has been concluded. Training and support required for filming and editing videos was also provided to farmers to produce innovation videos and **virtual demonstrations**. Areas covered included: knowing your target audience; state of the art technology; ethical considerations; how to disseminate videos produced; potential barriers to effective virtual demonstration; recommendations.

A detailed manual has also been developed on video production (Alföldi et al. 2019), which can be very useful for CCs in SmartAgriHubs as well. In connection with this, a webinar '**How to produce your own farm video to enhance knowledge exchange**' have been organized under NEFERTITI project on July 09, 2020, which is available in the project website¹⁰.

AgriDemo-F2F

⁸ https://nefertiti-h2020.eu/downloads/nefertiti-h2020.eu/?wpdmpro=guidelines_for_virtual_demonstrations&wpdmdl=6483&masterkey=5f7ad410906bc

⁹ <https://plaid-h2020.hutton.ac.uk/>

¹⁰ <https://nefertiti-h2020.eu/webinar/>

Farmers operate in a complex Agricultural Knowledge and Innovation System (AKIS), drawing in information simultaneously from many different channels (e.g. social media, advisors, regulators, and supply chains). Demonstration farms are also one element of this system, which have a significant role in the application of scientific findings and the spread of best practices. The overall aim of '**AgriDemo – Farmer to Farmer**'¹¹ project was to enhance **peer-to-peer learning** within the commercial farming community. The project (2017-2019) has utilised the experience of different actors and involved practitioner partners throughout the project to deepen understanding of effective on farm demonstration activities (multi-actor approach). The report of Koutsouris *et al.* (2017) provides a good summary about the roles of demonstration farms and about demonstration processes.

AgriDemo-F2F and PLAID had strong collaboration, focusing on understanding the role of European commercial demonstration farms and the connectivity between actors involved in on-farm demonstrations. These projects together have developed a **FarmDemo Hub**¹² platform, which host a geo-referenced online **inventory of demonstration farms**. Some of these demonstration farms (depending on their activities) could also act as CCs.

The **FarmDemo training toolkit**¹³ is the outcome of a strong collaboration between the projects AgriDemo-F2F, PLAID and NEFERTITI. The website collects tools and guidelines that can help in organizing farm demonstrations:

- Demo design guide for on-farm demonstrations
- Demo design guide for virtual demonstrations
- Tools for evaluation and follow-up; Tools for preparing a demo event
- Tools for delivering a demo event; Inspiration from practice.

The tools are structured according to the prepare- deliver- evaluate logic, that is applied in practice in the hubs of the NEFERTITI project.

<https://nefertiti-h2020.eu/NefertitiPortal/#!/dashboard> For each step the guides offer questions to be answered, concrete tips and hints in text format, available online and downloadable pdf. The tools also include some templates (e.g. invitation for a demo event), however, some topics are still under development. They have an additional video channel with inspiring videos.

This training toolkit is very similar to the idea proposed in this deliverable and provided inspiration to the development regarding the structure and topics of the tools. However, the focus of this toolkit is on farm demonstration, CCs need different approach that includes broader choices of demonstration activities.

I4MS

¹¹ <https://agridemo-h2020.eu/>

¹² <https://farmdemo.eu/hub/app/inventory>

¹³ <https://trainingkit.farmdemo.eu/>

'**ICT Innovation for Manufacturing SMEs**'¹⁴ is a European initiative supporting manufacturing SMEs and mid-caps in the widespread use of information and communication technologies (ICT) in their business operations. Under I4MS, SMEs can apply for technological and financial support to conduct small experiments allowing them to test digital innovations in their business via open calls. The I4MS project was launched in 2013 focusing on creating Digital Innovation Hubs, and the aim of the second phase was the further growth of the community. The project is now in its third phase, focusing on four technology areas important to the digital transformation of companies in the manufacturing sector: additive manufacturing, Cyber-Physical Systems (CPS) and Internet of Things (IoT), robotics and, High Performance Computing (HPC).

The project supported 29 projects through its **Mentoring Programme**¹⁵ focusing on six topics:

- Ecosystem assessment
- Business models for DIHs
- Building a Business Plan
- Brokerage for innovation
- Use cases
- Access to finance

As part of the mentoring, they provided webinars, extensive background information and templates. These materials were made available online and still can be found for all interested parties.

I4MS has been actively collecting data on training services provided by EU projects and Digital Innovation Hubs. The online **Training Catalogue**¹⁶ on Industry 4.0 topics and technologies that can be filtered by several aspects like technology, channel, target group, duration, language, level, etc. Currently it contains 87 trainings, but new non-commercial trainings can be included in the catalogue filling a simple google form.

Since many EU projects have already developed training materials on digital tools in agriculture, this could be an example to follow and include in the SmartAgriHubs project.

HORSE

'**HORSE – Smart integrated Robotics system for SMEs**'¹⁷ is an implementation of the second phase of I4MS, focusing on advanced robotics for manufacturing. HORSE's model of Competence Centres (CCs) will be established in four locations across Europe (the Netherlands, Germany, France, and Slovenia), in order to simplify usage and facilitate access to robotics by European industry and especially first-time users from SMEs. This is the only project found in which a **Guidebook for the constitution of new Competence Centres** (Semolic *et al.*, 2018) has been elaborated. The document provides the guidebook with descriptions of developing steps and requirements with suggestions where to start

¹⁴ <https://i4ms.eu/projects>

¹⁵ <https://cordis.europa.eu/project/id/678860>

¹⁶ <https://trainings.i4ms.eu/>

¹⁷ <http://horse-project.eu>

and how build-up a new regional HORSE Competence Centre. The proposed steps towards the development of a new CC are:

- CC initiation
- CC charter development
- Start-up of a new networked CC
- CC business plan development
- Formal start of a new CC

In each step they give a summary about the purpose, the starting points, what to do, and deliverables, as well as the responsibilities of involved organisations.

The guideline is an example of a schematic training material, based on flowcharts, questions, short statements and explications. This is the only training material found specifically developed for CCs, however, some of the topics will fit better to the Deliverable 5.4, governance and management of CCs.

Fertinnowa

In European countries, the cultivation of fertigated crops frequently suffers from a scarcity of water, and the intensity of cultivation has significant potential risks to water quality. Innovative technologies and knowledge are available, but simply not implemented at the farms level. The three-year (2016-2018) research project was evaluating and comparing existing technologies used in various horticulture sectors, including vegetables, fruit and ornamentals in different climate zones. The main objective of the FERTINNOWA¹⁸ **'Transfer of INNOvative techniques for sustainable WATER use in FERTigated crops'** thematic network was to create a meta-knowledge database of innovative technologies and practices for the fertigation of horticultural crops. FERTINNOWA was also build a knowledge exchange platform to evaluate existing and novel technologies (innovation potential, synergies, gaps, barriers) for fertigated crops and ensure wide dissemination to all stakeholders involved of the most promising technologies and best practices. One of the main outcomes of the project is the Fertigation Bible, which provides useful practical information to the horticultural sector of the diverse technologies available for all aspects of fertigation within the EU. A total of 125 such technology descriptions are provided.

The project has also built a public **technology database** on its website. Through this database, visitors can reach all processed data, and the website also provides an interactive section, through which visitors can score the technology and post their comments. The interactive datasheets consist of the following parts:

- Main information (abstract) and pictures
- About technology – summary table (theme, technology type, development stage, further information)
- Related documents (in pdf)
- Contact
- Voting possibility and voting results (including your given rate)

¹⁸ <https://www.fertinnowa.com>

- Short feedback survey (is the technology relevant for you, is the information useful, are you grower/researcher/technology provider/other, e-mail, comment)
- Survey results (if any).

All members were asked to upload their relevant information (scientific articles, articles, documentation, experiences etc.), therefore a short **guideline on how to use the system** was prepared. This system and the structure of the demonstration pages (Valentar et al. 2017) can be good example for the SmartAgriHubs technology database. Additionally, it can be an example for CCs on how to create online demonstration with feedback options.

The following examples from the reviewed projects demonstrate the great variety of training materials developed primarily for producers and advisors:

OK-Net Arable

The '**Organic Knowledge Network Arable**' project¹⁹ was coordinated by IFOAM EU and involved 17 partners from 12 countries all over Europe (2015-2018). The project had three objectives:

- The project has synthesised the scientific and practical knowledge available about organic arable farming and identified the best methodologies for exchanging this knowledge.
- It has created a European network of farmers to exchange experiences and discuss the advisory material selected by the project.
- Finally, the project created an online platform offering evidence-based advisory material as well as facilitating farmer-to-farmer learning.

The complexity of organic farming requires farmers to have a very high level of knowledge and skills. The **online knowledge platform**²⁰ has integrated social media tools to facilitate discussion and learning among **farmers, farm advisers and researchers** all over Europe. The extensible toolbox contains different kind of tools, like web tool, video, online courses, leaflets and guidelines, calculator, books and reports, and audio, which have been described with metadata in a database. Users can search the database on a specific topic, of a specific type, in a specific language, etc., and get relevant links to the adequate tools. Users are encouraged to give their ratings to the tools in terms of 1 to 5 stars. The website is made in English, but translation is provided with help from Google Translate into 10 languages (which is often not precise and can be incorrect), and cross-language keyword search was developed, too (Rasmussen and Jensen 2016). Despite the occasionally inaccurate translations, the Google Translate can be an option also for the SmartAgriHubs portal to provide training materials in several languages.

The project also offered two **online training courses** developed by the Mediterranean Agronomic Institute of Bari (IAMB). Facilitated courses were developed using Learning Management System (LMS). Course material were basically based on a PowerPoint

¹⁹ <https://cordis.europa.eu/project/id/652654>

²⁰ <https://organic-farmknowledge.org/>

presentation containing a theoretical background and supported by related specific tools (practice abstracts, leaflets, guidelines, data calculation tools, videos, books, reports, web pages etc.) taken from the OK-Net knowledge platform.

Materials used in both facilitated courses were re-organised and uploaded on the OK-Net knowledge platform in a space devoted to the self-learning course. The course is now open and free for all users.

Based on the feedback from farmers and advisors, it was found that the use of visual information, inclusion of case studies, short summaries and practical recommendations are preferred. Depending on the topic, some types of tools are more appropriate than others and different users have different preferences. Therefore, it is clear, that a range of tools are necessary to support farmers to take new knowledge into action, and CCs must be prepared for that. On the other hand, it calls the attention to test the planned tools by CCs and modify them, if needed.

Hennovation

Hennovation²¹ is a thematic network about animal welfare and practice-driven innovation in the laying hen sector, implemented in 2015-2017. The project produced a variety of technical resources based on the latest scientific knowledge related to feather pecking and End-of Lay (EoL) as well as the newly co-produced knowledge by the innovation networks. All materials can be found on the webpages under the Technical Resources tab:

- The HenHub is designed as an **interactive wiki**, not only providing information, but also enabling to share knowledge with others.
- **Extension guidelines** on feather pecking and End-of-Lay were developed by the project to provide veterinarians and advisors with up-to-date technical knowledge.
- An **online e-learning course** was developed for veterinary and agricultural students and the Continuous Professional Development of advisors working in the poultry sector. The freely available training material includes presentations, technical notes, fact sheets, case studies and other learning resources such as videos and web sites.
- 38 **Practice Abstracts** and an additional five **technical notes** were developed to share the results with other farmers and the processing industry. These are also available on the EIP-AGRI website.
- A **cost-benefit model** developed for egg producers helps to take the guesswork out of decision-making and can be used to improve business performance.

This project also demonstrates a great variety of materials based on the latest scientific knowledge. Guidelines, practice abstracts and technical notes are written materials for end-users. Unfortunately, in the so-called 'interactive wiki' we could not find the possibility for interaction. Even so, a website or blog, where farmers, CCs and DIHs can interact with each other would facilitate the networking and demonstration activities, and knowledge share.

²¹ <http://hennovation.eu>

Conclusion

From the projects reviewed the following **conclusions** can be drawn and contribute to the development of D 5.5:

- Several projects aimed to develop **technology catalogues** and **knowledge platforms** to facilitate the dissemination of new technologies.
- In terms of demonstration activities most of the projects are focusing on DIHs and farmers, CCs are only mentioned usually **as part of the DIHs**.
- DIHs and CCs have different roles, but **demonstration and networking skills are equally important** for them. In this aspect they need similar skills, therefore, some of the training **materials developed in former projects can be adapted** for CCs.
- **On-farm demonstrations** facilitate an effective learning situation for farmers to see the new technologies and interact with the scientists/providers. This is especially important for those technologies that are **complex, costly**, or require specific skills in application.
- **Virtual (online) demonstration** is a great possibility to share innovative technologies, increasing access and **reducing the time and location constraints** associated with traditional on-farm demonstration.
- The training materials and tools can have very **different types**, like guidelines (pdf), presentations (ppt), videos, infographic or spreadsheet templates, short tips, questions and sample solutions.
- **Language can be a barrier** to farmers; therefore, information ideally should be in their native language. While the SmartAgriHubs Innovation Portal is in English, CCs may consider working with DIHs to provide information in various languages. Google Translate is far from perfect but can also be an option for a multilingual solution.

EXERCISES FOR THE ASSESSMENT AND ACTIVISATION OF COMPETENCE CENTRES

Various exercises have been performed either to gain knowledge on CCs' demonstration activities or to increase their activities in SmartAgriHubs. There are activities that already ended by this iteration of the Deliverable and there are others that will be going on in the final year of the project. Each of these activities has provided important and valuable inputs for the Deliverable.

Assessment of demonstration activities of existing CCs

The assessment of demonstration skills and capacities aimed to explore and understand CCs' objectives, problems and needs in relation to their demonstration competences, tools, and activities through empirical research. Taking the main objectives of SmartAgriHubs into consideration, the primary focus is on the online demonstration capacities of CCs. These are screened after CCs joined SmartAgriHubs in order to define their initial level of demonstration capacities. Results were considered when designing the content of the training tools for CCs.

As an initial CC database, CCs within Flagship Innovation Experiments (indicated in D5.2) were taken into consideration. 45 CCs out of the originally listed 59 FIE members were easily accessible (provided a link to their websites) and thus were included in the screening process (Annex 2: List of Screening questions). Later in the project (based on an updated version of D5.2), another group of new entrants were identified and screened with the same set of questions. Out of 45 new CCs, 32 are recognised by WP5 as real CCs and therefore included in the screening. In the first round, the countries represented by the highest number of CCs were: France (6), Ireland (5), Poland (5) and Sweden (5). In the second round, the highest number of new entrants were from Austria (7). This makes it 77 screened CCs in total.

Results of the two screening processes are introduced according to the topics of the questionnaire.

Website availability in English:

More than half of the observed CCs (56%) in the first screening had a website in English. Further 20% had already started developing one, but they were at a preliminary stage. In the second screening 75% of the CCs have already provided access to its website in English.

Easily identifiable profile:

Provided services, products and their profile could be easily identified at majority of the websites. In the first screening 82% while in the second screening 90% of the CCs owned a website where visitors can easily understand what exactly they provide.

Easily identifiable agricultural relevance:

In the first screening agricultural aspects were easily identifiable by visitors (without spending too much time with it) in almost two-thirds of the cases (64%). In the second screening process, this proportion was a little higher, 69%.

Availability of protected content:

Although the screening process did not include the review of the protected contents themselves, their existence and availability are relevant. It conveys the message that the

CC potentially has private content for certain visitors only. In the first round, one-third (33%) of the screened CC websites had protected contents, accessible after registration only. In the second round, this proportion was almost the same (34%).

References to offline demonstration activities:

As a result of the first round, a little more than one-quarter (27%) of the examined CCs shared easily noticeable information about their offline demonstration at their website, while in some further cases (18%) the message was not clear enough. The second screening process confirmed these results with 28% and 16% respectively.

Online demonstration activities:

Regarding online demonstration, large majority (89%) of the CCs screened in the first round used text description and images or figures on their website, while 82% of them provided access to their social media profiles as well. 76% of the screened CC websites offered video contents of any type to their visitors. In the second round only 75% of the CC websites contained visual aids. Social media reference could be found in 81% of the cases (very similar to the first screening). However, regarding video content, only 44% of the CCs (remarkably less than in the first round) provided videos on their webpages.

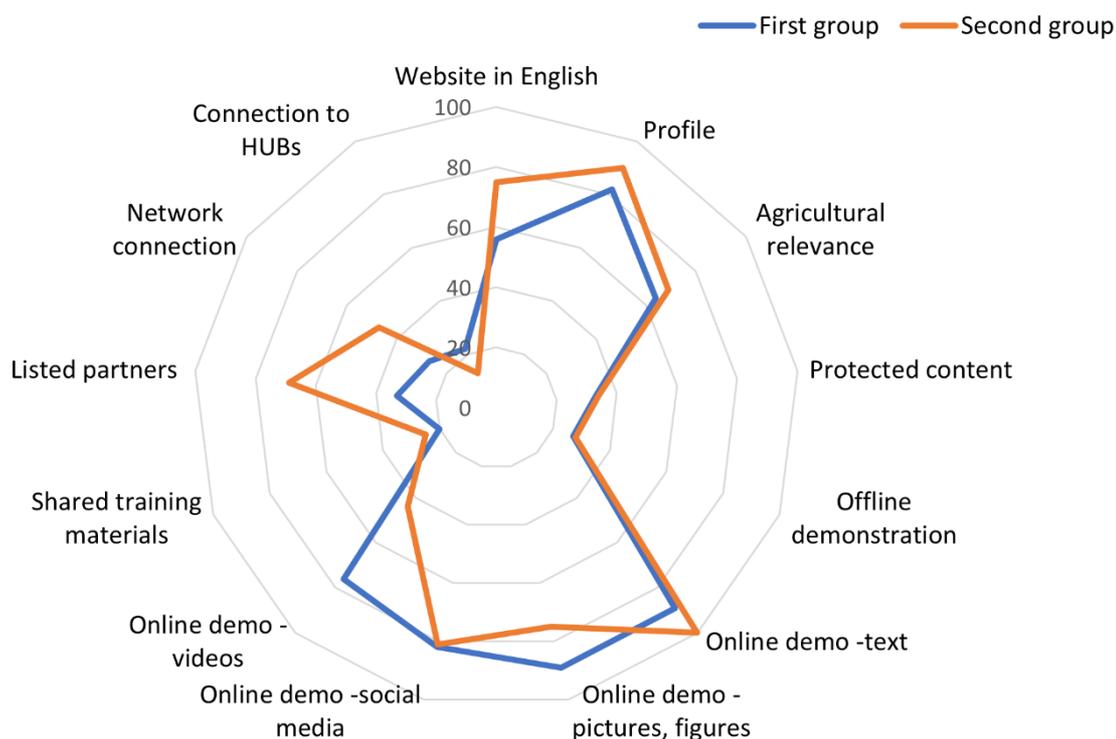
Shared training materials:

During the first screening process, only 20% of the CCs shared easily accessible training materials on their websites. Within the second group of screened CCs this proportion was higher, 25%. (Please note that protected contents were not subject to the screening processes, so further training materials could have been provided privately).

Listed partners and connection to networks and HUBs:

At the time of the first screening process, only one-third (33%) of the CCs provided a list of their partners on their website. Later, within the second group of CCs, this proportion was considerably higher (69%). As far as network involvement is concerned, 27% of the screened websites contained easily identifiable connection to a network in the first screening round. In the second round, this was higher again, 47%. Regarding HUBs, 22% of the websites mentioned connection to a HUB or DIH in a recognisable way during the first screening. In the second screening only 13% of the CCs indicated their relationships with HUBs or DIHs clearly.

2. Figure Demonstration capacities of selected CCs based on website screening



Based on the two screening processes, the main areas to be developed and communicated more effectively on a CC website are:

- the outside connections of the CCs (partners, networks, HUBs),
- offline demonstrations,
- information on unseen (protected) content,
- training materials,
- video content.

Workshop with Regional Clusters on the activation of CCs' network

In line with the regional cluster approach of the project, WP5 proposed a collaboration with RCs to start a joint thinking on the expansion of CCs' network in SmartAgriHubs. The proposal led us to an online workshop with the participation of all RCs, on June 15, 2021. The workshop identified four goals:

- to present the bottlenecks regarding the expansion of CCs network
- to present the actions that WP5 proposed to tackle these bottlenecks
- to capture and collect Regional Clusters reflections
- to start joint-thinking with Regional Clusters on other solutions.

The workshop was based on WP5 partners' presentations and followed by an interactive facilitated section. The section was hosted by an online visual collaboration tool (www.mural.co). The section included five exercises. 1. Table includes the Description of each exercise and all inputs provided by participants. In addition, screenshots of each exercise exported from the MURAL session are available in the Annex (Annex 3 Screenshots of Regional Clusters workshop exercises).

1. Table Exercises and results from the workshop with RCs

Exercises	Results
RCs were asked to reflect on the actions proposed by WP5 (Success story collection and one-on-one interviews with CCs)	<p>reflections from RCs:</p> <ul style="list-style-type: none"> - „show success stories in the food chain to point out the benefit (what is success?)“ - „Interview CCs and post them on SAH website (and social media) (video)“ - „bringing together CCs with relevant profiles to exchange ideas and best practices“ - „start with few examples and share them on SM and through SAH community to show "example"“ - „Propose webinar or event for presenting success stories“ - „Share success stories in other networks (other European projects or communities of universities (link with Erasmus program ?), labs,...)“ - „collect success stories in the field of agriculture and outside (technologies that could be used in agriculture tools)“
then, RCs were asked to estimate the number of the CCs they could contact with in their respective regions?	<p>30-45 CCs - indicated by three RCs 15-30 CCs - indicated by one RCs 1-15 CCs - indicated by one RCs 45-60 CCs - indicated by one RCs</p>
then, RCs were asked to reflect on the list of CCs' potential activities, then vote the three most important activities that CCs perform in their respective regions	<ul style="list-style-type: none"> - RCs did not add new activity to the list presented by WP5 - Activities in order of importance indicated by RCs, number of votes in brackets: <ol style="list-style-type: none"> 1. providing services (5) 2. collaborative innovations (3) 3. innovation excellence (3) 4. research (2) 5. testing and validating (2) 6. demonstration (2) 7. societal impact (1)
then RCs were asked to share their experiences, ideas and suggestions concerning actions to activate and capture CCs in SmartAgriHubs	<p>RCs' suggestions:</p> <ul style="list-style-type: none"> - „A vote or a prize for the best "I don't know what" CC“ - „To mention in our communication support : Be part of SAH community could be a way to find partners for applying to other calls (Horizon Europe in particular)“ - „pointing out the benefits be part of SAH activate the DIHs“ - „Tell them the practical benefits on being part of the SAH network“ - „communicate and show benefits in their own region/country too is very important“
lastly, RCs were asked to reflect on the Action Plan for identification and attraction of new CCs	<p>Ideas for the Action Plan to include:</p> <ul style="list-style-type: none"> - to encourage CCs in the network to use the tools in the IP and to Encourage DIHs to register their CCs on the IP and Contact the new CCs and encourage them to register a leaflet or similar with explanation of benefits would help - to identify new CCs to join SAH, Social Media campaigns, communication materials and examples from Innovation Experiments would help - to contact new CCs and encourage them to register, identification of the most "obvious" CCs in regions (2 or 3 per region) to show examples and look at existing members to check if they chose the right category (maybe CC are registered but not as CC)

Lessons learnt from the workshop

- Regional Clusters work with diverse groups of CCs in their respective regions
- Suggestions touched upon the following ideas:
 - the project needs to emphasize better what benefits CCs can gain by joining SAH
 - good examples or success stories are seen as effective tools to inspire and convince potential CCs
 - a leaflet type material would help RCs when promoting the project and potential benefits for CCs

Follow-up actions taken by WP5

- based on RCs' inputs captured in the workshop, AKI initiated the following actions
 - Success Story Collection for CCs (see details below!)
 - Collection of recommendations from RCs for interviews with effective CCs (see details below!)
 - Asking feedbacks on the Action Plan for further joint-work between RCs and WP5 (see details below!)
- these actions were accompanied by a package of materials prepared by AKI:
 - the draft Action Plan (Annex 4: Action plan for further joint actions between Regional Clusters and WP5)
 - the Template for recommendations for CCs one-on-one interviews
 - the call / cover letter for Success Story Collection
 - the information leaflet on CCs in SmartAgriHubs (designed by WP1)

Interviews with effective CCs

As part of the work with CCs, it has been planned to conduct interviews with Competence Centres. This type of data collection method does not require a personal presence, as it can be conveniently and easily implemented in an online environment.

The use of interviews is explained by the following circumstances:

- In the RC workshop, participants put forward the idea that interviews could serve communication purpose in the project (e.g., publication of short interviews with effective CCs on the Portal for inspirational purpose)
- Interviews offer great opportunity to gain knowledge on Competence Centres, that will be utilized in future WP5 works (e.g., Task 5.4 and Deliverable 5.4 and 5.6).
- Capturing Success Stories with interviews is also possible.

Collecting recommendations for interviews from Regional Clusters

As a follow-up action after the RC workshop, WP5 asked Regional Clusters to recommend effective CCs for interviews. "Effective CCs" are active, perform something outstanding in certain fields of agri-digital technologies and able to offer technology systems and competences to the DIH network. However, it does not mean that CCs are expected to be front-runner in all fields. The diverse pool of competences offered by CCs is the major reason for maintaining a pan-European DIH innovation community in SmartAgriHubs.

WP5 and RCs compiled a list of activities to cover every aspect of CCs' life. This list is supposed to serve as a guideline for RCs when recommending CCs for interviews in their respective region.

2. Table List of CCs' activities

Activity	Description
Providing services	ability to provide technology systems and competences to the DIH network
Innovation excellence	innovation in key areas of research
Collaborative innovation	collaboration, co-creation & involvement with end-users
Research	conducting state-of-the-art research
Demonstration	showcasing innovative digital technologies, and systems, products, services
Testing and validation	providing facilities and expertise
Societal impacts	embed ethics, fairness, accessibility, transparency as well as security and privacy into innovative research initiatives
Economic impacts	offering technical systems and competence which contributes to sustainability agriculture
Pan-European services	ability to provide services across EU

Current status of interviews

Unfortunately, the recommendations from the Regional Clusters only started to arrive in October, which did not leave enough time for organizing and conducting the interviews. Considering, that the information obtained from the interviews will be also useful in the development of future Deliverables (e.g., Deliverable 5.4 and 5.6), interviewing is postponed to the last year of the project.

SYNTHESIS

This section is based on the synthesised findings of the previous sections and presents the key elements this deliverable is built on. Reviewing several relevant EU projects has drawn our attention to the following insights. Providing knowledge is a common practice in projects like SmartAgriHubs and in most of the cases it is done with the help of online available tools. The reviewed projects gave good insights into what expectations are needed to be met by online training materials. These requirements are: free availability, clear and understandable language, attractive design and layout and inspiring visualisation and illustration. SmartAgriHubs project relies on and gets inspired by the various forms of training materials and tools developed by the reviewed projects. Training materials and tools can have different types, such as guidelines (pdf), presentations (ppt), videos, infographics and spreadsheet templates.

Language barriers can generate difficulties in communication and collaboration, not to mention that reducing the digital divide is hardly achievable without an inclusive linguistic environment. It would be recommended to follow the example of the project FarmDemo and provide website or at least some deliverables in multiple languages. While the SmartAgriHubs Innovation Portal is in English, CCs may consider working with DIHs or RCs to provide information in various languages.

Regardless of the environment, demonstration activities provide a meeting place for learning. Based on the conceptualisation of demonstration, the following points need to be considered for the development of this deliverable:

- The target audience and the forms of demonstration activities need to be selected simultaneously, so larger impact can be achieved if the combination is carefully planned. This is true whether we are talking about online or offline demonstration.
- Effective online demonstration depends on how digital competences are developed and mobilised. In this deliverable, online demonstration includes activities from basic online communication through collaboration to sharing. This deliverable must provide a pool of solutions for CCs to become competent and responsible actors. Considering responsibility, online demonstrators need to consider the diverse digital competences of the target audience.
- Offline demonstrations, in the first place, serve as an interactive environment for facilitating knowledge transfer. In the context of CCs, the location, the way of learning and the target audience are essential when organising an offline demonstration. The location might be a working local farm, an exhibition, or a CC's own lab or workshop. Larger impact can be made if learning takes place in an inclusive facilitated environment allowing hands-on activities. Regarding target audience, offline, on-farm demonstrations are good ways of making digital innovations available for stakeholders with limited digital competence by facilitated hands-on learning activities that may contribute to reduce digital divide.

Based on this synthetisation, four key elements of demonstration activities have been identified:

- **Identifying target groups,**
- **Developing effective messages (content and form),**
- **Utilising the right channels (online or offline),**
- **Networking.**

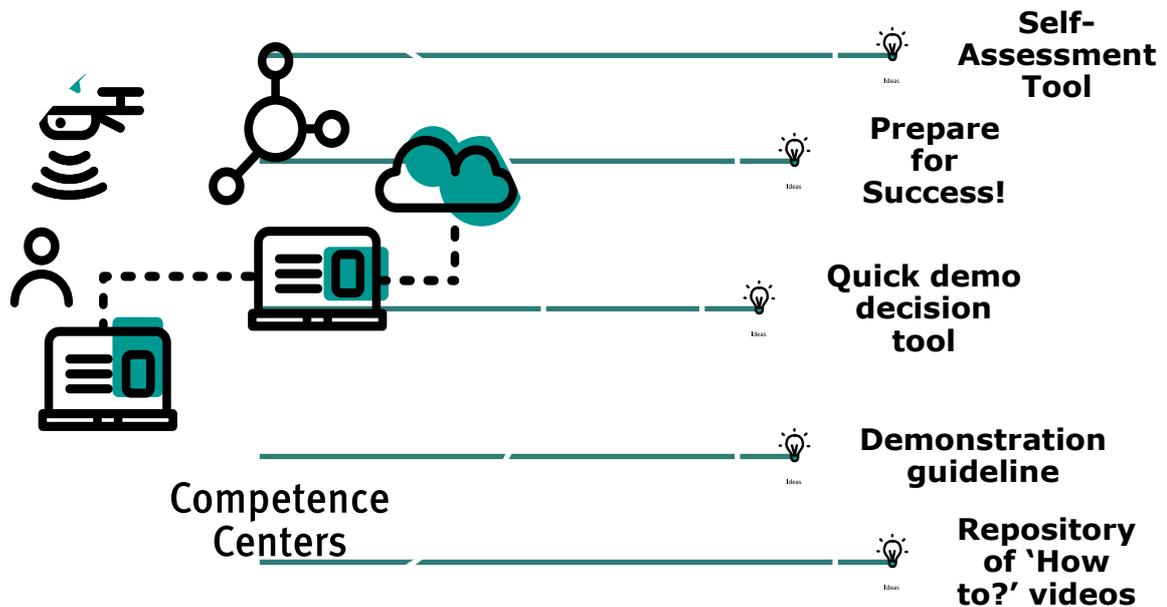
When a CC starts conducting demonstration activities, these four key elements are needed to be managed for successful and effective demonstrations. Therefore, these four key elements served as guidelines when training materials for CCs were developed and designed.

DEMONSTRATION TOOLKIT FOR CCS

The Toolkit are distinct regarding the nature of help they can provide. There are materials that serve as knowledge repositories, while others can assist CCs in their decision making in relation to demonstration activities. For the ease of understanding and also bearing in mind the future display of these materials on the Innovation Portal, they are named demonstration tools presented in a demonstration toolkit. Each tool reflects on key findings of the theoretical and practical reviews. With the use of these tools, CCs can self-train themselves with adequate knowledge and information to improve their demonstration skills, activities and networks. Five tools have been developed and designed (See 3. Figure!).

- Self-Assessment Tool (SAT),
- Quick Demo Decision Tool (QDDT),
- Demonstration Guideline (GD),
- 'Prepare for Success!' Tool,
- Repository of 'How to?' videos.

3. Figure Toolkit for training and demonstrations



The following parts of this section provide detailed descriptions of the reasoning, functionality, and operational procedures for each tool. This final iteration of the Deliverable provides the finalized content of the Demonstration Toolkit included in the Annex (Annex 6: Demonstration Toolkit).

USER JOURNEY DESCRIPTION FOR THE DEMONSTRATION TOOLKIT

In this section, the Demonstration Toolkit is presented from a user perspective. The development of the Toolkit defines an ideal order in which the tools are supposed to be applied by users. This ideal order is called user journey and it describes CCs' engagement with the Toolkit from the very first use, until the complete exploitation of their potential. Although the ideal user journey describes a linear series of steps where the use of one tool leads to the next one, the Tools are designed to give the ability to CCs to use them independently as well. The ideal user journey is described with the following steps and links:

First Step

The entry point for the Toolkit is the Self-Assessment tool. After filling out the self-assessment survey, users receive their scores and short text-based recommendations regarding the possible ways of improving their demonstration skills. Among these recommendations, the use of Quick Demo Decision Tool will be highlighted as the expected next step in the user journey.

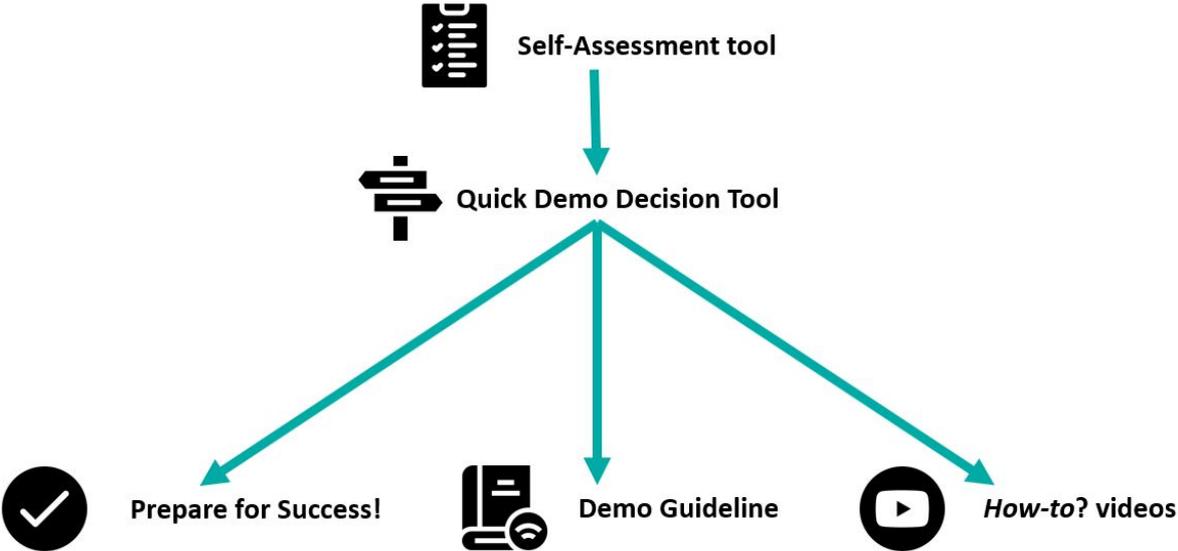
Second Step

Quick Demo Decision Tool is designed to help the decision-making process of CCs regarding demonstration activities. This interactive decision support tool is the thematic categorizations of the content of Demonstration Guideline by thematic questions. The thematic questions are supposed to address the most important factors that might impact users' decisions on demonstration activities. The QDDT will be an integral part of the Demonstration Guideline.

Third, Fourth and Fifth Steps

The three knowledge reservoirs, (Demonstration Guideline, Prepare for Success! and How-to Videos) offer information preliminary selected for Competence Centres. These tools present knowledge items (videos, success stories, tips and hints) in a free-to-search and browse design that makes them well-functioning sources of inspiration for CCs. 4. Figure illustrates the ideal user journey of the Demonstration Toolkit.

4. Figure Ideal user journey of the Demonstration Toolkit



SELF-ASSESSMENT TOOL

The Self-Assessment tool (SAT) assists CCs in measuring performance. This tool is an interactive self-assessment tool designed to measure CC's own performance.

When CCs join SmartAgriHubs, they might not have a clear picture of the quality and effectiveness of their demonstration activities. With the introduction of the self-assessment tool, the goal is to invite CCs for a short self-exploration by answering deliberately designed questions on topics that heavily influence their demonstration performance. As a result, CCs will know exactly in which areas they might need to consider further improvements in order to become a visible and receptive actor within the digital ecosystem.

The questions raised in the Self-Assessment Tool are grouped around five topics derived from the main components of demonstration activities:

1. Knowledge of the target group:
 - Do you regularly research your market?
 - Do you differentiate your potential clients?
 - How important is it for you to know your clients?
 - How important is it for you to track consumer satisfaction?
 - Do you have long-term vision regarding your target groups?

2. Message formulation:
 - How important is it for you to have the best content in your marketing communication?
 - How important is it for you to have a marketing strategy?
 - How often do you update your marketing communication?
 - How important is it for you to adjust your messages to different client groups?
 - How important is it for you to differentiate yourself from your competitors?
 - Do you have any products/services applicable in the agrifood sector?

3. Networking performance:
 - How broad is your (most important) network?
 - How important is cross-sectoral cooperation to you?
 - How important is it for you to intensify your networking activities?
 - Have you created social media profiles for your business?
 - Do you keep yourself updated regarding your (potential) partners?

4. Online demonstration performance:
 - How important is the design of your online demonstration for you?
 - Is your site mobile friendly?
 - Which tools do you use for online demonstration (infographics, blog, journal articles, e-book, social media post, video, webinar, live stream, webcast, podcast)?
 - Do you provide opportunities for customer feedback?

5. Offline (on site) demonstration performance
 - How important is it for you to do on-site (e.g. on-farm or on your facilities) demonstration?

- How often do you provide on-site demonstration?
- Do you have a planned procedure to follow in your on-site demonstration?
- Do you have skilful human resource to provide on-site demonstration?
- What kind of demonstration do you provide usually?
- Do you provide opportunities for feedback?

For the detailed questionnaire with the possible answers please visit the Annex section (Annex 6: Demonstration Toolkit). When applying the Tool, users can select their answers from a drop-down list. Results will then be automatically visualised in an interactive radar (spider web) chart. Upon completion, a written evaluation and further suggestions are provided.

Users will be given an indicative guidance about the areas where improvement might be worth considering for better demonstration performance, also in the context of the average performance of your peers/competitors. In addition to this, additional tools and training materials will be recommended. Hence, this tool can be considered as an entry point to other tools. SAT is voluntary to complete, and results will not be public. The tool only serves the purpose of helping CCs as a compass for self-development, but it guides the use of other tools.

In the previous iteration of this Deliverable, this tool was developed in Excel 2016 spreadsheet. Thanks to the collaboration with WP1, SAT has become available on the demo Portal since September 2021²² and it is now ready to become part of the actual Portal. Screenshots of its current state are attached in the Annex (Annex 6: Demonstration Toolkit).

QUICK DEMO DECISION TOOL

This section describes the purpose and architecture of the Quick Demo Decision Tool. The tool supports CCs in their decision-making process in relation to their demonstration activities.

Functionality of Quick Demo Decision Tool

In this new iteration of the deliverable, QDDT has been further developed as part of the Demonstration Guideline (See in detail below!). Contrary to previous ideas, QDDT will be implemented as a thematic table of contents integrated into the Demonstration Guideline. The content of the Demonstration Guideline will be presented through predefined thematic questions that are supposed to serve as guidance for users to narrow down what they seek.

The method of defining the thematic questions and potential answers followed a two-steps process. Firstly, descriptive keywords were collected in relation to each demonstration activity presented in the Demonstration Guideline. Careful review of the keywords led to sorting them into larger and meaningful groups and subgroups. Eventually, these groups

²² Source: <https://demo.smartagrihubs.eu/>

and subgroups defined what questions and what answers represent the most important factors that might impact CCs when deciding upon demonstration activities.

In the second step, questions and answers were used to make a categorization of the demonstration activities. This allows this tool to guide CCs to the content of interest.

The idea is that QDDT will be integrated into the Demonstration Guideline. As will be explained later, the Demonstration Guideline is an online brochure, whose contents will be linked by hyperlinks to the rest of the Toolkit. QDDT will fill in the proposed decision-supporting role by helping users guide and use the tool with predefined thematic questions. Using these predefined thematic questions follows a logic that is different from a traditional linear table of contents. The unique user experience that this way of content presentation may bring is hoped to lead CCs to such solutions and practices that will improve their demonstration activities.

5. Figure Example of a thematic question: "What type of demonstration do you want to make?"



The finalized Tool is included in the Annex (Annex 6: Demonstration Toolkit).

'PREPARE FOR SUCCESS!' TOOL

This tool aims at collecting and introducing already existing successful demonstration activities based on jointly developed criteria, which can provide inspiration and support for CCs in planning, designing and implementing their own demonstrations. We recommend collecting these materials with the Regional Clusters within SAH by using a jointly designed template and upload them to the Innovation Portal.

Why CCs need to learn from success stories?

With the help of this tool, CCs can obtain creative ideas, inspiration and motivation on how to be successful in their demonstration activities. The success stories may come from good

practices. A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it (FAO 2013).

Stories are very powerful forms of communication. Success stories or good practices come in different forms and formats based on the purpose they serve. The advent of digital technologies and the 'internet-of-things' have increased their availability and accessibility. Many organisations use success stories of their competitors or close associates to benchmark their annual work design or layout. Success stories can be a powerful evaluation tool that communicates results of successful demonstration activities to key stakeholders (Kibel 1999).

Successful good practices from demonstration farms and field days help transfer research to application by allowing innovations to be observed by participants and making it easier for Extension educators to communicate about the innovation (Boleman and Dromgoole 2007). Successful demonstration stories and field days have the potential to facilitate the adoption of desired practices by agricultural producers, and most of this successful information are published to help farmers plan and conduct demonstrations (Maddy, Gerber, and Hillger 2015) . Good practice demonstration sites and field days are commonly utilised as a method for engaging agricultural producers and remain an effective way of influencing the adoption of innovations.

Online form for Success Story Collection

The Prepare for Success! tool has been slightly modified in the light of the results of the RC workshop. The amendment has broadened the focus of the tool, as it now focuses not only on CCs' demonstration activities but also on CCs' success stories in general. This amendment was justified by RCs' views expressed in the workshop pointing out, that success stories from CCs can be used as inspirational assets to encourage partners to join SmartAgriHubs. In that sense the focus on successful demonstration activities has been extended to any success, achievements, or accomplishment that CCs might find worth demonstrating. Thanks to this amendment, Prepare for Success! tool will be able to provide inspiration and support for CCs in planning, designing, and implementing their activities.

As a result of that, Competence Centres have become the primary sources of inputs for the development of Prepare for Success! tool. The challenge to approach CCs was solved by an action initiated by WP5. The action has been assisted and promoted by RCs, whose task was to circulate the call for action in their networks. The action itself is based on a process with three main phases: capturing, validation and publication phases.

Capturing phase: An online data entry form was developed to collect success stories. With this form, CCs were given the opportunity to promote their activities (technologies & competences) through sharing their success stories. They were also be asked to show us how they demonstrated that success story. Regional Clusters were be asked to contact and circulate this call for action towards CCs in their respective regions. The form is being operated on MS Forms survey platform in AKI's O365 environment that ensures the adoption of high-level security measures concerning data protection (See more about Data Management Plan Deliverable 6.1!).

The questions of the online form is available in the Annex (Annex 5 Data entry form for success story collection).

The online form is available at <https://forms.office.com/r/ZUvTaz7sz8>.

Validation phase: Once a considerable number of inputs (stories) have been captured, a third party will be asked to review the “candidates” and approve those that can be presented on the Portal. Given the fact that Regional Clusters have direct knowledge on CCs in their own region, Regional Clusters will be asked for the validation with the assistance of AKI.

Portal publication phase: Publication of success stories on the Portal will be jointly planned and implemented with WP1.

Current status of Success Story Collection

A selection of Success Stories is included in Annex 6: Demonstration Toolkit.

Future steps

Given the fact that there is one year left from the duration of the project, that promises further CCs joining SmartAgriHubs, the collection will remain open for another year under the supervision of AKI.

DEMONSTRATION GUIDELINE

Well-presented demonstrations can play a critical role in enabling adoption of new technologies. Demonstration activities of CCs can range from offline to online demonstrations, based on different channels and technical solutions. Given this variety, there is no 'one-fits-all' approach for a successful demonstration, therefore, CCs may need guidance to select the appropriate methods. Based on the assessment of demonstration capacities of existing CCs, majority of CCs has the technical background for the online demonstration (website, social media), however, there is few information about their offline demonstration activities. The non-technical issues (e.g. relationship between key persons, creativity in content formulation, communication skills etc.) can be also crucial.

Among the relevant EU projects, three inspiring publications can be highlighted in this context. The '*Design guide for on-farm demonstrations*' is a result of a strong collaboration between the PLAID, Agridemo-F2F and NEFERTITI projects. It focuses on only one possible type of demonstration (offline) but provided inspiration to the development regarding the structure of the tool. The '*Good practice guidelines for virtual demonstration*' of the PLAID project (Hardy et al. 2017) was inspiring regarding disseminating audio-visual materials. The '*FAQ on virtual demonstrations*' (Triste, n.d.) was considered developing the questions and answers part of the guideline. Additionally, the European Commission has also published a '*Social media guide for EU funded R&I projects*' (European Commission 2020).

Social media platforms, like Facebook for Business²³ and Twitter Business²⁴ also have guidelines on their websites to help users how they can use it to grow their business. However, these instructions are usually located in several pages, therefore sometimes it is difficult to find the adequate parts.

In addition, there are several online marketing materials dealing with successful product demonstrations, and marketing statistics are also available on the effectiveness of the different demonstration methods and tools. These materials were also used in the guideline.

Functionality of the demonstration guideline

The demonstration guideline tool aims to serve as the key information hub to guide CCs' demonstration activities. It offers an overview of the most important elements that should be considered preparing, carrying out and evaluating demonstration activities. Every demonstration consists of steps and a set of rules that need to be followed. Without those steps, it will be difficult for learners to grab its full concept and replicate it. It is, therefore, necessary that these steps are visible to users for easy access when they are needed. The demonstration guideline will be designed specifically to contain this important information to make it easier for CCs to identify and use them without wasting time searching other tools for a demonstration guide. This will contribute to time management by speeding up their learning process.

²³ Source: <https://en-gb.facebook.com/business/learn/>

²⁴ Source: <https://business.twitter.com/>

This tool is a knowledge repository, a thematic collection of questions, answers and hints, covering previously mentioned topics, which are important for successful demonstration activities (target groups, message, offline and online channels, networking, evaluation). With the help of this tool, CCs can find answers to their questions and further inspiration on how to be successful in their demonstration activities.

The guideline can be used as a standalone manual, but the other tools (e.g. QDDT) will have references for its corresponding parts. However, the guideline will include also references to the other tools, e.g. 'How to?' videos and best practices. It contains also references to other useful training materials.

The following criteria were considered during the selection of the materials included:

- to provide materials that will stimulate CCs' demonstration activities
- quality resources, e.g. scientific publications, EU project deliverables, official homepages
- tips and advices should be confirmed in several publications
- statistics from market research companies or service providers
- supplementary materials should be in electronic format
- materials should be available free of charge.

The Demonstration Guideline includes 10 demonstration activities (Fair/exhibition/trade show; .Farm demonstration; Farm visits / cross visits; Podcast; Social media; Blog; Website; Infographics; Webinar; Video/vlog). The presentation of each activity was carried out according to the following aspects:

- general information
- pros
- cons
- tips
- convincing facts

A good practice to create this guideline can be the online guide 'From use case to showcase'²⁵ of the IoF2020 project, which presents 20 golden rules for a successful promotion on social media. Another inspiring example is the SmartAgriHubs newsletter that provides content in a stylish and transparent layout. The Demonstration Guideline is included in the Annex (Annex 6: Demonstration Toolkit).

REPOSITORY OF "HOW TO?" VIDEOS

The Repository of 'How to?' videos is a thematic collection of tutorial videos, gathered for informational, demonstrational or educational purposes from different sources. Based on the success of the YouTube^{35[66]} search engine, it is clear that people often choose 'how to' videos when looking for more help (usually practical information) related to a certain topic. With the Repository, CCs can quickly access relevant 'how to' videos, organised around different components of demonstration activities (introduced earlier).

²⁵ Source: https://iof2020.h5mag.com/usecase_showcase/cover

'How to' videos offer a great opportunity for learners to increase and support learning by contributing to efficient on-site work performance technique. The use of video tutorials contributes to online learning as a powerful tool for education and the acquisition of occupational competencies, bridging the gap between theoretical and practical learning (Kay 2020). Watching practical videos on how to do a task is not passive but an empirical process to build technical skills (Bates 1985) . A research conducted by (Larcom 2018) observed that people usually turn to tutorial videos to satisfy their learning needs at workplaces. He further noted that 55% of his research respondents reported watching two or more tutorial videos. This percentage is increasing year by year as more and more people are getting attached to this form of learning. Furthermore, videos are so engaging, they are ideal media for teaching concepts, skills and visual literacy (Kay 2020) .

Even in the event of a language barrier, videos and visual images could assist people in learning new methods and procedures by observing and following the demonstrations in the presentation. Many people sometimes find it difficult to comprehend the text instructions that guide a particular concept or procedure, some of the words used are too technical for a nonprofessional to understand. Others also use jargons that can only be understood by few people. This sometimes becomes an obstacle to effective learning and understanding of procedures and concepts. Videos eliminate all these obstacles because of their "see it, do it" concept. Learners listen carefully and follow the processes given to them, even if technical words are used, the visual demonstration compensates them. Therefore, it is easier for people to watch video tutorials and repeat the instruction afterwards rather than reading written words and repeat the procedure.

What makes a good tutorial video?

Good instructional videos have qualities that distinguish them from sub-standard instructional videos.

- **Introductory framing and conclusions:** Swarts (2012) analysed that good instructional videos commit more time to introduce an instructional agent, forecasting goals to be achieved at the end of the tutorials and the different steps involved in performing the instruction. However, it was noted that poor instructional videos allocate more time to steps in performing the instruction and less time to introductory framing and conclusion.
- **Clear instructional messages:** in terms of task performing, good instructional videos are noted to explain and demonstrate more procedures and to provide clearer explanations. When demonstrating, the narrators of good videos were explaining what they were doing and why" (Swarts 2012) . High-quality instructional videos are designed to make their instructional messages easily identified and accessed, understood and applied by the users (Hove and Meij 2015)..
- **Directing attention:** videos that are rated high on the internet adopt specific deictic language ("click on the timeline" or "drag in your clip from the media bin") to direct attention. Low rated instructional videos, on the other hand, use ambiguous language such as "click here" or "get this thingy" (Swarts 2012). A review of instructional video by Morian and Swarts stated that higher-ranking tutorial videos often used specialised screen-casting software, making good use of zooms and edits to draw viewer attention to specific areas on the screen (Legun and Burch 2021).
- **High quality audio-visual display:** high-quality instructional videos have higher resolution quality and the more frequent presence of static pictures in both iconic

and analytic. Good instructional videos are devoid of background noise (Hove and Meij 2015; Gil and Williams 2017).

- On-screen texts. Short on-screen texts are often added to engage learners' attention. In multicultural societies, subtitles are usually written in different languages to make it more increase inclusion and easy-to-use by everyone (Hove and Meij 2015).
- Additional details: an interface that supports reading to do, specific details, as well as user feedback, are what make a good instructional video standout (Morain and Swarts 2012).
- Time saving length: short but quality videos have higher ratings than long and boring ones (Kim et al. 2014).
- Well-presented content: contrary to the earlier review by Swarts (2012), Chong (2018) found that a video may follow all the good practice procedures, such as including an introduction, beginning with a clear objective, incorporating verbal instruction, being strategically redundant, and using a combination of text or still images to complement the video, yet, if the creators did not rehearse their scripts, nor did they use the recording and editing tools effectively, their videos may not get a higher rating. An instructional video can be a good base on its design, but if it is not well presented, it may not be rated high by viewers. It is, therefore, important for presenters of instructional videos to be abreast with the content to enable free flow during the presentation.

Selection of 'How to' videos

We must operate with the same caution when picking video resources that we do when selecting works of literature. After all, not all videos are excellent. The question – is there such a thing as a "good" video, at all? – could be raised. The answer in a nutshell is no. Current, accurate, and helpful material is basically an ideal material. As stakeholders' expectations of video material are continuing to rise, only content with excellent production values should be chosen. These values cover the provision of a full discrete section (beginning, middle, and end), they are didactic and entertaining at the same time and can sustain the interest even of a native speaker/viewer if we want it to be taken seriously.

In the Repository, different components of demonstration activities mentioned earlier (identifying target groups, developing effective messages, utilizing the right channels, networking) are covered. The goal was to provide a collection of good videos on each important subtopic, especially on those identified as very important, problematic or challenging for CCs.

When selecting videos for inclusion, topic, view counts and ratings were among the pre-selection criteria. Credibility (identification of owner/ maker of videos) and the intended target group of a video were also crucial elements to be evaluated during selection.

Based on the requirements of a good tutorial video introduced previously, further criteria were considered in the selection process:

- time saving length,
- clear structure (clear introduction, objective setting and conclusion),
- clear instructional messages,
- high quality audio-visual display,
- well-presented content and

- provision of further details.

The videos meeting the requirements reflect the content of the demonstration guidelines' chapters. For each chapter adequate videos were selected by following the previously listed criteria. Furthermore, a catalogue containing the most important features of the videos was created.

We recommend publishing this catalogue together with the WP1 Portal and Design team on the project's website. The format chosen must ensure accessibility, transparency and the use of cross-references with other tools (hyperlinks) (e.g. Demonstration Guideline)! See the Repository of 'How to videos?' in the Annex (Annex 6: Demonstration Toolkit)!

IMPLEMENTATION / FUTURE WORK

This section summarizes the details of implementation that covers tasks related to integrating and placing the Toolkit on the Innovation Portal. These tasks require joint efforts from WP1 and AKI. It is understood that these efforts will go beyond the duration of Task 5.5. However, collaboration has already started and is expected to progress throughout the project.

- **Self-Assessment tool:** the development of this tool is complete, and a demo version is available on the demo environment of the Innovation Portal.
- **Quick Demo Decision Tool** and **Demonstration Guideline:** the development of these two tools requires design and layout expertise from WP1
- **Repository of 'How to videos?'** and **Prepare for Success!:** the development of these tools requires web development expertise from WP1

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ANNEXES

ANNEX 1: REPOSITORY OF PROJECTS CONSIDERED

Project title	Website
SmartAKIS	https://www.smart-akis.com
AgriSpin	https://www.agrispin.eu
Smart Factories in new EU countries	https://smartfactories.eu
NEFERTITI	https://nefertiti-h2020.eu
PLAID	https://www.plaid-h2020.eu
AgriDemo-F2F	https://agridemo-h2020.eu
I4MS	https://i4ms.eu/projects
HORSE	http://horse-project.eu
FERTINNOWA	https://www.fertinnowa.com
OK-Net Arable	http://www.ok-net-arable.eu
Hennovation	http://www.hennovation.eu
FoodSmart	https://microsites.bournemouth.ac.uk/foodsmart/
4D4F	https://www.4d4f.eu
AGRIFORVALOR	http://www.agriforvalor.eu
EURODAIRY	https://www.eurodairy.eu
HNV-LINK	http://www.hnmlink.eu
WINETWORK	http://www.winetwork.eu

ANNEX 2: LIST OF SCREENING QUESTIONS

1. Is the CC website available in English?
2. Is the profile/service of the CC easily identifiable?
3. Is there any agricultural aspect easily identifiable at the CC website?
4. Is there any content available only through registration (after login) at the CC website?
5. Is there any easily identifiable reference to offline demonstration activities?
6. In which way does any online demonstration at the CC website appear?
 - a. using text
 - b. using pictures/figures
 - c. using video
 - d. using social media
7. Does the CC website provide shared training materials?
8. Are there any partners listed at the CC website?
9. At the CC website is there any easily identifiable connection to a network?
10. At the CC website is there any easily identifiable connection to a HUB?

ANNEX 3 SCREEN SHOTS OF REGIONAL CLUSTERS WORKSHOP EXERCISES

#1 WP5 PROPOSED ACTIONS TO ACTIVATE CCs - REFLECTIONS

INSTRUCTIONS
- tell us your thoughts or put it on a on sticky-note

show success stories in the food chain

to point out the benefit (what is success?)

COLLECTION OF SUCCESS STORIES from EFFECTIVE CCs

start with few examples and share them on SM and through SAH community to show "example".

ONE-ON-ONE INTERVIEWS with EFFECTIVE CCs

Propose webinar or event for presenting success stories

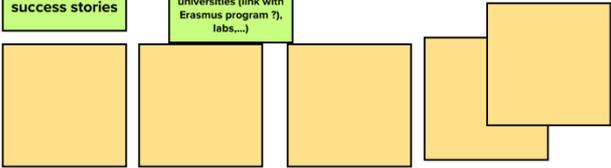
Share success stories in other networks (other european projects or communities of universities (link with Erasmus program ?), labs...)

collect success stories in the field of agriculture and outside (technologies that could be used in agriculture tools)




Interview CCs and post them on SAH website (and social media) (video)

bringing together CCs with relevant profiles to exchange ideas and best practices



#2 COMPETENCE CENTRES IN YOUR REGION - ESTIMATING

INSTRUCTIONS
- pick the range that best describes the number of CCs in your region

Estimate the number of the Competence Centres you could contact with in your region?

1-15

15-30

more than 100

30-45

75-100

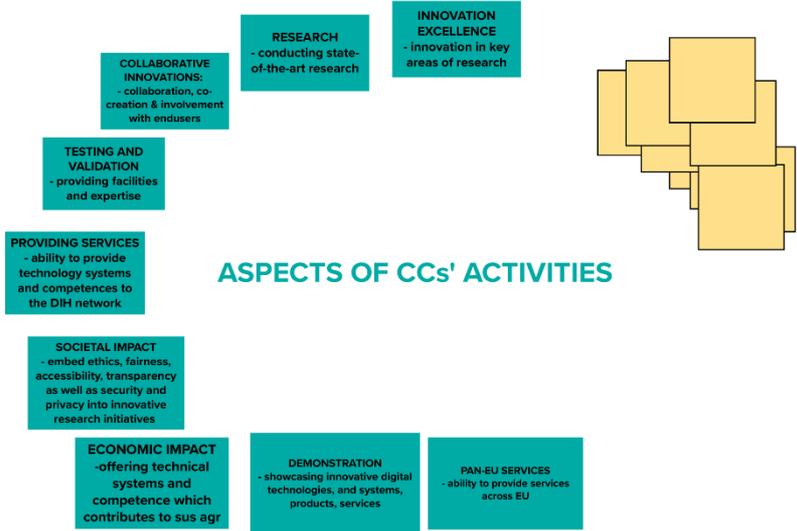
45-60

60-75

#3 SELECTION CRITERIA FOR EFFECTIVE CCs - SUGGESTIONS / VOTING

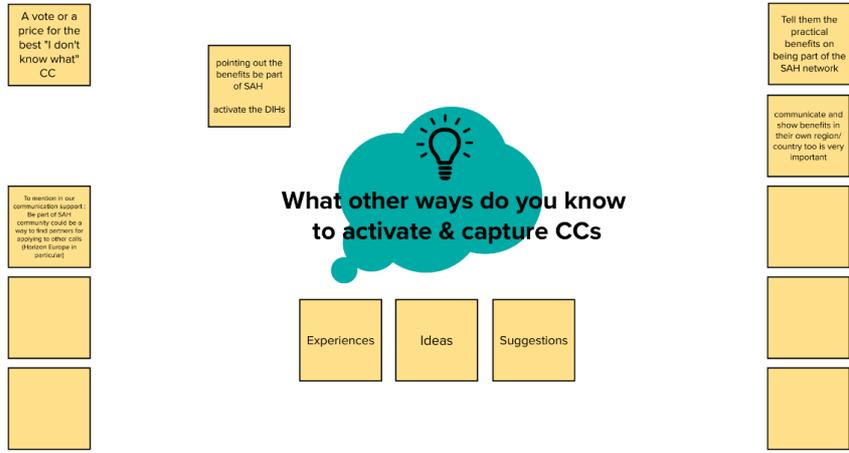
INSTRUCTIONS 1
 - tell us your thoughts or put it on a on sticky-note
QUESTIONS TO THINK ABOUT
 - what did we miss out?
 - what did we include that shouldn't be here?

INSTRUCTIONS2
 - vote the three most important activities that CCs perform in your region



#4 OTHER ACTIVITIES TO ACTIVATE CCs - BRAINSTORMING

INSTRUCTIONS
 - tell us your thoughts or put it on a on sticky-note



#5 ACTION PLAN FOR IDENTIFICATION & ATTRACTION OF NEW CCs

	Goal: Identify and attract new CCs to join the network						
	Encourage existing CCs in the network to use the tools in the IP	Identify new CCs to join the network	Encourage DfEs to register their CCs on the IP	Contact the new CCs and encourage them to register	Tell them the practical benefits of being part of the SAsH network	To mention in our communication support: the part of SAsH community could be a way to find partners for applying to other calls (Horizon Europe in particular)	A vote or a price for the best "I don't know what" CC
Responsible/Owner (Internal to RCs)		Social Media Campaign					
Stakeholders (External to RCs)		Communication Materials Examples from Innovation Experiments					
Resources/Material Needed	Leaflet or similar with explanation of benefits		Leaflet that describes the benefits	Leaflet that describes the benefits	about the tangible effects with evidence		Communication Material A vote or a price for the best "I don't know what" CC
Suggested Start for action			Identify the most "obvious" CC in our RC 2 or 3 to show examples	Look at existing initiatives in RCs. If they choose the SAsH campaign, provide CC the required support as CCs			
Suggested End for action							
Monitoring Method (e.g. KPIs)							

ANNEX 4: ACTION PLAN FOR FURTHER JOINT ACTIONS BETWEEN REGIONAL CLUSTERS AND WP5²⁶

	Goal: Identify and attract new CCs to join the network			
Actions	Encourage existing CCs in the network to use the tools in the IP	Encourage DIHs to register their CCs on the Innovation Portal	Identify new CCs to join the network	Contact the new CCs and encourage them to register
Sub-actions (if necessary)	Share the practical benefits of being part of the SAH network		(Social) Media Campaign	
Responsible/Owner (RCs Internally)	RCs Leaders and Co-Leaders	RCs Leaders and Co-Leaders		RCs Leaders and Co-Leaders
Resources/Material Needed	Leaflet (or similar material with explanation of benefits) – Prepared by WP5	- Leaflet (or similar material with explanation of benefits) - Show Tangible Examples/ Good Practices	Communication Materials for potential CCs	An updated list of potential CCs to be contacted by RCs
Stakeholders (External to RCs)	WP5		WP5+WP1	WP1
Suggested Deadline for action	End of September 2021	October 2021	October 2021	End of September 2021 (Using the existing List) End of January 2022 (Using the updated list from the previous action)
Monitoring Method	Suggestion: Number of registered CCs that use ATN/Demonstration Toolkit	Suggestion: Number of registered CCs associated with existing DIHs	Suggestion: An updated List with new potential CCs	

²⁶ The original version sent out to Regional Clusters.

ANNEX 5 DATA ENTRY FORM FOR SUCCESS STORY COLLECTION

Intro

Success stories happen all around us. Sharing or promoting our own success is a great opportunity to spotlight what we are good at and what we are proud of. Telling our success stories can have various positive impacts on our activity, from attracting new partners or delivering a new contract, or in other words, it can be the beginning of our next success story. Besides, success stories have great power to inspire and courage others to succeed.

Smart Agri Hubs is a project that “connect the dots” bringing and tying together the diverse networks of various stakeholders from the agri digital innovation sector. The Innovation Portal is ready for partner search, matchmaking, communication and sharing success stories with the constantly growing community of SmartAgriHubs. There is no better place to promote your success story.

By filling in this form, we would like to ask you to tell us your success story. which captures the essence of or represents your CC the most. We are also curious about what efforts you made to demonstrate or showcase this success story. Your story will be carefully reviewed by the Regional Cluster representing your region and considered to be shared on the Portal.

In the following, we take you through OUR HYPOTETICAL SUCCESS STORY on AgrI-robotics Ltd. to show you what information we are looking for on YOUR SUCCESS STORY.

Please, tell us first the context of your Success Story!

"Digital technologies are changing business models in the agri-food sector, creating new challenges and opportunities for farmers. The increasing amount of data – as a result of digitalisation – requires even more attention from farmers, so they increasingly need a "helping hand"."

Text box

What is in the core of your Success Story?

"AgrI-robotics Ltd. was founded in 2018 and has been offering robotic solutions to farmers since then, in order to facilitate their farming. In 2021, this company developed a decision support robot that can help farmers make their decision. AgrIbot relies on artificial intelligence. This robot participates in discussions – just like a colleague – and makes recordings from which it can learn, such as from documents and online platforms. AgrIbot has more knowledge and better memory than everyone else, so farmers can use them as a consultant. The more it learns, the better it can support decisions."

Text box

Why is your story a success?

"A lot of robotic solutions are known for many processes in agriculture, but AgrIbot is a gap filling product. This is a demand-driven innovation because the idea of AgrIbot was formulated by local farmers. The development was carried out with the involvement of the local university and farmers. The company helps farmers uptake this digital technology and organizes open days to showcase their products thereby encouraging other farmers to adapt."

Text box

Have you demonstrated that success story in any way?

When we say demonstration, we refer to the management process that is responsible for explaining, displaying, illustrating and experimenting something that potential partners may want to work on collaboratively or potential end-users (farmers or farmers' association) may want to use.

On what platform(s) have you been active to demonstrate your success story? (multiple)

- social media
- website
- video
- infographics
- blog
- site visit / open gates
- farm demonstration
- expo / fairs
- journal articles
- e-book
- live stream
- webcast
- podcast
- webinar
- other, please specify _____

What is your best example of demonstrating that success story? Please provide us with a short description or share with us a URL access, so we can make sure that your story becomes visible on the Innovation Portal!

Text box

I have more than one Success Story to share!

- Yes**
- No**

Contact details

We might need to contact you for further information to clarify details regarding your success story! Please name a contact person and give us an email address to reach out to you:

Name of your CC:

Contact person:

Email address:

Question on personal interview

If you feel like sharing your story with us in more detail, our colleagues are happy to talk to you in an informal, face-to-face online interview scheduled at your convenience. Please indicate if our colleagues can reach out to you!

- Yes, I am available for an interview!**

Consent [to-be-completed by AKI]

This work is conducted in the framework of the SmartAgriHubs project. The main objective of SmartAgriHus project is ...

The way of data management during the lifetime of the SmartAgriHubs project follow the General Data Protection Regulation 2016/679 (GDPR).

This form collects the following personal data: personal information (name of contact person and email address).

YOUR RIGHTS AS A PARTICIPANT

Participation in this project is voluntary, the legal basis for the processing of personal data in this meeting is 'consent'. This means that personal data, data related to your project and the results of this form can only be processed if you explicitly give permission for this (by signing the consent form).

At any time you have the right to:

- Withdraw your consent
- Ask for additional information about the processing of your data
- Request access to the data that is stored about you
- Request corrections if the data is incorrect or incomplete
- Ask for information about you in a common form to be transferred to yourself or someone else
- Ask for data to be erased or removed from you insofar as this does not threaten or threaten to seriously jeopardize the achievement and validity of the scientific research objectives.

CONFIDENTIALITY

The data files relating to your involvement in the project will be hosted and stored by AKI (Hungary) in a specifically designed online shared space for SmartAgriHubs, protected with a password, accessible only to the AKI project partners. No sensitive personal data is or will be collected in the context of this work.

Contact Gabor Kiraly at +36 70 501 1053 or kiraly.gabor@aki.gov.hu if you have any questions about the project or concerns about your rights as a research participant.

CONSENT AGREEMENT

- I have read and understood the information about the project as provided above
- I voluntary agree to participate in the collection of success stories.
- I agree to participate in the project on the understanding that my name or other personal identification will not be used in any output from the research, published or otherwise, unless specific written consent is given.

ANNEX 6: DEMONSTRATION TOOLKIT

Self-Assessment Tool

Screen shots of the demo version

The screenshot shows the top navigation bar with the SmartAgriHubs logo on the left and a user profile 'GK Gabor Kíraly' on the right. The main menu includes 'Latest', 'Open Call', 'Network', 'Lessons', 'Library', 'Training', 'Calendar', 'Tools' (with a notification badge), and 'Forum'. The left sidebar contains a menu with 'Introduction', 'Terms of use', 'Explanations', 'Questions', and 'Results'. The main content area is titled 'Self Assessment Tool for Competence Centers' and contains a welcome message, an overview of the tool's purpose, and instructions on how to use it. At the bottom of the content area, there are two buttons: 'Show more explanations >' and 'Get started >'. A 'Lenovo' logo is visible in the bottom right corner of the screenshot.

The screenshot shows the 'Terms of use' page. The navigation bar is identical to the previous screenshot. The left sidebar menu is also identical. The main content area is titled 'Terms of use' and contains a paragraph explaining the voluntary nature of the tool and the user's agreement to the terms. Below this, there is a bulleted list of conditions: 'Personally identifiable information from You won't be used by and shared with any 3rd parties.', 'Regional and total averages will be calculated for You for comparison purposes.', and 'Your evaluation is not public only the users connected to your organisation have access to it.' At the bottom of the content area, there is a button labeled 'Agree and continue >'. A 'Lenovo' logo is visible in the bottom right corner of the screenshot.

- Introduction
- Terms of use
- Explanations
- Questions**
- Results

More explanation

A Demonstration Toolkit for CCs has been created to help them increase their demonstration activities by assessing and identifying its current level and providing useful tools to improve them in size and quality. This Toolkit contains the following tools:

- Self-Assessment Tool (SAT)
- Demonstration Guideline and Quick Demo Decision Tool
- Repository of 'How to videos?' videos
- 'Prepare for Success' Tools.

Using SAT, you can get a clear picture of the quality and effectiveness of your CC's demonstration activities by evaluating key elements such as knowledge about target groups, message formulation, networking performance, as well as on-line and offline (on-site) demonstration performance.

Target group is a set of people you want to reach with your marketing message, as they're more likely to act after seeing it. People in the target group have certain characteristics which could be classified into three categories such as demographics, interests, and behaviour. Knowing and understanding your target group is critical, as the content, the tone of voice, the language, and the channel itself are all influenced by it.

Message formulation: Writing a message means creating not only the content of the message, but also its voice, tone, and style. Creating concise, clear, and convincing message is important because it can differentiate yourself from your competitors. Messages with authentic, useful information can create a sense of urgency and encourage action by which you can find potential partners / end-users and keep a fruitful relationship with them later on.

Networking performance shows the extent of your CC's network. With an extensive network of contacts, you can ensure the needs for your products and services.

Online demonstration performance means that online platforms offering a great opportunity to reach a large, targeted audience are used. By means of which also the impact and successful exploitation of your research results can be maximised. Online platforms and channels tend to be much cheaper than traditional advertising and promotion, so they can help your CC to do market research and reduce marketing costs at the same time.

Offline demonstration performance is widespread in agriculture. It includes fairs and exhibitions, farm demonstrations as well as farm visits / cross visits.

[Get started >](#)

- Introduction
- Questions**
- ✓ Target group
- ✓ Online demonstration
- ✓ Networking
- ✓ Message
- ✓ On-site demonstration
- Results

Self Assessment Tool for Competence Centers

Please answer all of the following questions

Target group

Do you regularly do market research?

- Never
- Rarely
- Occasionally
- Frequently
- Always

Do you differentiate your potential clients?

- No, I don't identify different client groups.
- Yes, I identify different client groups based on their main characteristics.
- Yes, and I provide personalised products/services.

How important is it for you to know your clients?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

How important is it for you to track consumer satisfaction?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

Do you have long-term vision regarding your target groups?

- No
- Yes

[Next step >](#)

Introduction

Questions

- ✓ Target group
- ✓ Online demonstration
- ✓ Networking
- ✓ Message
- ✓ On-site demonstration

Results

Self Assessment Tool for Competence Centers

Please answer all of the following questions

Online demonstration

How important is the design of your online demonstration for you?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

Is your website mobile friendly?

- I don't have a website
- No
- Yes

Which tools do you use for online demonstration?

- Infographics
- Blog
- Journal articles
- eBook
- Social media post
- Video
- Webinar
- Live stream
- Webcast
- Podcast

Do you provide opportunities for customer feedback?

- No
- Yes

[Next step >](#)

Introduction

Questions

- ✓ Target group
- ✓ Online demonstration
- ✓ Networking
- ✓ Message
- ✓ On-site demonstration

Results

Self Assessment Tool for Competence Centers

Please answer all of the following questions

Networking

How broad is your (most important) network?

- No network, I work alone
- No network, only partners
- It is a local network (national and at lower level)
- It is a regional network (across countries)
- It is a global network

Which of the followings best describes you?

- I'm an independent CC
- I'm still independent, but would like to join a hub/cluster
- I belong to a hub/cluster

How important is cross-sectoral cooperation to you?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

How important is it for you to intensify your networking activities?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

Have you created social media profiles for your business?

- No, it is not important for me
- No, but I'm planning to do so
- Yes, but I don't really use it
- Yes, I use it when it is important for me
- Yes, I use it continuously



Introduction

Questions

- ✓ Target group
- ✓ Online demonstration
- ✓ Networking
- ✓ Message
- ✓ On-site demonstration

Results

Self Assessment Tool for Competence Centers

Please answer all of the following questions

Message

How important is it for you to have the best content in your marketing communication?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

How important is it for you to have a marketing strategy?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

How often do you update your marketing communication?

- Never
- Rarely
- Occasionally
- Frequently
- Always

How important is it for you to adjust your messages to different client groups?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

How important is it for you to differentiate yourself from your competitors?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

Do you have any products/services that can be used in the agri-food sector?

- No
- Yes

Next step >



Introduction

Questions

- ✓ Target group
- ✓ Online demonstration
- ✓ Networking
- ✓ Message
- ✓ On-site demonstration

Results

Self Assessment Tool for Competence Centers

Please answer all of the following questions

On-site demonstration

How important is it for you to do on-site (e.g. on-farm, on your facilities) demonstration?

- Not at all important
- Slightly important
- Important
- Fairly important
- Very important

How often do you provide on-site demonstration?

- Never
- Rarely
- Occasionally
- Frequently
- Regularly

Do you have a planned procedure to follow in your on-site demonstration?

- Never
- Rarely
- Occasionally
- Frequently
- Always

Do you have skillful human resource to provide on-site demonstration?

- Deficient
- Sufficient
- Satisfactory
- Good
- Excellent

What kind of demonstration do you provide usually?

- Oral presentation
- Practical demonstration
- Interactive demonstration

Do you provide opportunities for feedbacks?

- No feedback options
- Informal talks during or after the event
- Structured evaluation form to be completed during the demo event or afterwards

Next step >

- Introduction
- Questions
- Results
 - General score
 - CC Overall score
 - What's next

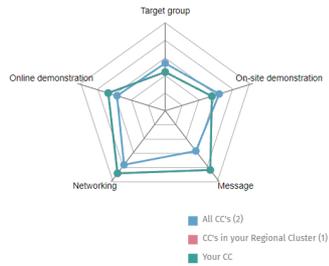
Results Self Assessment Tool

Institute of Agricultural Economics

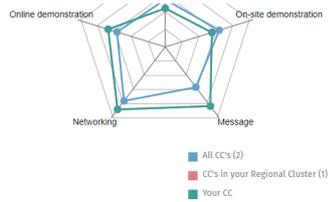
As better customer orientation, market focus, coordinated marketing including successful demonstration activities is a condition for profit production, you definitely need to know where you could use some improvements. As a result of using SAT, you will know exactly in which areas you might need to consider further improvements in order to become a visible and receptive actor within the digital ecosystem among your peers and competitors. If you think your result seems to be low / too low for a demonstration element, you should pay more attention to that. Some information, videos, and success stories were gathered in the Demonstration Toolkit that can help you improve your demonstration performance. You will find general information and useful tips on key demonstration activities in the Demonstration Guideline, you get inspired to learn about 'how' through the Repository of 'How to videos', as well as amazing ideas from the success stories gathered in the Prepare for Success tool will motivate you to a great extent. You can read more about the Demonstration Toolkit and the key elements of SAT in 'Show more explanations'.

[Download as PDF](#)

Results



- Introduction
- Questions
- Results
 - General score
 - CC Overall score
 - What's next



Overall results

Maturity level	Score	Result
Target group	2.2	Fair
Online demonstration	3.2	Average
Networking	4.4	Above average
Message	4.1	Above average
On-site demonstration	2.6	Fair
Total	67%	

What's next

By now, you have gained an impression of your demonstration performance, so you can start planning how to change those characteristics of your demonstration activity that you see in need for improvement. The SmartAgriHubs Demonstration Toolkit will be soon helping you on this journey with inspiring self-training tools. In the interim, thank you for your patience! We will let you know when the Toolkit is ready to be used.

Stay tuned for updates!

[Download PDF](#)

List of questions in self-evaluation form

TARGET GROUP

Nr	Questions	Scores
1	Do you regularly research your market (clients)?	
	Never	1
	Rarely	2
	Occasionally	3
	Frequently	4
	Always	5
2	Do you differentiate your potential clients?	
	No, I don't identify different client groups.	1
	Yes, I identify different client groups based on their main characteristics.	3
	Yes, and I provide personalised products/services.	5
3	How important is it for you to know your clients?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
4	How important is it for you to track consumer satisfaction?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
5	Do you have long-term vision regarding your target groups?	
	No	1
	Yes	5

MESSAGE

Nr	Questions	Scores
1	How important is it for you to have the best content in your marketing communication?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
2	How important is it for you to have a marketing strategy?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
3	How often do you update your marketing communication?	
	Never	1
	Rarely	2
	Occasionally	3
	Frequently	4
	Always	5
4	How important is it for you to adjust your messages to different client groups?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
5	How important is it for you to differentiate yourself from your competitors?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5

6 Do you have any products/services applicable in the agrifood sector?

No	1
Yes	5

NETWORKING

Nr	Questions	Scores
1	How broad is your (most important) network?	
	No network, I work alone	1
	No network, only partners	2
	It is a local network (national and below)	3
	It is a regional network (across countries)	4
	It is a global network	5
2	Which one of the followings describes you the best?	
	I'm an independent CC	1
	I'm still independent, but would like to join a hub/cluster	3
	I'm belonging to a hub/cluster	5
3	How important is cross-sectoral cooperation to you?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
4	How important is it for you to intensify your networking activities?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
5	Have you created social media profiles for your business?	
	No, it is not important for me	1

No, but I'm planning to do so	2
Yes, but I don't really use it	3
Yes, I use it when it is important for me	4
Yes, I use it continuously	5

6 Do you keep yourself updated regarding your (potential) partners?

never	1
rarely	2
occasionally	3
frequently	4
always	5

ONLINE DEMONSTRATION

Nr	Questions	Scores
1	How important is the design of your online demonstration for you?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
2	Is your site mobile friendly?	
	I don't have a website	1
	No	2
	yes	5
3	Which tools do you use for online demonstration?	depending on the marked items: 0->1; 1->2; 2->3; 3->4; 4 or more->5
	infographics	0/1
	blog	0/1

journal articles	0/1
ebook	0/1
social media post	0/1
video	0/1
webinar	0/1
live stream	0/1
webcast	0/1
podcast	0/1

4 Do you provide opportunities for customer feedback?

No	1
Yes	5

OFFLINE- DEMONSTRATION

Nr	Questions	Scores
1.	How important is it for you to do on-site (e.g. on-farm or on your facilities) demonstration?	
	Not at all important	1
	Slightly important	2
	Important	3
	Fairly important	4
	Very important	5
2.	How often do you provide on-site demonstration?	
	Never	1
	Rarely	2
	Occasionally	3
	Frequently	4
	Regularly	5
3.	Do you have a planned procedure to follow in your on-site demonstration?	
	Never	1

	Rarely	2
	Occasionally	3
	Frequently	4
	Always	5
4.	Do you have skilful human resource to provide on-site demonstration?	
	Deficient	1
	Sufficient	2
	Satisfactory	3
	Good	4
	Excellent	5
5.	What kind of demonstration do you provide usually?	
	Oral presentation	1
	Practical demonstration	3
	Interactive demonstration	5
6.	Do you provide opportunities for feedbacks?	
	No feedback options	1
	Informal talks during or after the event	3
	Structured evaluation form to be completed during the demo event or afterwards	5

Quick Demo Decision Tool

(Categorization of demonstration activities by the thematic questions)

What type of demonstration do you want to make?

Offline	Fairs / exhibitions
	Farm demonstration
	Farm visits /cross visits
Online	Social Media
	Infographics
	Website
	Podcast
	Webinar
	Blog
	Vlog

In what format do you want to make demonstrations?

Written	Blog
	Social Media
	Website
Oral	Fairs / exhibitions
	Farm demonstrations
	Farm visits /cross visits
	Podcast
	Social Media
Image	Infographics
	Social Media
	Website
Video	Webinar
	Vlog
	Social Media
	Webiste

What is the purpose of your demonstration?

Raising awereness

Social Media

Infographics

Website

Podcast

Webinar

Fairs / exhibitions

Knowledge transfer

Farm visits /cross visits

Farm demonstration

Fairs / exhibitions

Podcast

Social Media

Website

Blog

Vlog

Webinar

Infographics

Education

Farm demonstration

Farm visits /cross visits

Infographics

Fairs / exhibitions

Webinar

Peer-to-peer learning

Farm visits /cross visits

Farm demonstration

Webinar

Networking

Social media

Farm visits /cross visits

Fairs / exhibitions

Farm demonstration

Community building

Social media

Blog

	Podcast
	Vlog
Promotion of best practice	Social media
	Farm visits /cross visits
	Website
	Farm demonstration
	Webinar
Cross-fertilization among partners	Farm visits /cross visits
	Farm demonstration
	Social Media
cross-border demonstration	Farm visits /cross visits
	Farm demonstration
market research	Social Media
	Fairs / exhibitions

What audience do you target with your demonstration?

Professional partners	Fairs / exhibitions
	Farm demonstration
	Farm visits /cross visits
	Social Media
	Infographics
	Website
	Podcast
	Webinar
	Blog
	Vlog
Competitors	Fairs / exhibitions
	Farm demonstration
	Farm visits /cross visits
	Social Media
	Infographics

	Website
	Podcast
	Webinar
	Blog
	Vlog
Potential clients	Fairs / exhibitions
	Social Media
	Website

What is the size of your target audience?

Limited	Fairs / exhibitions
	Farm demonstration
	Farm visits /cross visits
Limitless	Social Media
	Infographics
	Website
	Podcast
	Webinar
	Blog
	Vlog

Demonstration Guideline

FAIRS / EXHIBITIONS / TRADE SHOW

GENERAL INFORMATION

What is a trade show?

A trade show is an event that brings participants of a specific industry together to display, demonstrate, and discuss their latest products and services. Major trade fairs normally span several days and are held at convention centers in bigger cities. Local trade events, which might be conducted at a local arena or hotel, allow local firms to engage with potential customers.

What is the difference between trade shows and trade fairs?

There is no distinction between a trade show and a trade fair. Business and professional exhibitions are referred to as trade shows in the United States, and exhibitions or trade fairs in Europe. Every country or region may have its own set of trade show regulations, and exhibitors must follow the organiser's statutory guidelines.²

What happens at trade fairs?

Trade fairs often provide:

- Exhibit space is available.
- Presentations or workshops.
- Possibilities to interact with the press.
- Networking events in the evening.
- Exhibitor events that are private.
- Presentations of awards

Who attends?

Agriculture industry; Technology suppliers (corporate, start-up); System integrators; Governmental bodies (local, regional, national); Food industry; Food retail; Farmers; Growers; Agricultural industry; Technology suppliers (corporate, start-up); System integrators; Governmental bodies (local, regional, national); Developers of projects; Finance/consulting; food logistics; research institutes; universities; non-governmental organizations; and more.

What it costs to participate?

While the cost of exhibiting or attending a trade fair varies widely, the following are common costs: Exhibitors

- Renting a booth.
- Creation of a professional showcase space through design and production.
- Transportation of the booth and its contents.
- Drayage costs, which are the costs of unloading the booth and moving into the exhibit flow.
- Travel and lodging for the people who will be working the booth.
- Promotional materials tailored to the occasion.
- Handing out samples or promotional products.⁴

The hidden costs of exhibiting at a trade fair

- Planning. The number of details involved in preparing, executing, participating in, and following up on a trade show/fair quickly adds up.
- Setup and Dismantle When displaying at a new location, there may be unforeseen labour expenditures.
- Transportation and storage. Is the event scheduled for the weekend or the week?
- Sales collateral. Providing product information to visitors at a trade show or a trade fair

Attendees

Attendees have expenses, too:

- Attendance fee
- Travel and accommodations for staff participating

Great reasons to exhibit at a trade fair

- Make contact with potential customers (highly targeted market, relationship builder).
- Strengthen your relationship with current customers (highly targeted market).
- Keep up with the latest advances in your field.
- Network with fresh companies that can assist your company (relationship builder).
- During the show, close deals with new consumers.
- Build (or re-establish) your brand.
- Find out what you're capable of.
- Rapidly grow your sales lead database.
- Address your target market directly (Face time).
- Make your sales and lead creation approach more effective (cost effective, sales leads).
- There are advantages for small businesses.
- Promotions that run all year.
- Chance to win a prize.
- Selling directly to customers.

PROS

Organizing trade fairs and exhibitions have several promising benefits mostly related to sales, marketing or advertising activities.

Benefits of trade fairs

- Make a long-lasting impression.
- Trade shows are fantastic face-to-face marketing opportunities.
- Possibility of generating leads at trade fairs
- Target Audiences at trade fairs lead to direct sales opportunities.
- Trade fairs are a cost-effective way to network and advertise.

Trade fairs level the playing field in marketing. Benefits of attending an exhibition

Exhibitions and trade fairs may provide a variety of benefits to your company, and failing to attend them could result in missed possibilities for growth. Exhibits may be extremely profitable marketing tools, with the following benefits:

- meet and connect with potential clients
- raise brand awareness
- get industry knowledge
- benefit from cost-effective marketing
- close deals
- learn what works and what doesn't
- launch a new product
- education

CONS

Besides advantages of trade fairs there are several potential pitfalls you should be aware of.

Disadvantages of trade fairs

- The perplexing atmosphere prevalent at major events.
- The excessive frequency of trade shows and fairs.
- Participation expenses are high and growing, including exhibit space, stand design and build, travel and lodging for personnel.)
- Competitors - it's probable that your competitors will be exhibiting as well.
- To attract the attention of potential consumers, you'll need to stand out.
- Results aren't guaranteed - despite your investment in displaying, no sales leads are guaranteed.
- Low turnouts - without big-name speakers or the proper exposure, trade shows and trade fairs may not attract enough attendees to make your participation profitable. Before deciding to exhibit at a specific event, do your homework. Check out how to pick the best trade show.
- Inadequate budget provisions result in losses or deficits.
- The incorrect fair - This might happen to certain Exhibitors if an organization does not make adequate attempts to learn exactly what their participants intend to promote at the exhibition.
- There isn't enough room for exhibits.
- A lack of understanding of Customs regulations.
- An issue with the shipment
- Participants who are dissatisfied.

TIPS

Steps to organize a trade fair

- Defining the trade show's purpose, objectives, and goals.
- Plan ahead of time for the event.
- Establishing an organization/steering committee.
- Analyse the demand and supply.
- Market research.
- A size and location analysis that is reasonable.
- Analysis of the budget and pricing.

Best practices for planning trade fairs & exhibitions

- Make appointments for customers and other show participants.
- Look for complimentary product coverage ahead of time.
- Show guides and daily show reports.
- Think about co-sponsoring.
- Delegate event booth management to a member of your marketing team.
- Organize your traffic efficiently.
- Spending a lot of money on trinkets to give away is a bad idea.
- Don't hand out literature to those who aren't eligible.
- Use discretion.
- Make use of games, raffles, contests, and other inventive kinds of entertainment.
- Don't position signs below table height since it won't be seen.
- Ensure that the appearance and messaging of your booth and brochure visuals are consistent with your website.

Tips for exhibiting at trade fairs

- Make sure your objectives are precise and quantifiable.
- Pick the "correct" show.

- Plan ahead of time and keep track of your deadlines.
- Think about how you're going to set up your booth.
- Don't forget to bring your marketing materials.
- Create a network everywhere you go.
- Follow up as soon as possible.

Stand out at your next trade fair with these clever ideas

- Begin well before you arrive.
- Give away something out of the ordinary.
- Use humour to create a stir among guests.
- Find out what you're up against.
- Take pride in your "As Seen On" features.
- Invest in an eye-catching exhibit.
- Give out larger reusable bags than your competitors.
- Be the life and soul of the gathering.
- Make the longest line possible.
- Make a video about your business.
- To grab people's attention, use innovative pranks.
- Take use of design.
- To attract more visitors, send emails ahead of time.

CONVINCING FACTS

Economic impacts

Exhibitions play an important role in a variety of industries across the world. Exhibition Trade shows are often seen as a celebration of achievement, with successful firms exhibiting and visiting.

Exhibitions are worldwide "meeting places" that are extremely cost-effective.

Trade shows and fairs have a catalytic/enabling effect.

Direct impact

The direct impact is the value-added contribution to the Gross Domestic Product (GDP) and employment within the industry, which includes organisers, venues, and other employees.

Indirect impact

The indirect consequence is that activity and employment are supported further down the supply chain, such as jobs generated at the factory of a stand/booth constructor.

Induced impact

The induced impact is employment and activity, which is supported by individuals who are working in the sector, either directly or indirectly, spending their earnings on products and services in the wider economy. This helps to support jobs in the businesses that provide these purchases, such as retail stores, consumer products firms, and a variety of service industries.

EventsEye is a useful and dependable free Web resource dedicated to major exhibits and trade shows across the world.

10 912	Trade fairs, Exhibitions and Conferences
21 275	Event's dates from Feb. 2021 to Feb. 2023
2 867	Fairs Organizers
162	Activity Topics
132	Countries

2246 Trade fairs related to Agriculture - Food Processing

Last update: May 15th 2021

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FARM DEMONSTRATION

GENERAL INFORMATION

What is a demonstration farm?

Demonstration farms are used to bridge the gap between research and farmers' actual experience. Their importance in the transmission of general knowledge, as well as in the implementation of significant governmental and public programs, cannot be overstated. Farmers get information and inspiration through demonstrations of innovations in order to create or improve the image of innovations.

A demonstration farm, sometimes known as a model farm, is a farm that is primarily intended to investigate or display various agricultural practices, with any financial profits considered a bonus. Educational institutions or government ministries frequently own and run demonstration farms. Land can also be rented from a local farmer. Universities' demonstration farms are utilized for more than just research. Examples are: Central Experimental Farm, Ontario, Canada; District Livestock Farm, India; University of Illinois Experimental Dairy Farm Historic District, USA; Belle Fourche Experiment Farm. Furthermore, a growing number of demonstration farms have been established to test various kinds of renewable energy, notably wind turbines and solar panels.

During the Industrial Revolution, model farms were popular as a means of imparting education to urbanized people and advocating better working conditions for agricultural employees. Inspired by the principles of the Enlightenment, farm structures were intended to be both attractive and functional.

What is a demonstration activity?

Farmers can get "an explanation, presentation, illustration, or experiment showing how something works" through a variety of methods.

PROS

Demonstration farms can be characterized with several positive traits for example in terms of interactive engagement or community building.

- Demonstration farms may provide actual examples of complete sustainable agricultural methods. If the created knowledge is applied, the major added values for end-users are to enhance the knowledge transfer system in agriculture.
- Demonstration exercises are effective at transferring knowledge.
- Interactive engagement with likeminded individuals or groups leads to innovation and adoption of new agricultural technology or techniques.
- Demonstration activities may also aid in the development of agricultural communities' networks, resulting in long-term sustainability and economic growth in rural regions.
- Demonstration farms have a long history and have shown to be an efficient way of assisting farmers with farm-level issue resolution. They provide a variety of possibilities to:
 - debate concerns with peers and professionals,
 - work together to solve difficulties,
 - keep track of experiments, observe and compare methods in comparable settings to their own,
 - and participate in hands-on activities
- A demonstration farm is a complex 'learning system.'

CONS

Demonstration farms imply a lot less disadvantages compared to its advantages.

- Documentation on agriculture demonstration activities in European countries is scarce and there is a lack of an inventory or on-line resources.
- In case of more than 20 farmers attending - it is difficult for everybody to see and hear or even more difficult for everybody to get opportunity for 'hands on' practice.

TIPS

A successful demonstration should:

- encourage strong observation skills,
- excite thought, inspire interest,
- illustrate elements of complicated topics on a tangible level, and
- serve as a starting point for debate.

A successful demonstration farm should provide the following:

- a positive and open learning environment in which farmers can ask questions, engage in discussion, and talk openly;
- time/space for questions and probing; and the opportunity for participants to come to their own conclusions and guide the learning agenda.

Explanations should include enough information to pique the audience's interest in what happened and why it happened, as well as a starting point for further investigation for those who require more knowledge.

In a physical environment, technical elements are easy to illustrate (e.g., outdoors or agricultural sheds).

Use the FarmDemo Training Kit - Design guide for on-farm demonstrations – that is a result of a strong collaboration between the 3 FarmDemo projects PLAID, AgriDemo-F2F and NEFERTITI

The Kit contains tools, resources, and a guideline aimed at improving the organization of farm demonstration events.

Discover the thematic networks of demonstration farms active in your region

The FarmDemo Networks are part of the NEFERTITI H2020 project. The project creates a highly linked network of well-defined demonstration and pilot farms across the EU. Through peer-to-peer presentation of methodologies, this network aims to improve topical information transfers, cross-fertilization across actors, and efficient innovation adoption in the farming sector.

CONVINCING FACTS

Through demonstration operations on commercial farms, the H2020 project "Peer-to-Peer Learning: Accessing Innovation through Demonstration" (PLAID) (2017–2019) intended to help European farmers in adopting agricultural technologies focused on better sustainability. An inventory of demonstration activities in European nations was produced, which included online sources. A searchable geo-referenced database with 769 farmers and 406 organizations entries around Europe, the establishment of a network among agricultural groups, the promotion of best practices, and the formulation of indicators for demonstration activities were among the deliverables. Demonstration farms are important component of advisory and extension systems and provide the blueprint for a number of different on-farm group learning formats.

YOUTUBE: The Cross Visit method - Exchange of experience about demo events across countries

<https://www.youtube.com/watch?v=faOyRFTw68Y&list=PLOYrtkIDkcdSYpStKvcqzyXS1uWBktT0T&index=4>

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FARM VISITS / CROSS VISITS

GENERAL INFORMATION

What is the difference between farm visits and cross visits?

One of the most complicated and costly activities in the educational system or in projects is the field trip/farm visit. Rather than being a stand-alone activity, a field trip should be designed as an essential component of the curriculum. Field trips help students learn more and gain practical experience. Field visits can help students learn more effectively, especially when actual learning experiences are paired with higher levels of cognitive learning. Field visits can give participants with immediate sensory motor experiences that aid in the development of abstract notions and can help them learn more effectively. Some farm visits are especially planned for educational trips, others are working farms with visitor facilities, and still others are working farms with no designated visitor facilities but welcome occasional visitors by previous agreement or via public rights of way.

When you take participants (for example, farmers) from one region to another to learn about different methods, you're doing a cross visit. A cross visit's goal is to demonstrate participants new and improved manufacturing methods. Peer-to-peer learning is facilitated, so they may see how it's done for themselves. They can collect data from other participants and share ideas with one another. Cross-visits have been used several times as a method in H2020 projects.

PROS

Pros of cross visits as a method

The approach may be used to organize exchange amongst experts in various locations who do comparable activities. The Cross Visit technique has a number of advantages:

- It allows partners to appreciate how they perform comparable work, learn about solutions they've discovered for difficulties they've encountered, and be inspired by approaches that appear to work.
- By examining what colleagues elsewhere are doing, it provides opportunity to reflect on the role partners play in their own system.
- Spending time together, traveling to new locations, meeting key players, and discussing what has been witnessed is far more effective in terms of learning than attending a seminar or training course where instructors attempt to impart their knowledge.
- The encounters provide the groundwork for long-term professional connections following the cross-visit. Many activities arose as a result of the interactions formed during the cross visits, which we dubbed by-products.
- An atmosphere where co-creation might emerge: discovering new solutions together, is shaped by equitable interchange between practitioners (no one pretends to know best).

CONS

Besides advantages of cross visits a few disadvantages need to be highlighted, too.

Cons of cross visits as a method

- When compared to a seminar where individuals gather and listen to presentations, the expenditures are significant. In comparison to a training course or consulting for creating case studies, however, the prices are fair, and the learning impacts are considerably greater.
- A facilitator with strong Cross Visit Method abilities and expertise is required.
- More efforts are needed to cross-analyze instances across nations while valuing the participants' knowledge.
- If the cross-visit must be conducted online, the major obstacle arises from technological issues, which are mostly caused by a lack of understanding resulting from the usage of several platforms (WebEx, Zoom, Teams etc.).

Cons of farm visits

- Trips to farms, like visits to other businesses, may be hazardous to one's health. Microorganisms such as E coli 0157 (a bacterium) and Cryptosporidium (a parasite) are carried by all animals, and some of them can be passed to humans. These, as well as Weil's Disease (which is spread by polluted water) and Lyme Disease (which is spread by infected ticks), can cause significant disease. The danger of infection, on the other hand, can be mitigated.

TIPS

Health considerations in case of livestock farming

Women, particularly young women participants, should be informed about the danger of infection from contact with animals that are giving birth or have recently given birth to anybody who is pregnant. This is especially true of sheep, but it also applies to cattle and goats.

Preparing for a farm visit in case of livestock farming

A preparatory visit is recommended for the Visit Leader to meet individuals who may assist them during the visit and to become familiar with:

- The farm's location and amenities
- Eating areas are segregated from places where there is any interaction with animals
- There are appropriate bathroom and hand washing facilities
- There is clear signage for visitors describing the hazards and measures to be taken
- Chemical-containing areas are secured
- Moving farm traffic is appropriately controlled, providing traffic-free spaces for groups to meet and be briefed.
- Any scheduled manual activity or use of machinery has been risk assessed.

Preparing for cross visits

It's crucial to remember that the purpose of the Cross Visit is for farmers and other participants to learn on their own. You must focus all of your efforts on creating the finest possible learning environment for them. This translates to:

- choosing the most appropriate farmers/participants to attend
- arranging the most appropriate sites for them to visit
- ensuring their comfort throughout the cross visit
- planning activities at each site to help them learn, understand, and remember what they see
- holding a feedback session on the day to help them reflect on what they have learned, and
- assisting them in sharing information with each other.

CONVINCING FACTS

Cross visits as a method in the H2020 AGRISPIN project

Cross Visits were a significant activity in the programme. Mixed teams made up of employees from AgriSpin partner organizations visited an area for 3-5 days to investigate innovation examples submitted by the partner who was hosting. There was a total of 13 Cross Visits.

The purpose of the cross visit is to see what support services can do to help farmers innovate. In AgriSpin, this was the primary question. The Cross Visits were designed to gather information on advances that had occurred or were in the works. The visiting team was mostly made up of support agents, which provided for lively discussions. A cross-European tour provided an opportunity for extensive informal encounters with colleagues from various parts of Europe. This establishes a foundation for ongoing communication once the project is completed. The following were the desired results of the cross visits:

- Insight about how to enhance the services provided.
- A better grasp of how innovation works.
- An approach to investigating innovative processes and the role of support service providers.
- A network of innovation support agents who are experts in their field.

The Cross Visit Method's main features: AgriSpin's partners were organizations that supported farm-level innovation. Colleagues were able to peek inside one other's kitchens as a result of the cross visits. In theory, each of the partner organizations hosted one visit. Colleagues from each organization were able to participate in a variety of visiting teams. For each of the partners, there were 7 to 10 opportunities to take part, and it was up to the organisation to divide these slots over one or more colleagues. The usual team size in AgriSpin ranged from 7 to 11 visitors and 1 to 6 hosts, for a total of 11 people visiting farms and other stakeholders. Only the teams in the initial combined cross visits in the Netherlands and Belgium were larger (19 and 17), allowing all partners to start at the same time.

Based on the experiences of the 13 Cross Visits, a group size of 8 to 12 people is ideal. In bigger groups, collecting all observations becomes a time restriction, or some individuals might not receive the attention they require. At least one participant should have prior group facilitation expertise and be familiar with the techniques that will be utilized during the cross-visit. Two is even better: one for the method and another for time keeping.

Cross visits as a method in the H2020 POWER4BIO project

The POWER4BIO partnership began cross-country fact-finding on the existing state of biomass across regions in the quest of transformational development and accelerated progress toward a "Organic Europe" based on a strongly biomass-based economy. (818351 is the number of the grant agreement.) Under the supervision of the consortium, the regions established an operational framework for cross-visits in keeping with the project's aims, with the purpose of reaching out to a wide variety of stakeholders to facilitate seamless bioeconomy adoption and transition across Europe. The consortium employed the very successful technique developed by the H2020 project 'Agri-spin' to jointly evaluate regional development and knowledge exchange to broaden societal reach on the benefits and future potentials of a bio-based economy. This was accomplished by hosting ten cross-regional visits that brought together various multi-actor groups (policymakers, practitioners, and academics) from each area. During the several modules of 10 cross-visits arranged under the POWER4BIO Project, 1 897 stakeholders were reached (for a total of 847 participants).

- **Main features of the Cross Visit Method:** The knowledge sharing and mutual mentorship across the areas were facilitated by a series of ten cross-visits (one in each participant region) that followed the extremely successful technique used by the H2020 project AgriSpin. Multi-actor groups (policymakers, practitioners, and academics) made up of a representative from each region visited the other regions in the project in person or virtually (online) to observe and debate real-world bioeconomy implementation examples. The two-day regional cross-visits allowed stakeholders to exchange and debate their experiences with the bioeconomy, as well as identify the major areas at the regional level where the Power4Bio Project might help with development or improvement. Members of the Community of Interest might be involved in the cross-visit planning. The cross-visits were designed to accomplish the following goals: Find and classify existing best practices across a wide variety of host locations. Identify relevant ideas, technologies, and knowledge that might help their own local players take use of biomass and side-streams resources in their region.
- Determine the sorts of stakeholders that should be included in the regional multi-actor network that will be used to share knowledge, information, and experiences in order to develop a regional bioeconomy plan.
- Identify regional requirements and impediments to bioeconomy development.
- Cross-visit implementation phases were as follows: Kick-off (In-depth discussion of region-specific issues)
- Field visits

- Reflections (Discussion of pre-defined thematic issues)
- Preparation of Feedback
- Social activity (Establishing of network which continue after the project)
- Symposium (Participation of decision makers and key actors are invited)

Each cross-visit program required to contain all modules, although partners might modify the sequence if necessary, especially if the event had to be planned online. The host areas came up with solutions to the linguistic barriers that arose during the cross-visits. The Agenda – that is, the substance of each module – was developed by the regions. They put forth a lot of work to discover, select, and invite the most interesting speakers. Involving both the appropriate speakers and the target audience proved to be a time-consuming effort in each case. Cross visits in the NEFERTITI project

A "cross-border demonstration" is a NEFERTITI Cross Visit that brings together managers of demonstration hubs and demo-farmers from across a network. Over the course of two days, participants visit 2/3 demonstration sessions and discuss technical and demonstration information in order to learn about novel agricultural practices from diverse countries, settings, and AKIS (Agriculture Knowledge Information System).

SUCCESS STORIES

Cross-visits organized in the framework of different H2020 projects such as H2020 AGRISPIN PROJECT, H2020 POWER4BIO PROJECT or NEFERTITI PROJECT.

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PODCAST

GENERAL INFORMATION

Origins of the word 'podcasting' can be tracked back to early 2000s, at the times of the revolution of portable music players. In 2004 a Guardian journalist was pondering about the new forms of audio production:

"With the benefit of hindsight, it all seems quite obvious. MP3 players, like Apple's iPod, in many pockets, audio production software cheap or free, and weblogging an established part of the internet; all the ingredients are there for a new boom in amateur radio.

But what to call it? Audioblogging? Podcasting? GuerillaMe-dia?"²⁷

Today we call this medium podcast and respect one of the key content delivery platform in the era of modern disintermediated audio distribution. Podcasts are digital audio files in a regular episodic format that listeners can download or stream using a suitable personal device.

Podcast are often compared to radio broadcast as episodes are usually centred around in-depth discussion between one or more hosts and guests on one topic. Radio broadcasts offer a "fixed-point linearity" meaning that listeners can only join the programme that is broadcasted. Podcasting, on the contrary, has its own uniqueness that can be illustrated by its limitless availability and listeners' engagement in selection and scheduling.

Although podcasting, at the beginning, was associated with its disruptive and democratizing nature that supports participatory culture, today the format is thriving in fulfilling demand of niche audiences interested in specialized content.

The fact that podcasting sounds and looks like radio has triggered paradigmatic debates on similarities and differences between the highly structured form of linear broadcasting and the disintermediated way of producing or experiencing auditory content. Radio clearly remains a reference point to podcasting, but it is seen now as a new mass media that "...has become a distribution route, as well as a space for innovation and remediation – where content can be shared with listeners in a ways that linear transmission systems cannot facilitate"²⁸.

PROS

- Podcast is a highly personal and intimate medium from both the podcaster and the listeners' points of view. Podcasters can create a personalized space with great freedom, while listeners can enjoy an intimate mode of listening.
- Podcasts today are consumed mostly through streaming services that multiplies its inherently great availability. It offers great convenient auditory experience that they can easily pull off, paused, or quit.
- Podcasts offer listeners high control over scheduling the time when content is consumed but requires active engagement regarding selection of content to listen to. The nature of self-selected listening leads to listeners giving their full and undivided attention to the content.

²⁷ Hammersley, B., 2004. Audible revolution. *The Guardian*.

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²⁸ Berry, R., 2016b. Part of the establishment: Reflecting on 10 years of podcasting as an audiomedium. *Convergence* 22, 661–671. <https://doi.org/10.1177/1354856516632105>

- If you want to demonstrate your niche expertise, you can do that by digging deep in a podcast. This highly adaptive medium is a perfect choice for to speak about cutting-edge knowledge and expertise.
- A credible voice can create a podcast where an audience of colleagues with similar professional or scientific interests regularly gathers and form a community that might include your next partner or client.
- With a podcast, you can easily track your listenership as podcasting platforms offer you accurate metrics of the numbers of subscription, downloads and listeners. These prompt, but simple feedbacks will help you evaluate your performance.
- Podcast is a low-budget demonstration activity. Initially, production cost does not cover more than a device with voice recording feature and Internet connection to upload your podcast. Undoubtedly, production can later shift to the use of more specialist equipment (such as microphones, editing software, sound proofing products). However, a "domestically situated 'studio'"²⁹ can perfectly satisfy the needs at the beginning.
- Podcasts are easy to make part of your demonstration mix as you can share your content via various social media platforms that will help you increase your visibility.

CONS

- Even though podcasts can form a community of experts from regular listeners, finding your audience might turn into a long and exhausting process. According to Edison Research and Triton Digital there were over 48 million podcast episodes as of April 2021. This figure help you anticipate that podcasting environment is just as "noisy" and competitive as any other social media domain.
- Maintaining a regular schedule depends on tiring and time-consuming activities. Preliminary research, recording, editing and promotion can take longer for small business operators, but practice, and a weekly or monthly editorial calendar, certainly makes the master of podcasting.

TIPS

- Build on interoperability and start promoting your podcast on social media, because devices (smartphones) used to visit social media platforms most frequently are the same as the ones used to listen to podcasts!
- Consistency and predictability are key features in gaining followers and building listenership. Post your podcast on a regular basis (weekly or monthly), preferably always on the same day!
- On average, 22 minutes is the length that a podcast listener stay connected for a podcast. This length is long enough to dig deep into the topic you want share your knowledge about!

²⁹ Berry, R., 2016a. *Podcasting: Considering the evolution of the medium and its association with the word 'radio.'* *Radio J. Int. Stud. Broadcast Audio Media* 14, 7–22.

CONVINCING FACTS

- Spotify, the platform with one of the largest footprint in EU market has over 299 million listeners across 92 markets worldwide
- Overall podcast listenership is on the rise both in Europe and in the US as podcast listeners tripled between 2015 and 2020 in Europe and doubled in the US in the same period.
- According to a 2018 study from WARC - Reuters Institute for the Study of Journalism, Spaniards were the most active podcast listeners as two out of every five Spanish people tuned into podcasts at least on monthly basis. The survey revealed that 28 % of Europeans had found time to listen podcasts in the previous month.

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SOCIAL MEDIA

GENERAL INFORMATION

What is social media?

Social media offers a great opportunity to reach a large, targeted audience, maximizing the impact and successful exploitation of your research results.

There are various social media platforms for different purposes like social networking, job networking and video sharing sites. For example, if you want to share longer technical updates, LinkedIn will be more suitable for you than Twitter, which typically has short messages. Social groups can also vary between social media channels.

The three most-used social networking sites in the world are Facebook, Youtube and Whatsapp with more than 2 billion users. Facebook Messenger, Instagram and Weixin/Wechat are also used by more than 1 billion people worldwide.

You can build your own profile or page on social networking sites like Facebook, Pinterest and Instagram, network with others and share information about your products or services. With a business profile, you can gain new followers, customers, and partners, as well as enhance your brand.

You can share your content as a video through video sharing sites like Youtube and others.

Job networking sites can be utilized to establish a professional business profile and connect with talented people for recruitment and development. LinkedIn is the largest professional network in the world.

Social-news websites such as Digg, StumbleUpon and Reddit allow users to exchange interesting news or links with others.

If you want to share information in your private network and establish a secure organisational network for knowledge sharing, you can do so through private social network services such as Yammer.

There are also location-based services like Foursquare, which help you connect with partners in your area.

The highest proportion of Internet users (36.5%) use social media to stay up to date with news and current events.

You need to select the social media channel that your partners use and matches the content you want to share and communicate with.

PROS

Advantages of social media

Using social media channels is a great way to demonstrate your activity because of their following benefits.

- **Cost effective** – Using social media for marketing purposes can be much cheaper than traditional advertising and promotion, so it can help your CC to do market research and reduce marketing costs.
- **Website traffic boost** – Social media content can help your website gain more visitors and increase its search engine rating. This could result in more sales and leads.
- **Partners / end-users attraction and interaction** – You can attract partners or end-users, improve services, and respond to feedback more efficiently via social media platforms. Positive feedback is widely disseminated and can persuade additional potential partners or end-users. Negative feedback highlights areas for improvement. Social media can also help your business to build partners / end-users loyalty and advocacy.
- **Target audience** – Every site has its own target audience; if you're looking for business partners, LinkedIn is the perfect place to go.

- **Easier recruitment** – Through job networking sites you can easily recruit skilled / qualified staff.
- **Stay competitive** – Social media can help you keep an eye on your competitors.
- **Market reach** – You may also expand your market reach by using social media, including international markets.

CONS

Like all platforms, social media also has its drawbacks. You need to be aware of its potential risks.

Disadvantages / risks of social media

- **Clear strategy required** – You need to have a clear marketing and/or social media strategy without which the benefits may diminish.
- **Resources required** – Because social media is immediate and requires daily monitoring, you need to devote resources to manage your social media presence, respond to feedback, and create new content. If you don't have someone able to manage a social media campaign, it can be a drain on your time and a potential distraction from your business, and if you don't actively manage your social media presence, you may not see any real benefits. Recruitment and training of staff and payment of content require expenditure.
- **Difficult to evaluate** – If you use social media for direct marketing purposes the return-on-investment in sales generated by social media advertising is easy to calculate, it is difficult to measure and place the monetary value of brand awareness and reputation related to social media.
- **Ineffective use** – Ineffective usage of social media is also possible. You need to be aware of how to use it without the risk of damaging the reputation of your Competence Centre.
- **Risks** – Negative feedback, information breaches, and hacking are all possible risks of online exposure. On your site, you may encounter undesirable or inappropriate behaviour, such as bullying and harassment.
- Whatever the hazards, having a social media plan and thoroughly preparing your policies and procedures ahead of time can assist you in managing them.

TIPS

In order to choose the right social media platform, you need to define your goals (e.g. improving trust, increase sales etc.), your target audience and your message. More precisely, the questions are what do you want to communicate and to whom? If you have a clear message, and you know your target group well, you can easily determine the best channel of communication. If you also have an inspiring story of your activity / product / services, you can draw your clients' attention and if you use search engine optimisation too, you can reach even more people.

- **Define your target audience**

A target audience is a set of people you want to reach with your marketing message, because they're more likely to act after seeing it. People in the target group have certain characteristics which could be classified into three categories such as demographics, interests and behaviours.

The target audience can be specified in relation to particular sectors (e.g. arable farmers, fruit growers), regions (e.g. specific province or international), their experience with a technique (e.g. novice or expert) or other characteristics (e.g. young farmers, 'innovative' farmers, students).

Well-knowing your target group is critical, because the content, tone of voice, language and the channel itself are all influenced by it. It is a key advice that the communication should focus on the perspective of the receiver, not the sender.

- **Define your message (content)**

The message content, its voice, tone, and style, may differ significantly based on the organization's identity and the communication's goals. To reach your target audience, consider the following suggestions:

Make sure that your language is easily understandable for your target group.

Your key messages should be concise, clear, and convincing. Messages should contain authentic, useful information that creates a sense of urgency and encourages action.

You should avoid passive wording.

Your key messages should contain relevant information that your audience finds appealing at an emotional level as well, beyond a logical or intellectual level.

Key messages should leave an impact on the mind that is easy to recall.

While creating key messages, you should consider the specific goals, priorities, issues, language, relationship to the CC, and other differentiating characteristics of the target audience that may assist effective communication.

- **Have an inspiring story (case study)**

You need to have an inspiring story about your activity / product / service because everyone loves stories and success stories even provide a competitive advantage. Success stories are great examples that can help people understand complex issues. If your partner has to deal with a similar problem, success stories can evoke empathy in them. Success stories are objective and therefore credible. A great way to prove a return on your investment. Success stories can also increase customer satisfaction.

CONVINCING FACTS

Convincing facts in favour of using social networking sites

According to We Are Social's "Digital 2021" survey

- the number of social media users is increasing dynamically. In 2020, when much of the world was in lockdown, 3.71 billion people were active social media users worldwide. Their number increased by 13.2% (+490 million) to 4.20 billion to 2021 compared to the previous year, which was the largest growth in the past three years.
- in 2021 January, 98.1% of Internet users, ages of 16 and 64, visited or used a social network or a messaging service, and 90.1% actively engaged with or contributed to social media, and 40.4% used it for work purposes while 27.5% for researching things to buy.
- in Europe, Northern and Western Europe has the highest percentage of social media users (79%), in comparison with Southern (72%), and Eastern Europe (65%).

According to Content Marketing Institute's "Annual B2B Content Marketing Benchmarks, Budgets, and Trends: Insights for 2021" report

- 79% of B2B marketers have a content marketing strategy that is constantly changing: 70% of them made significant or moderate changes due to the pandemic situation most B2B marketers have changed their targeting / messaging approach, editorial calendar, and distribution plan. As an impact of the epidemic situation, in-person events have dropped from 73 percent to 42 percent, while virtual events/webinars/online courses were used by 67 percent of respondents, up from 57 percent previously. The percentage of people who use livestreaming content has increased from 10% to 29%.
- 49% of respondents outsource at least one content marketing activity, which is mostly the content creation.
- social media channels (89%), email (87%), and their company's website/blog (86%) are the most popular ways for marketers to share content organically.
- 87% of brands want to build brand awareness and 81% want to build trust through social media.
- 81% of B2B marketers say their company measures content performance with metrics. The most commonly utilized indicator is website traffic (90%).

B2B organisations consider LinkedIn (82%) to be the most effective social media marketing platform, while Twitter (67%) and Facebook were also in the top 3.

Messaging is the most popular way to communicate with friends, family, and, increasingly, businesses. In the last three months, 61% of people in the UK have messaged a business. 53 percent of customers prefer to shop with a company that they can communicate with directly. More than one-fifth of the population considers corporate messaging to be the most current manner of communication.

Convincing facts in favour of using video sharing sites

- Videos are shared 1200% more times than text and images combined. No wonder, since our brains can process visuals 60,000 times faster than texts. 90% of all information passed to the brain is visual. The human brain is not only more accustomed to sight, but it also interprets visuals in an easier way. Studies show that 95% of viewers of a video remember the message spoken and seen in it, compared to those who read a text (10%). The average Internet user spends 88% more time on a website that also offers moving content than one that does not.
- Also, in agriculture, more and more people prefer video content even when looking for professional information online. Based on the nationally representative sample of 1,400 people, the preference ratio for text and video content in Hungary is 81:19 in favour of text content, but among Generation Y (23-38 years old) the same is 78:22.
- 91% of global internet users (aged 16 to 64) watched online videos in 2020.

Convincing facts in favour of using job networking sites

LinkedIn has 727.6 million potential audiences with the largest proportions of men aged 25 and 34 (34.3%). The proportion of women in the same age group was also high, more than a quarter of LinkedIn's global advertising audience.

Convincing facts in favour of having an inspiring success story

- Stories are up to 22 times more memorable than facts or figures alone.
- According to the 11th Annual Content Marketing Survey, 68% of B2B content marketers used case studies in the previous 12 months.

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BLOG

GENERAL INFORMATION

The evidence that blogging has been part of our internet pervaded life for a long time is that it was seventeen years ago, in 2004 when the Merriam-Webster online dictionary declared blogging the word of year by the number of look-ups.

Blogs are usually defined as web pages with various content, such as text, pictures, videos, sound files, that appear with timestamps in a reverse chronological order. Blogs also offer the opportunity for readers to respond to and comment any posts.

The reason why people start blogging in general is, that they are "driven to document their lives, provide commentary and opinions, express deeply felt emotions, articulate ideas through writing, and form and maintain community forums" (Nardi et al., 2004, p. 1).

However, there might be very different motivations in maintaining blogging practices from a Competence Centre point of view. According to Walker, research blogging practices can serve as a platform for political debate, a record of research results and discussions of academic life (Walker, 2006). Similarly, to that, Kjellberg describe six functions that research blogs can fulfil: disseminating content, expressing opinions, keeping up-to-date and remembering, writing, interacting, creating relationships. When it comes to motivations, there are three reasons can be identified: sharing, creativity and feeling connected (Kjellberg, 2010).

PRO

- Like many other ICT platform, blogging can help you bring together a community of people with similar interests. This can be particularly useful when your aim is to build your brand and awareness of what you offer to your next potential partners, clients or customers.
- Starting a blog is easy and does not require you to be a web designer. There are free-to-use blogging platforms with ready-to-use templates to host blogs and manage content (e.g., wordpress.com, blogger.com).
- In addition, there are lots of other resources (stock images, templates and courses), that might help your blog make a difference! Always be aware of copyrights!
- Creating and maintaining a blog is far easier, than doing the same with a traditional website and yet you can achieve significant outreach. Websites usually provide static content but posting frequently on your blog increase your visibility and builds your credibility.
- Blogs are easy to include into any online marketing campaign with hyperlinks or QR codes.
- Blogs are flexible and convenient to update, as any 3G, 4G and 5G compatible device can make it happen.

CONS

- Depending on the content and the frequency of updates, blogging can be a time consuming activity. The time it takes to create fresh content is perhaps worth more than what the content can generate.
- There is a strong competition for readers and followers' attention in the world of blogs: According to Internet live stats, over 8 million blog posts are published a day in 2021.
- Communication in written format does not come naturally for everybody. Grammar and spelling mistakes can easily spoil the sense of professionalism.

TIPS

- Share news and stories on your blog because it gives a personal dimension of your business!
- Make sure that you share your blog posts on social media platforms, so people can share it with others that directly helps search engines drive traffic to your website! Active social media use can lead new visitors to your blog and vice versa.
- The most important sources of traffic are Google SEO, Facebook and email subscriptions.
- Optimize your post for one main keyword that is likely get traffic to your blog. Keywords can be generated with keyword research tool.
- Use lots of images! Images not only break up the text, that enhances readability, but also increase visuality of your post!
- Short and concise posts catch and keep your readers' attention! Longer posts can be broken up by images or using bullet points!
- For more expert tips read this **WebSiteSetup** manual on how to start a blog in 2021?

CONVINCING FACTS

- According to Backlinko study, question title gets 23,3 % more social media shares than no question titles **Backlinko**
- According to WebsiteSetup study, 77% of internet users read and interact in a way with blogs **WebSiteSetup**
- According to a Hubspot study, beyond the omnipotence of videos, blogs and ebooks are the second most popular mediums in content services for marketers **Hubspot**

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WEBSITE

GENERAL INFORMATION

What Does Website Mean?

A website is a collection of interconnected, publicly accessible Web pages with a single domain name. Individuals, groups, businesses, and organizations can develop and manage websites for a number of objectives. The World Wide Web is made up of all publicly accessible websites. Many websites have a common layout with a homepage that links to other sections and information on the site.

The homepage (or simply "home") is the primary page of the website. The homepage is frequently used as a "hub" through which all other pages may be visited. A "parent page" is an internal web page to which numerous other sites are connected in a cohesive structure (such as a specific category of subjects). Every page is a unique HTML document, and they're all linked together via hyperlinks (or simply "links"), which might be grouped together in a navigation bar for convenience.

The footer, which is another repeating part at the bottom of every page, is another significant component of most websites. External links to comparable websites and other external resources are usually found in the footer, along with other important information like disclaimers, links to the terms of service, privacy policy, and contact pages, as well as the physical location of the organization that owns the site.

Websites are hosted on servers and must be accessed using a web browser such as Chrome, Firefox, or Internet Explorer (either on a computer or mobile device). A website can be visited directly by typing its URL address into a browser or by using a search engine like Google or Bing to find it.

Previously, websites were classified according to their top-level domains. • Government agency websites (.gov) are an example.

- Websites of educational institutions = .edu
- Websites of non-profit organizations = .org
- .com websites = commercial websites
- .info sites = information sites

Although these top-level domain extensions are still in use, they provide minimal information about the content of a website. The ".com" extension, along with many other country-specific extensions, is by far the most common domain in today's internet (.it, .de, .co.uk, .fr, etc.).

Tim Berners-Lee, a British scientist at CERN, built the first website in 1990. CERN declared three years later, in 1993, that anybody may access and utilize the World Wide Web for free.

Types of websites

On the Internet nowadays, there are billions of websites.

The most common types of websites are:

- Blog
- Corporate
- Ecommerce
- Portfolio
- Brochure
- Crowdfunding
- News or magazine
- Social media
- TV or video streaming
- Educational

- Portal
- Wiki or community forum

Static or dynamic website?

A static website is made up of a collection of HTML files, each of which represents one of the website's actual pages. Each page on a static site is a distinct HTML file. You are only viewing the real homepage file when you visit the site.

Even if two pages have the same content, such as a footer, the footers exist in two different versions. As a result, you must edit the footer on each page if you wish to make changes.

Static websites are simple to create, and this is how all websites were created in the early days of the internet.

What is a dynamic website?

When a visitor views a dynamic website, server technologies (such as PHP) are used to dynamically generate a webpage.

The server will locate a slew of various pieces of information when you type in a certain web address, which it will then combine into a single cohesive web page. A dynamic website is similar to a mosaic. As the viewer, you will see that pieced-together web page.

What are the benefits of dynamic websites over static?

- More flexible data
- Easier content changes
- Easier design improvements

Things Your Website Can Do (for Starters)

Your website can be used for a variety of purposes:

- Establish a presence.
- Assist in the development of trust.
- Obtain a listing in search engines.
- The contact point.
- Make use of social media.
- Make a profit.
- Disseminate the most recent information.
- Blog.
- Get to know your consumers. Learn about their wants, needs, and passions.
- The comfort of the customer. It's practically a need these days to provide clients with various methods to engage with your company. Anything less might lead to a loss of business.
- You will save money and time.

PRO

Advantages of a Business Website are as follows.

- Increasing the Number of People Who Hear Your Message
- Business Information Is Easily Accessible
- Information is easily exchanged.
- It can be kept up-to-date

- Publicity and advertising services are provided.
- Helps to expand the market
- You can protect your brand online.
- It improves credibility
- It saves money.
- It offers information on consumers. (You can use analytical techniques to figure out who your average consumer is.)
- Websites make handling customer service more convenient.
- Possibility of expansion (Websites, in general, are great ways to in providing a place that potential investors can be referred to.)

CONS

There are certain drawbacks to establishing a website for your company. In most cases, however, they are overshadowed by multiple benefits.

- If your website's content isn't updated on a regular basis, it may become untrustworthy.
- No one benefits from a website that crashes.
- Getting in touch with the right people is difficult (Due to the nature of the internet and the vast amount of businesses currently on the World Wide Web, reaching the proper target audience with your website may be challenging.) It's possible that there's a lot of competition in your market.)
- Negative publicity (If a client is dissatisfied with your service or products, they may feel compelled to air their grievances online and include your website in their review or comments.)

TIPS

Create a website to be visible online

If you don't have a website, you can easily create one to share relevant information about your activities / products / services. Some website builders offer free domain, SSL, business email and eCommerce features, and there are some that charge for these services.

In order to choose the website builder which is the best for you, you need to take into account what it offers including its features, its value for money, how much support is offered to you, and how easy it is to use. According to TechRadar, the top three website builders in 2021 were Wix, Web.com and Gator.

If you have chosen the appropriate website builder, you need to:

- register and get a domain,
- upload content, add text, galleries, videos etc. to your website,
- choose the most appropriate design to your content,
- publish your website and go live,
- drive traffic to your site e.g. with SEO tools.

Use search engine optimisation (SEO) to increase traffic to your site

Users can use search engines to look for content on the internet using keywords. The ability to be found in search engines is crucial to internet success. You will be more visible if you rank higher in a search engine's index, which implies, that more people will visit your site who can become potential partners / end users.

Google, Bing and Yahoo! are the most popular search engines with different market shares. Google has the highest percentage, while the rest make up a significantly smaller portion of the total.

Using a Business Website to Your Advantage

The benefits of having a company website significantly outweigh the drawbacks. Any firm should not miss out on the opportunity for improved visibility, advertising, and sales.

If you're considering building a website or updating your company's current website, do your research and due diligence to ensure that the effort is beneficial.

Steps to take next:

- Examine the websites of rivals and firms you admire critically. They might be from your industry or from somewhere else. Take note of the finest ideas you see if they have a similar product, service, or business strategy to yours. You may customize them for your company's website.
- Conduct a quick focus group or a user survey if you're thinking about upgrading or redesigning an existing website.
- To discuss establishing or upgrading your website, meet with a few Web designers. Compare techniques, service levels, competence, and pricing.

The following are some particular web-related tips:

- Only the most essential ideas are included in the site's header, which are carefully defined both in terms of meaning and expression.
- Avoid using huge and heavy pictures (size) since they take up space on the website and cause it to take longer to load.

Try to keep the number of fields on forms to a minimum, and don't ask for information you don't need merely to have it. Some visitors may alter their minds and leave your page if they are required to fill out lengthy forms. Consider that the shorter it is, the less likely it is that it will be filled.

- If you're using links, make sure the connected term properly specifies the destination.
- If the text is long, a light backdrop (ideally white) with dark font is recommended (preferably black).

The user may view more pages in the same amount of time by increasing the page's load speed and lowering the page's weight. It's not lazy to click on the links to continue surfing on a site where the pages load rapidly. Adding graphic components or complicated coding simply slows down sites, so no one will notice the improvement if the website is slow to load.

What is that a website should not contain?

- Animations in Flash
- Search engines, including Google Template editors, do not like the Adobe Flash plugin.
- Designs that have been reused
- Tables are used in the layout.
- Photoshop is used to create the layout.

What should you be looking for while visiting a website?

- Designs that are based on standards
- Templates that are customized and unique
- CMS-adjusted layer layout
- SEO (search engine optimization)
- Portability and usability
- Accessibility on the Internet

What themes can we use to capture visitors' attention?

- Information of high quality

- The visitor's ability to view and find the information they're seeking for in a timely manner
- Access to information is simple
- Presentation of an active website
- Compatibility, which allows the site to be seen on any computer or device.

CONVINCING FACTS

- Globally, there are over 40,000 searches every second, and 3.5 billion searches per day, which is a huge amount of selling opportunities to tap into.
- According to B2B Content Marketing Research (2021) during the content production process, 78% of marketers use keyword research tools for search engine optimization (SEO).
- According to that research, 6 out of 10 buyers want companies to provide online information about their business.
- There are between 1.3 and 1.8 billion websites as of January 2018, depending on which study or hosting provider is used. Many of these websites are inactive or seldom viewed, but they are nevertheless counted as part of the total.

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INFOGRAPHICS

GENERAL INFORMATION

What is an infographic?

According to Wikipedia, "infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly". It simply means converting information into images, charts, graphs, maps, or videos so that they can be visually digested. An infographic is a useful tool for presenting data and explaining complex topics in a way that leads to quick insight and better comprehension. It can be a tool to educate and inform others and a great way to build brand awareness.

Jaime Serra, one of the most important designers in the world for the previous two decades, believes that an infographic is "a form of communication that uses visual language and text. Both languages are complementary, part of a whole, and therefore can't be understood when separate".

Infographics have a long history, which dates back tens of thousands of years. They appeared as early as antiquity, many considering cave dwellers to be the first infographic designers.

Infographics can be used for a variety of purposes, from displaying key trends to raising awareness of charitable goals. They can also be used for education, such as online training.

Infographics can influence people to think deeply about a topic, consider buying a product / service, discuss a topic with friends or family, change their opinions or personal lifestyle. "The state of communications today is visual." Visual communication is by far the most prevalent delivery mode of advertising and marketing messaging today, and is even more popular than videos, blogs, articles, and podcasts.

PROS

Infographics can be powerful content marketing tools. They can be quite beneficial when used as part of a larger content marketing plan. You can reach a wider range of partners / clients with them, because of its following benefits:

- **Process faster, retain longer** – Neurological research has seen humans as highly visual animals that are able to absorb information more quickly when it's paired with appropriate visuals. The human brain processes visual information (images) much faster than text, and information is retained for a longer period, because most people forget most of what they read but remember what they see. Therefore, infographics are great for keeping up with our modern lives, the ever-shorter average attention spans.
- **Easy to digest** – Compared to long-form contents, infographics are easier to digest, because they allow the readers to refer to the content visually. Infographics help people understand and implement content by providing context.
- **Attention-grabbing** – As we are constantly bombarded with information via our computers, tablets, and smartphones, the challenge is no longer to get the information out there, but to persuade people to pay attention to it. Infographics grab your attention: people prefer looking at captivating images rather than reading large amounts of texts.
- **Engaging** – Infographics are more interesting and engaging than plain texts.
- **Great way to tell stories** – Infographics are a great way to tell visual stories. When you visually present your stories, they can really come to life which is much more positive than a simple press release or a blog post.
- **Linkable** – One of the reasons why infographics are being overused is that it is a great way to get links without attempting to promote it in any way.
- **Rapidly spreading** – Infographics are easy to share, so they can spread quickly on the Internet, giving other bloggers and writers something to talk about, and creator backlinks and exposure.
- **Increase sales** – Rather than spelling out the methods, benefits, and comparisons, an infographic can instantly and clearly show potential buyers why they should choose you

over competitors. Infographics can also increase traffic boost which helps you to increase your sales.

CONS

- **Information overcrowding** – You need to pay attention to the amount of information that you want to depict. Representing too much information leads to more difficult comprehension. The clearer the message, the easier it is to understand and absorb.
- **Design is important** – A well-designed infographic is one of the best ways to enhance interaction but when the design is inadequate, the benefits may be diminished.
- **Depends on your target group** – You need to consider that target groups may have different thinking and understanding. The representation of infographics depends largely on the partners / clients we make them for.
- **Depends on your content** – Infographics are not suitable for depicting all information, but they can make boring, long texts more interesting and colourful, which helps keep readers' attention.

TIPS

You can increase your engagement with a combination of carefully planned informative and entertaining infographics, and a solid outreach strategy.

Good infographics must be laser-focused, with a clear understanding of who the target audience is and what the main message is.

According to an eye-tracking study, the title of the infographics is one of the most significant textual elements. The strongest visualizations had good titles, which should be short, detailed, and sum up the main point in a few words. Pictures are also important: readers get additional associations from them that help them remember and retain information.

- With the following steps, you can easily create infographics:
- Create a concept
- Gather information/content
- Select a template

Choose an infographic maker site if you want to simply create infographic for your content. Many websites provide free infographic templates that are easy to fill up and share. The top 5 infographic maker sites according to SPINX Digital are the following:

- Canva.com
- Visme.co
- Venngage
- Piktochart
- Vizualize.me

For copyright reasons, be sure to put a logo and URL on the image.

CONVINCING FACTS

According to the webinar 'Visual marketing in 2016' (by SEJ ThinkTank and Nemanja Darijevic, the Creative and Development Director of Pixel Road Designs)

- human brain can process images 60,000 times faster than texts. People remember 65% of visual stimuli after three days, but only 10% of audio stimuli.
- consumers are 80% more likely to engage with information that includes visuals that are relevant to them. They receive 94% more views than content that does not have graphics.
- according to 93% of consumers, images are the most important deciding factors when making a purchase.

Infographics are three times more likely to be liked and shared on social media than any other content.

Visual assets are used by 80% of marketers in social media marketing, and tweets with images generate 18% more retweets than tweets without images.

According to The State of Infographics survey 2017

- 74% of marketers rely on visuals in their social media messaging.
- more than half of the businesses (56%) used infographics mainly for marketing and sales and an even higher proportion, 84% found them effective.
- the proportion of the businesses who used infographics for internal presentations / communications was 59%, while 43% used them for internal trainings.
- consumers preferred infographics over commercials, presentations, articles, and blog posts.
- infographics have the highest effectiveness in learning and retaining information (61%), while blog posts have the lowest (36%).
- the effectiveness of articles with images is 8 percentage points higher (46%) than that of text-only (38%).

SUCCESS STORIES

- A freelance self-taught artist created an illustration for a website of an agricultural holding company to present a complicated data about their assets in images. The main goal was to give prospective investors nice and fast access to basic information about the company. These 3D images attracted many links to the site as information from the company's activities is very easy to consume.
- Maps are a very popular type of interactive infographics, and if you have the right concept and data like Twitter had in 2021, they can be used quite effectively. They created the API based #onemilliontweetmap, which overlaid information into a live map. This map allows people to check who and what is tweeting around them as well as using hashtags and keywords to find what they are looking for, which was very popular as it generated 1.4 thousand backlinks.

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WEBINAR

General information

The first date of use of the term "webinar" goes back to 1998, when Eric. R Kolb tried to find the best way to describe that online meeting tool that his company had developed. Web and seminar the terms that created a third one. Web refers to its online nature, while seminar indicates a meeting where people gather to listen to a presentation.

By definition, a webinar is "*an occasion when a group of people go on the internet at the same time to study and discuss something*" (Cambridge Dictionary).

Webinars are usually live virtual events applied for presentations, seminars, lectures, workshops, trainings, or single meetings in virtual learning environment. A webinar can offer anything, that an in-person meeting can have. However, considering travelling and logistic costs, organizing a webinar is a far more budget-friendly tool, not talking about how convenient it is. The convenience of webinars can be simply demonstrated: webinars can be organized and accessed literally from anywhere as long as there is an internet connection. This feature has become very important over the periods of coronavirus pandemic when lockdown regulations kept people in their homes.

Webinars offers great potential for sharing information and knowledge and interacting with the audience through two-way communication. Using this platform can serve various purpose for Competence Centres, such as demonstrating activities, exchanging ideas and seeking for future collaborations. Hosting a webinar can convey an image of competence, expertise and visibility to potential partners and other stakeholders.

Pros

- Budget can be kept minimal when organizing a webinar. There is no need to spend money on travelling, venue booking and other services, that makes webinars a cost-effective tool of organizing meetings.
- As long as the platform allows, there is no limit to the number of participants.
- Thanks to the two-way audio-visual communication, webinar offer the opportunity for real-time interactions between presenter and other participants.
- Similarly, to podcasts, webinars have the advantage when flexibility and convenience is concerned. The ease of access allows to overcome geographic limitations.
- A good Power Point Presentation can be an engaging tool in webinar. Slides help you summarize the main points as a back-up, so you can spend more time discussing the message of your presentation. However, webinars nowadays can be featured with many other interactive and visual solutions that can increase your performance as a presenter and a facilitator. These solutions range from single presentation through real-time survey to digital white boards.

Cons

- The most obvious disadvantage of webinars is that they highly rely on technology. Reliable internet connection is one thing (both at presenter and participants' sides), but if participants are not familiar with functions (such chat, raising hand, sharing screens) that can break the flow of presentations leading to uncomfortable situations.

- Although webinars can facilitate active interactions, it is often challenging to engage audience in those dialogues. There is a sense of “dehumanized” feeling in presenting to our own screen and receiving very limited verbal and non-verbal signs, that normally comes from the audience in an in-person presentation.
- Much depends on participants’ motivation and their surroundings that the presenter cannot control or determine. Turning off microphone and camera allow participant to hide behind a passive observer role.
- The more participants attend, the less room is left for teamwork. Interactivity can easily lose its strength if there are too many passive participants in the audience.

Tips

- It’s never shamed to learn from someone with more experience. SmartAgriHubs Portal regularly provides updates on webinars covering various themes of agro-digitalization. Attend one or two webinars in your interest and learn best practices from real-life experiences!
- Compare webinar platforms to find the right one for your purpose!³⁰
- In most of the webinar platforms, presenter can use various tools and plugins to facilitate dialogues or collect feedback: breakout rooms for smaller groups, chat function for written communication, polls and feedback forms to collect reactions.
- Make sure that you record your session and send it to participants afterwards! This might help you assess your performance and give participants the opportunity to look after things they might have missed in the presentation.
- Think carefully of the date and time for your webinar! According to Livestorm, invitations are best to send out on Tuesday and Wednesday, while Wednesday and Thursday seem the best choice to schedule your webinars.

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VIDEO / VLOG

General information

Videos are great tools for communication and demonstration in this digital focused world because people prefer to watch videos instead of reading texts. Demonstration videos are becoming more essential in agricultural education, training, and extension. Filming has never been easier, as a built-in video camera is always with us on our smartphones. Many academics, advisers, farmers and practitioners record videos of their activities and their field observations. Videos are also increasingly being used in research projects as part of project dissemination efforts.

There are various agriculture related topics that can be covered and presented with videos. The PLAID project collected many of these topics: machine demonstrations, training Videos which are shot on site; tutorials on more complex topics; practical innovations and individual solutions from farmers; event videos; results of research; teaser videos; short video clips.

For Competence Centres, demonstration video is a great tool to introduce products and services to potential clients and partners. This will be surely preferred over lengthy written description. Expert demonstrations of products or services will convince your audience about your credibility and expertise.

Videos, that are linked to each other in a series can be called a vlog. Vlog is a blog using mostly video content instead of texts. Vloggers most frequently use the channel feature of YouTube in the prospect of large internal traffic. Vlogs are known about user generated videos, so there is no room for concern regarding starting your own production.

Pros

A video is the most effective way to engage with an audience in real time. Visual aids, after all, have the greatest influence on people. Because imagery is closely connected to memory retention, it has tremendous power.

The great advantage of videos over every other type of medium is that human brain retains visual content easier than written content. It means that the message is more likely to get delivered if watched than if read.

A vlog has the power to change the way we see the world, and it may have a big influence on business.

Vlogging is the way of the future and a lifestyle choice that only a select few can truly master. Nonetheless, it is a fantastic instrument for expressing yourself and the most enjoyable job one can have.

Benefits of starting a company vlog include:

It increases the number of visits through unrestricted sharing - Social media platforms make it simple for others to share your movies. Your vlog will be able to reach a far larger audience as a result of this sharing. The more amusing and useful your vlogs are, the more likely they will be shared. If you take the effort to develop compelling material, your vlog may become viral.

It improves search engine rankings. - **Search engine optimization (SEO) factor:** Google searches for video content account for more than half of all searches. And, in terms of SEO, videos remain the least competitive area. Brands that optimize their videos for search engines have a better chance of placing at the top of the results page.

It exhibit your products or services in the best possible light.

Audiences find it really **entertaining**. - Vlogs may be used to transform even a boring subject into something interesting and entertaining.

It has the potential to attract new possibilities.

It develops audience trust - As a business, you want to sell more items, gain more customers or clients, and continue in business (and preferably expand!).

It keeps you creative - Forcing yourself to do something fresh on a daily basis keeps you on your toes in terms of creativity. It allows you to present new thoughts and challenges to yourself, as well as communicate your message to your audience in a fresh new approach.

Relationships are formed through vlogs.

It demonstrates your knowledge or expertise. - Vlogs are seen to be an excellent method to promote yourself as a subject matter expert. Demonstrate to your audience that you understand what you're talking about. By giving useful information, you may earn their confidence. Tell them more about your company and products. They'll be more interested in doing business with you.

It does not take too much time and it is simple. You don't need to pay a video professional to conduct Vlogging!! It doesn't have to be a huge show!! Video blogs provide a greater emphasis on content rather than production complexity. Pick up a camera and start shooting if you have anything valuable to say. To get started, all you actually need is a camera with video capability and a computer.

Vlogs are **extremely popular among the younger demographic**. As a result, many B2C businesses, particularly those who demonstrate how to use items for sale, are seeing increased traffic.

Vlogs "go viral" far more quickly than blogs. This isn't to say that vlogs are just useful in B2C situations. Business executives are increasingly turning to video information to make business choices, which is why **video is so important in the B2B world**.

Cheap and not risky. - You don't have to spend a lot of money to start vlogging. You may also attempt vlogging without taking too many risks.

Cons

It is not suitable for every business: Vlogging is only suitable for companies whose product is visual or easy to display.

It might be costly to produce and invest in the beginning: Creating a video blog requires a camera and a video editing software. If you don't have one, you need to get it. If you can't edit videos and want to do it alone, learning about editing can be a time-consuming task. Outsourcing video editing is also an opportunity, but it can be costly.

Vlogs have little effect on search engine optimization (SEO): It's harder to optimize your site with videos because they don't contain text elements that search engines can read. Search engines won't crawl even if they're perfect for relevant searches because they have no idea they're relevant, so you need to use keywords in the title of your posts or write a short paragraph about the content of your video.

Videos require more bandwidth: It's also possible that your site loads slowly due to large-scale videos, which can make visitors impatient and leave your site.

Tips

- The quality of your final products depends a lot on the quality of equipment used for filming. There are many types of cameras (smartphones' built-in cameras, camcorders, reflex or compact cameras, drones), microphones, tripods are available depending on your budget and filming skills.
- Video production is not only about filming. Planning (selecting and structuring the topic, deciding on the type of narration) and editing are also parts of the production; therefore, you need to make sure to have sufficient time for these activities.

- Currently there is no better way of dissemination than placing your video on YouTube, where you can not only upload your content, but start your own channel as well.
- However, traffic will not find your videos without search engine optimization. Use your social media sites for cross posting! Find the best search keywords for the title of your video and never leave the description part blank!
- Present your business' newest innovations through live videos!
- For more information on how to produce informative specialist videos visit the Deliverables of PLAID project³¹

Convincing facts

- 1/3 of all online activity is spent watching video
- 88 % more time is spent on a website that has a video

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'Prepare for Success!' Tool³²

AUTOMATIC CONTROL, ROBOTICS AND MECHATRONICS RESEARCH GROUP (ARM) - (UAL)

The context of the Success Story	New generations of farmers are familiar with the use of digital technologies, but at the same time they need to gain experience, relying on the one hand on the advice of experienced farmers and on the other hand making use of digital decision support systems to facilitate their work.
The core of the Success Story	The ARM group (arm.ual.es) was created in 2000 with the aim of developing applied research that would contribute to the development of intensive agriculture in the province of Almeria (Southeastern Spain). During these years we have developed a multitude of initiatives related to greenhouse crop growth control and agricultural robotics. Since 2018, within the scope of the IoF2020 project, we have developed iVeg, a software solution that implements a new architecture to use greenhouse models as a service (GMaaS) within an IoT paradigm. The greenhouse climate and crop growth models are available in the cloud and they can be accessed as a service through Internet from any software tool or any device (computer, tablet or smartphone). On the other hand, the models can be accessed as DSS or as a simulator for control purposes. Experiences with local farmers has demonstrated the usefulness of iVeg.
Why is it a Success Story?	iVeg has been co-designed with the help of farmers, COEXPHAL (the Association of producers and exporters of horticultural products from Almeria) and the Coexphal Chair on Horticulture, Cooperative Studies and Sustainable Development. This alliance has helped to improve iVeg's performance in handling and displaying information, as well as to address problems related to the lack of robustness of the measurement equipment inside the greenhouse and to develop solutions that are adaptable to greenhouses with different levels of automation (including greenhouses without sensors, where iVeg feeds its models with data from nearby weather stations). Now it is reaching a maturity that it is difficult to find in other solutions that are adapted from other sectors without taking into account the singularities of greenhouse crop production.
The best examples of demonstrating the Success Story	iVeg was selected by Mathworks as a success story of the application of Matlab Production Server: https://es.mathworks.com/company/user_stories/universidad-de-almeria-develops-and-deploys-greenhouse-models-as-a-service-to-maximize-crop-production.html The iVeg architecture has been published by Elsevier: https://www.sciencedirect.com/science/article/pii/S2405896319324395

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FRAUNHOFER GESELLSCHAFT (FRAUNHOFER IPA)

The context of the Success Story	<p>The use of state-of-the-art information technologies has great potential for making agricultural processes even more efficient in the future. With trends such as "Precision Farming" and "Smart Farming", agriculture has recognized and made use of the possibilities offered by state-of-the-art technologies early on. However, there is still a lot of room for optimization in modern agriculture. To date, the complex cause-effect relationships in the biosphere have only been viewed in a fragmentary manner. Agricultural planning and work processes are often still not carried out efficiently and economically. A much deeper and broader understanding of these complex cause-effect relationships could significantly optimize higher-level decision-making and work processes. At the same time, the use of future-oriented digital services can make a crucial contribution to increasing the sustainability of agricultural measures.</p>
The core of the Success Story	<p>Our Fraunhofer lighthouse project "Cognitive Agriculture", "COGNAC" for short, aims to identify the interrelationships precisely and to make the results usable across the board. With "COGNAC", we interlink machine data from highly automated agricultural machinery and equipment. This will allow, for example, optimized monitoring and quality assurance of agricultural production processes over longer periods of time. These will be evaluated intelligently in order to make new, sustainable control models ready for deployment. In this project, we use innovative automation concepts and novel sensor technology to build a data-based ecosystem – an "Agricultural Data Space" – which shall become a milestone in digitalized agriculture.</p> <p>As part of the project COGNAC, various sensors for recording soil and plant parameters were developed, which have already been successfully tested in various measurement campaigns. The scope of the sensors ranges from nitrous oxide sensors and density measurements based on seismic surface waves to hyper- and multispectral camera systems that use AI-supported algorithms to determine, for example, the fertilizer saturation of the soil or differentiate weeds from crops using sensors.</p>

<p>Why is it a Success Story?</p>	<p>With the help of this new type of sensor technology, workers in the agricultural sector can derive targeted decisions and measures. Field robot or drone-borne sensors automatically record data and cognitively evaluate them in real time. In this way, plant protection and fertilization measures can be carried out precisely and as required. This saves costs on operating resources and is, at the same time, more environmentally sustainable.</p>
<p>The best examples of demonstrating the Success Story</p>	<p>Testing the technology with real farmers. You can find the details of COGNAC project here: https://www.ipa.fraunhofer.de/en/reference_projects/cognac.html</p>

INSTITUTO TECNOLÓGICO DE ARAGÓN (ITAINNOVA)

<p>The context of the Success Story</p>	<p>Approved PREPARE project (ongoing): ""Facilitating SMEs access to digital technologies for stock and logistics management optimization" Digital technologies are widespread among larger businesses to optimize stock management and logistics processes with impressive results in reducing costs and carbon footprint of operations. In the agri-food sector, by its nature, the optimization of these processes is critical. However, SMEs are lagging way behind, not only in the adoption of technology but also in the change of their mindset. Digital technologies feel far and inaccessible for many; and decision-making in these areas is rarely data-driven.</p> <p>Aragón DIH (ITAINNOVA) developed an AI based tool (Kajal) which can improve SMEs competitiveness by addressing forecasting, replenishment and logistics planning, all critical aspects for production planning, cost management and customer success. Sostenibles DIH (Sostenibles Network) is a digital network with +150 SMEs members in the organic agri-food sector in Spain.</p> <p>With support from RESPOND Open Call, developed a digital tool to facilitate SMEs access to the market, currently serving 50 SMEs nationwide.</p> <p>The consortium aims at preparing a project to facilitate the adoption of digital tools for stock and logistics management optimization among SMEs in Spain.</p>
<p>The core of the Success Story</p>	<p>Our broad experience in AGRO IT projects, as some ongoing ones: https://policycloud.eu/Policy ; https://grapevine-project.eu/</p>
<p>Why is it a Success Story?</p>	<p>On the technology side, the consortium will conduct a technical assessment on the requirements to adapt the tool Kajal developed by ITAINNOVA to the use-case scenarios of SMEs; as well as the feasibility of integrating the tool in the IE Market sostenibles.</p> <p>On the user side, the consortium will conduct user research to identify SMEs needs, use-cases, business impact, and potential bottlenecks in technology adoption. Research will help to refine needs assessment and requirements to adapt the tool, and it will inform the preliminary selection of SMEs willing to participate in the IE.</p>
<p>The best examples of demonstrating the Success Story</p>	<p>No dissemination activities performed so far</p>

DIH FAUBOURG NUMÉRIQUE

The context of the Success Story	To leverage IoT and Machine Learning for the support of beekeeping operations: save bees to save the world!
The core of the Success Story	To use low cost sensors installed in beehives, To use Machine Learning To correlate data and deliver décision making support in a relevant and comprehensive manner.
Why is it a Success Story?	The collaboration of the SME (hostabee) and the DIH (Faubourg Numérique) helped the intégration of professionnall beekeepers in the co-desing pocess and the adoption of FIWARE technology. The B-keep solutions is now sold everywhere in the world (see FIWARE marketplace.
The best examples of demonstrating the Success Story	https://youtu.be/6ZZBsj8ZHFQ

FIWARE INNOVA IHUB

The context of the Success Story	The co-founders of Agricolus, an innovative startup founded in February 20217 in Perugia, decided to use in Italy the innovative technologies for agriculture, already widespread in America, to help farmes struggling with sudden cliate change to better manage an monitr their crops.
The core of the Success Story	Agricolus, an innovative startup working in Smart Farming sector, was founded in February 2017 in Perugia, Umbria, the "green heart" of Italy. It aims to support farmers and professionals in simplifying and enhancing the work in the field and help them to reach the sustainability objectives requested to the agriculture sector, by using innovative technologies of data collection and analysis.
Why is it a Success Story?	<p>What's new, with Agricolus, is having a lot of different tools available within a single, easy-to-use platform, able to integrate data from different sources and provide farmers with a complete Decision Support System (DSS). The platform is accessible direcly from the web by creating an account and it is composed of main application of precision agriculture such as geolocated field mapping, satellite imagery with vegetation indeces, forecast models for phenology, iiragtion, pest and diseases and so on.</p> <p>Thanks to Agricolus, farmers can improve yield quality by reducing the use of inputs (water, treatments, fertilizers) and plan the organization of tasks in order to reduce and make more effective field activities carried out by collaborators.</p>
The best examples of demonstrating the Success Story	https://www.agricolus.com/en/

FIWARE SPACE

The context of the Success Story	Despite the wide strides made towards digitalisation in the last few years, the agri-food sector still finds itself relying on old methodologies, with a steep learning curve and high prices on state-of-the-art technologies delaying widespread adoption by farmers. An integral, modular, easy-to-access platform is needed to alleviate these issues and help close the existing digital divide.
The core of the Success Story	Despite being a technological development company, Ventum Innovación traces its roots directly to the agro-sector, having been involved in the Extremenian livestock industry since the company's inception. As such, it is equipped with an intimate understanding of the industry's needs, both at the executive and operational levels. Born from these needs, the Gavilan management platform provides a data broker from which all the information needed to ensure the proper operation of a livestock farm - gathered by a multitude of sensors installed throughout the premises - can be accessed, via mobile app.
Why is it a Success Story?	Ultimately, the Gavilán platform addresses problems encountered by farmers on a daily basis. Its layout and user interface is designed to be as intuitive and unobtrusive as possible: in a working day's schedule, the farmer must be able to access all the information they need within the time it takes to have a morning coffee. Gavilán provides this information, at the touch of a screen.
The best examples of demonstrating the Success Story	https://www.youtube.com/watch?v=Sg_7UC3renE

WAGENIGEN ECONOMIC RESEARCH I

The context of the Success Story	Wageningen Economic Research: Developing and implementing Digital Technology is not only a technological challenge but also requires support of social sciences and humanities on the business and social implications.
The core of the Success Story	In the period 2017-2020 Wageningen Economic Research supported a set of 33 Use cases in the Iof2020 project in developing viable business models and finding the way in the complex issue of data sharing..
Why is it a Success Story?	The use cases were primarily driven by private sector companies, in the first phases these companies didn't like to be supported on business and ethical issues. At the end of the project most of of them were very happy and mentioned the support really helped them to overcome tricky issues.
The best examples of demonstrating the Success Story	https://www.iof2020.eu/library/demo

WAGENIGEN ECONOMIC RESEARCH II

The context of the Success Story	Joindata is a project where different agrifood companies and farmers (organizations) are working on an infrastructure to share data in a safe environment. Our support was mainly on bringing parties together and
The core of the Success Story	The partners in Joindata are still working on the challenge to overcome the fear of other partners mis-using their data.
Why is it a Success Story?	The partners in Joindata are still working on the challenge to overcome the fear of other partners mis-using their data.
The best examples of demonstrating the Success Story	https://www.iof2020.eu/library/demo

BASSCOM AND AGROHUB.BG

The context of the Success Story	By 2050, the rate of increase for the Earth's population is expected to double the demand for agricultural produce. But, considering the scarcity of water, lack of arable land and climate changes, even at this present moment, it is obvious that agriculture needs to immensely increase its productivity, while increasing the efficiency of resource utilization. Which is more, we are seeing major environmental policies like the Green Deal being enforced in agriculture. Those policies require more efficient usage of natural resources and a cleaner, healthier agricultural produce. Precision irrigation and fertigation with ONDO will help farmers to meet the requirements of the new agricultural policies while at the same time increasing their competitiveness on the global markets.
The core of the Success Story	<p>ONDO Solutions has been founded in Jan 2020 by a team of IT and agriculture experts.</p> <p>Our company's team of agricultural experts and agronomists have solid experience in the building and integration of solutions for automated drip irrigation, precise plant nutrition and climate control for greenhouses and open fields. Together with a skilled team of experienced software and hardware specialists, they work to create a reliable technology solution that meets the needs of farmers while keeping it easy to use and integrate with any existing farm infrastructure.</p> <p>ONDO's key solution is an automated system for precise irrigation, fertigation and climate control for various crops, grown in both greenhouses and open fields.</p> <p>ONDO hardware and software solution includes:</p> <ul style="list-style-type: none"> • a controller that connects to and manages the farm infrastructure for irrigation, fertigation, climate control • specialized software allowing farmers to automate and monitor remotely all irrigation, fertigation and climate control processes. <p>Farmers create irrigation and fertigation programs and schedules and define their target temperature and humidity (for greenhouses). The system then takes over the</p>

	<p>management and control of the connected infrastructure so the schedules get executed and targets met.</p> <p>With ONDO, farmers can save up to 85% of irrigation water, save up to 50% of energy and reduce human error-caused losses with up to 60%!</p>
<p>Why is it a Success Story?</p>	<p>It is a general understanding that the farming sector is quite conservative, that farmers, particularly small and mid-size ones, are unwilling to adopt new technologies, that they are incapable of using them and so on. While this might be true for part of the farmers, the reality is that the majority of them, regardless of their farm size, are quite eager to use digitization to optimize and automate the processes on their farms, when they are aware of and convinced about the benefits that can reap.</p> <p>But they do face issues with the affordability, ease of use, continued support and figuring the benefits of the agritech solutions which makes them often reluctant to make an investment in such solutions. ONDO's subscription-based business model is aimed at tackling exactly those issues.</p> <p>ONDO competitive advantage is based on:</p> <ul style="list-style-type: none"> • Advanced technology ensuring plants get just the resources they need; • Easy farm automation and control platform that farmers can use on any mobile device, 24/7; • Low upfront cost and annual subscription-based payments, for easy onboarding of any farmer. The annual subscription includes remote access, full warranty, weather forecast and other extra services; • Easy integration with any existing farm infrastructure - valves, pumps, vents, thermal screens, etc; • Reduced human labor force needs and errors thanks to the automation of routine processes; • Huge time savings for the farm owner or manager - so he can refocus to taking more important decision for his business; • 24/7 support (in English only), remote upgrades of the system; • Option for full warranty throughout the subscription period - includes free replacement (parts + replacement service) for any failed equipment supplied by ONDO (does not include valves, pipes and similar). <p>At present, the solutions offered by ONDO have been installed and are successfully working in the greenhouses and open fields of 15+ farmers in Bulgaria and North Macedonia. The company has successfully accomplished its planned pilot projects, developed its software platform, as well as the hardware solutions, has won 7 of the most prestigious awards in the sphere of technology and innovations in Bulgaria. In the 2nd year of its existence Ondo Solutions completed a new investment round of 1 million euro and is now looking forward to positioning itself on the Israeli market.</p>

	A business can only succeed if it helps its customers to be successful themselves. And we believe that a subscription-based business model allows ONDO customers to adopt precision farming automation and reap the huge benefits of it in the long run, having an efficient, reliable and supportive partner in the entire journey.
The best examples of demonstrating the Success Story	https://ondo.io/clients/ https://ondo.io/company/news/ https://www.agritechtomorrow.com/news/2021/07/19/ondo-smart-farming-solutions-raises-new-seed-funding-of-1-million-euro/13028/ https://www.pressreleasepoint.com/ondo-releasing-new-mobile-app-its-weather-station-ondo-weather https://www.startus-insights.com/innovators-guide/discover-5-water-management-startups-you-should-watch-in-2021/?fbclid=IwAR3Gryau1Y4het3A2x7jNXsipzWI-KVjMCcMMRZgUH7oEi08rAwvcATLOy0 https://www.prfire.co.uk/press_releases/ondo-awarded-startup-company-of-the-year-at-bulgarian-bait-awards https://www.agritechtomorrow.com/content.php?post=12685 https://www.prfire.co.uk/press_releases/ondo-receives-the-innovative-startup-grand-award-in-a-contest-taking-place-under-the-patronage-of-the-president-of-bulgaria https://www.prlog.org/12847216-ondo-releasing-proprietary-weather-station-for-measuring-climate-and-soil-data.html https://www.automation.com/en-us/articles/november-2020/ondo-most-innovative-company-award-bulgarian https://www.agritechtomorrow.com/content.php?post=12331 https://www.prfire.co.uk/press_releases/ondo-smart-farming-solutions-receives-the-business-debut-of-year-2020-award-at-bulgarian-b2b-media-awards https://www.youtube.com/channel/UCPXk2tWLoShwYcSSM5FQTQ

IOT DIGITAL INNOVATION HUB

The context of the Success Story	This is the application of an advanced technology project in the wine sector, which will benefit from its application in a border territory on the periphery of the European Union and which needs this technological boost to improve its market position.
The core of the Success Story	The application of new technologies to make palletising more efficient within the factory so that the company's logistics can benefit.
Why is it a Success Story?	The application technology is clearly advanced in the wine industry. In particular, the application of artificial intelligence allows the optimisation of work routes in such a way that, for

	example, downtimes are eliminated and the production system benefits.
The best examples of demonstrating the Success Story	

ILVO

The context of the Success Story	To realize a sustainable agriculture, the use of agrochemicals will have to be reduced 50% by 2030 as envisioned by the European Green Deal. This reduction in chemicals can be realized by site-specific spraying - i.e. to spray only there, where it is actually needed.
The core of the Success Story	A drone and AI could catalyze this usecase by detecting weeds and generating weed presence maps that can be used by a spraying machine. The drone component was covered by the robotics start-up Exobotic, while the AI part was provided by Robovision. The solution was developed in an agile way, with testing in real, agricultural environment and realtime feedback.
Why is it a Success Story?	The use case showed that farmers could reduce up to 80% in herbicides by detecting weeds in maize and apply site-specific spraying. The story demonstrated how existing solutions from different providers could be combined into a single successful application.
The best examples of demonstrating the Success Story	https://www.youtube.com/watch?v=hmUygtWGeVU https://kanaalz.knack.be/nieuws/hogtechnologische-precisielandbouw-laait-forse-besparing-op-herbiciden-toe/video-normal-1750595.html https://www.youtube.com/watch?v=pF-CbbeQnCk

Repository of 'How to videos?'

FAIRS / EXHIBITIONS / TRADE SHOW

10 Things to Consider When Organizing a Trade Show or Expo

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Check out at https://www.businessexpoctr.com and on other social media sites! Facebook: https://www.facebook.com/BusinessExpo... Yelp: http://www.yelp.com/biz/business-expo... Twitter: https://twitter.com/BizExpoCenter Pinterest: http://pinterest.com/bizexpoctr/ LinkedIn: https://www.linkedin.com/company/busi...
Clear instructional messages	yes	-
High quality audio-visual display	yes	-
On-screen texts	yes	only on-screen texts
Time saving length	yes	2:32
Well-presented content	yes	-
Views – high number?	yes	20,013 views since Jun 6, 2014 (last update: 22.10.2021)
Other	-	-
URL	-	https://www.youtube.com/watch?v=I4C08cxc1Ic

How to Prepare for Successful Exhibition & Trade Show

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	https://www.milople.com/
Clear instructional messages	yes	-
High quality audio-visual display	partly	clearly understandable
On-screen texts	partly	on chart
Time saving length	yes	3:54
Well-presented content	yes	-
Views – high number?	yes	13,736 views since January 2, 2017 (last update: 22.10.2021)
Other	yes	not native speaker
URL	-	https://www.youtube.com/watch?v=r6mVryaAKTQ

How to Create a Virtual Expo

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	https://www.accelevents.com/blog/create-a-virtual-expo/

Requirements	Fulfilled? (yes/no)	Other information
Clear instructional messages	yes	–
High quality audio-visual display	yes	–
On-screen texts	yes	–
Time saving length	yes	1:31
Well-presented content	yes	–
Views – high number?	no	2,025 views since July 8, 2020 (last update: 22.10.2021)
Other	–	–
URL	–	https://www.youtube.com/watch?v=eK9UdHC5v2M

How to Set Up Your Virtual Trade Show in Minutes

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	www.eZ-Xpo.com
Clear instructional messages	yes	–
High quality audio-visual display	yes	–
On-screen texts	no	–
Time saving length	yes	–
Well-presented content	yes	–
Views – high number?	yes	13,524 views since March 5, 2018 (last update: 22.10.2021)
Other	–	–
URL	–	https://www.youtube.com/watch?v=usnsdMRM-O8

How to host a virtual event

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	https://www.epiphan.com https://www.epiphan.com/blog/virtual-...
Clear instructional messages	yes	–
High quality audio-visual display	yes	–
On-screen texts	yes	ppt form
Time saving length	yes	compared to an in-person course – 1:09:00
Well-presented content	yes	–
Views – high number?	yes	13,038 views since March 31, 2020 (last update: 22.10.2021)
Other	–	–

Requirements	Fulfilled? (yes/no)	Other information
URL	-	https://www.youtube.com/watch?v=OvNurYT2mSQ

Farm demonstration

Farm Demo YouTube Channel

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Farm Demo presents agricultural demonstration activities across Europe. This channel is part of the H2020 project NEFERTITI and covers the following topics:
Clear instructional messages	yes	-
High quality audio-visual display	yes	-
On-screen texts	yes	-
Time saving length	yes	
Well-presented content	yes	-
Views – high number?	yes	230,080 views since February 10, 2017 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/channel/UCdigVLNjyy5YrAdHl5G2frA/about

FARM VISITS / CROSS-VISITS

Tips on how to increase interaction during your demo event

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	FIBLFilm https://farmdemo.eu/
Clear instructional messages	yes	-
High quality audio-visual display	yes	-
On-screen texts	yes	-
Time saving length	yes	2:21
Well-presented content	yes	-
Views – high number?	no	374 views since July 1, 2019 (last update: 22.10.2021)
Other	-	-
URL	-	https://www.youtube.com/watch?v=cb7zc4fNxDw

Peer-to-peer learning in farmer working groups

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	https://farmdemo.eu/
Clear instructional messages	yes	
High quality audio-visual display	yes	in German with English subtitle
On-screen texts	no	
Time saving length	yes	4:13
Well-presented content	yes	
Views – high number?	no	171 views since January 29, 2018 (last update: 22.10.2021)
Other	yes	funded by H2020 project
URL		https://www.youtube.com/watch?v=Td4oOCYXLLM

How to prepare a demo-event - 10 Tips by Sandra Hayes, TEAGASC

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	https://farmdemo.eu/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	key points
Time saving length	yes	4:48
Well-presented content	yes	
Views – high number?	no	522 views since July 8, 2019 (last update: 22.10.2021)
Other	yes	funded by H2020 project
URL		https://www.youtube.com/watch?v=dIAIBeMTVbk

Podcast

How To Start a Successful Podcast: The Ultimate Guide for Beginners

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is made by Learn with Shopify channel that focuses on small business-related topics https://www.youtube.com/c/learnwithshopify/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	

Requirements	Fulfilled? (yes/no)	Other information
Well-presented content	yes	
Views – high number?	no	1,674 views since January 26, 2021 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=nJZ-qeNNRJY&ab_channel=LearnWithShopify

Buzzsprout Channel

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Maintained by the podcast platform Buzzsprout, this channel offers regularly updated tutorial videos on every aspects of podcasting
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?	no	8,437,258 views since December 6, 2013 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=nJZ-qeNNRJY&ab_channel=LearnWithShopify

How to Start a Podcast 2020 | Equipment & Guide for Beginners

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This vide takes viewers through the process of setting up Podcast equipmet
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?	yes	433,604 views since March 23, 2020 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=HMITDLMW5EM&ab_channel=IndyMogul

Social media

How to Do a Marketing Plan?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is a complete guide in the topic from an award-winning social media management company. https://www.lyfemarketing.com/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	Subtitle is also available.
Time saving length	yes, each section is 1-2 minutes	Total time of the 13 sections is 23:11
Well-presented content	yes	
Views – high number?	yes	12,760 views since November 3, 2020 (last update: 22.10.2021)
Other	yes	Up-to-date information (2021)
URL		https://www.youtube.com/watch?v=xPaKMeFAbj4&ab_channel=LYFEMarketing

How to Create Marketing Message?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This is a video from StoryBrand, which have several online courses and trusted by 10.000 organisations. https://storybrand.com/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	3:09
Well-presented content	yes	
Views – high number?	yes	27,290 views since July 25, 2019 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=oDe6dAfC_dI&ab_channel=BusinessMadeSimple%2CpoweredbyStoryBrand

How to Attract People to Your Brand?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This is a video from StoryBrand, which have several online courses and trusted by 10.000 organisations. https://storybrand.com/

Requirements	Fulfilled? (yes/no)	Other information
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	3:32
Well-presented content	yes	
Views – high number?	yes	37,436 views since May 22, 2019 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=LCU5vYJFfPw&ab_channel=BusinessMadeSimple%2CpoweredbyStoryBrand

How to Choose the Right Social Media Platform for Your Business?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is a complete guide in the topic from an award-winning social media management company. https://www.lyfemarketing.com/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes, each section is 1-2 minutes	Total time of the 9 sections is 18:58
Well-presented content	yes	
Views – high number?	yes	6,642 views since November 10, 2020 (last update: 22.10.2021)
Other	yes	Up-to-date information (2021)
URL		https://www.youtube.com/watch?v=3fJqcPF_dgU&ab_channel=LYFEMarketing

Blog

5 Tips For Writing An Awesome Blog Post

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is created by Neil Patel, who is a co-founder of the NP Digital, a performance marketing agency built by marketers. https://neilpatel.com/ https://npdigital.com/about/
Clear instructional messages	yes	

Requirements	Fulfilled? (yes/no)	Other information
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	3:10
Well-presented content	yes	
Views – high number?	yes	226,613 views since August 30, 2017 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=ygiAqYJq8No&ab_channel=NeilPatel

How to Write a Blog Post That Gets MASSIVE Traffic?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is created by Brian Dean (Backlinko), who is an internationally recognized SEO expert. https://backlinko.com/about-backlinko
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes, considering that this is a complete guide in the topic	14:35
Well-presented content	yes	
Views – high number?	yes	102,454 views since May 19, 2020 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=SwksMt9mE6Y&ab_channel=BrianDean

7 Blogging Tips That Will Make Your Blog Successful (Storytelling Techniques)

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is created by Neil Patel, who is a co-founder of the NP Digital, a performance marketing agency built by marketers. https://neilpatel.com/ https://npdigital.com/about/
Clear instructional messages	yes	
High quality audio-visual display	yes	

Requirements	Fulfilled? (yes/no)	Other information
On-screen texts	yes	
Time saving length	yes	2:56
Well-presented content	yes	
Views – high number?	yes	154,141 views since June 11, 2017 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=wDuL4N1Gi5g&ab_channel=NeilPatel

Website

How to Make a Website in 10 mins- Simple & Easy

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Instagram: https://www.instagram.com/websitlear... Facebook: https://www.facebook.com/websitlearn... Twitter: https://twitter.com/websitlearners/
Clear instructional messages	yes	–
High quality audio-visual display	yes	–
On-screen texts	no	–
Time saving length	yes	12:21
Well-presented content	yes	–
Views – high number?	yes	13,351,986 views since January 3, 2018 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=YWA-xbsJrVg

How to Build a Website in 2021?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This is a video from a junior doctor working in Cambridge, UK. https://aliabdaal.com/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes, each section is 6-7 minutes	Total time of the 4 sections is 22:00
Well-presented content	yes	
Views – high number?	yes	404,500 views since April 11, 2021 (last update: 22.10.2021)

Requirements	Fulfilled? (yes/no)	Other information
Other		
URL		https://www.youtube.com/watch?v=acBjsjCqgtM&ab_channel=AliAbdaal

How to Create a Free Website - with Free Domain & Hosting

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Instagram: https://www.instagram.com/websitlear... Facebook: https://www.facebook.com/websitlear... Twitter: https://twitter.com/websitlearners/
Clear instructional messages	yes	–
High quality audio-visual display	yes	not a native speaker
On-screen texts	yes	–
Time saving length	yes	20:15
Well-presented content	yes	–
Views – high number?	yes	4,126,260 views since Apr 6, 2020 (last update: 22.10.2021)
Other		–
URL		https://www.youtube.com/watch?v=XV1cOGaZUq0

How to Create a WordPress Website in 10 Minutes Using Hostinger

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Hostinger Academy
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	no	
Time saving length	yes	11:10
Well-presented content	yes	
Views – high number?	yes	2,057,583 views since August 4, 2020 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=J59ISqUI1vY

How to Make a WordPress Website - For Beginners

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	by Tyler Moore Lessons: 1.) Introduction - 00:00:00 2.) Get Domain Name & Hosting - 00:04:34 (use startcode for the

Requirements	Fulfilled? (yes/no)	Other information
		biggest discount) If you enter in my coupon code, I will receive commission when you sign up (thank you) 3.) Install WordPress - 00:10:34 4.) Login - 00:13:16 5.) Change Password - 00:14:29 6.) Delete Plugins - 00:15:11 7.) Change Permalinks - 00:16:54 8.) Update WordPress - 00:18:12 9.) Install Theme - 00:18:28 10.) Install Astra Starter Sites - 00:19:32 11.) Delete Pages - 00:20:03 12.) Import Website - 00:20:43 (you need to do step 9,10 before you can do this) 13.). Change Site Title/Name - 00:23:10 14.) Edit Home Page - 00:25:17 15.) Edit Mobile Website - 00:44:07 16.) Edit About Page - 00:47:10 17.) Edit Services Page - 00:48:43 18.) Edit Project Page - 00:49:47 19.) Edit Contact Page - 00:51:03 20.) Add New Page - 00:54:24 21.) Change Navigation Menu - 00:58:24 22.) Edit Navigation Button - 00:59:50 23.) Create a Logo - 01:01:44 24.) Insert Logo - 01:03:40 25.) Edit Footer - 01:05:20 26.) SSL - 01:07:53 27.) Logout - 01:12:09
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	no	
Time saving length	no	1:12:34
Well-presented content	yes	
Views – high number?	yes	5,305,797 views January 1, 2019 (last update: 22.10.2021)
Other	yes	highly recommended – well-detailed
URL		https://www.youtube.com/watch?v=8AZ8GqW5iak

How to Rank #1 In Google?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is created by Brian Dean (Backlinko), who is an internationally recognized SEO expert. https://backlinko.com/about-backlinko
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes, considering that this is a complete guide for beginners	
Well-presented content	yes	
Views – high number?	yes	499,740 views since June 11, 2020 (last update: 22.10.2021)
Other	yes	Up-to-date information (2021)

Requirements	Fulfilled? (yes/no)	Other information
URL		https://www.youtube.com/watch?v=rpwD50v0Ubo&ab_channel=BrianDean

Infographics

How to Make Infographics?

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is created by HubSpot, which is a leading growth marketing platform with thousands of customers around the world. https://www.hubspot.com/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	4:47
Well-presented content	yes	
Views – high number?	yes	30,394 views since September 11, 2019 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=RkgvWkdNuls&ab_channel=HubSpot

How to Make an Infographic in 5 Steps [INFOGRAPHIC DESIGN GUIDE + EXAMPLES]

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This is a video from Venngage, that is one of the world's leading online infographic and graphic design softwares, with over 1 million users.
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	Subtitle is available.
Time saving length	yes, considering the number of steps	The total time is 17:35, but it consists of 5 steps.
Well-presented content	yes	
Views – high number?	yes	511,863 views since November 29, 2018 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=uQXf_d5Mqig

14 Infographic Do's and Don'ts to Design Beautiful and Effective Infographics

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This is a video from Visme, that is an all-in-one dynamic platform used by leading companies to simplify brand management and create beautiful visual content, from Interactive Presentations to Engaging Documents, Graphics, Data Visualizations, and more, in less time. https://www.visme.co/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	Subtitle is available.
Time saving length	yes, considering the number of sections	The total time is 10:36, but it consists of 15 sections.
Well-presented content	yes	
Views – high number?	yes	92,247 views since October 7, 2019 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=uBBmbdPbfhw

Top 15 Graphic Design Tips for Beginners

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This is a video from Visme, that is an all-in-one dynamic platform used by leading companies to simplify brand management and create beautiful visual content, from Interactive Presentations to Engaging Documents, Graphics, Data Visualizations, and more, in less time. https://www.visme.co/
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	Subtitle is available.
Time saving length	yes, considering the number of tips	The total time is 11:09, but it consists of 15 tips.
Well-presented content	yes	
Views – high number?	yes	7,951 viewers
Other	yes	8,150 views since June 8, 2021 (last update: 22.10.2021)
URL		https://www.youtube.com/watch?v=0QiooHI3weg

Webinar

How to Host Your First Webinar (Step by Step)

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	This video is presented by Louise Henry, a online tech expert, to show most important elements of hosting a webinar
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?	yes	176,091 views since February 13, 2018 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=gTSNDQJwtmg&ab_channel=LouiseHenry

Zoom Youtube channel

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions	yes	Zoom is one of the best well-known videotelephony platform that perfectly suitable for hosting webinar events.
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?	yes	123,380,503 views since June 21, 2012 (last update: 22.10.2021)
Other		
URL		https://www.youtube.com/watch?v=gTSNDQJwtmg&ab_channel=LouiseHenry

VIDEO / VLOG

Video production for Agriculture: Conducting Interviews (PLAID Tutorial 1/3)

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions		More Information at https://farmdemo.eu
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?		287 views since Jun 24, 2019
Other		
URL		https://www.youtube.com/watch?v=x-NP5evqE5o&t=61s&ab_channel=FarmDemo

Video production for Agriculture: Creating Footage (PLAID Tutorial 2/3)

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions		More Information at https://farmdemo.eu
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?		244 views since Jun 24, 2019
Other		
URL		https://www.youtube.com/watch?v=d0SIldmo--ew&ab_channel=FarmDemo

Video production for Agriculture: Editing clips (PLAID Tutorial 3/3)

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions		More Information at https://farmdemo.eu
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?		160 views since Jun 24, 2019

Requirements	Fulfilled? (yes/no)	Other information
Other		
URL		https://www.youtube.com/watch?v=d0SIldmo--ew&ab_channel=FarmDemo

Video production for Agriculture: Editing clips (PLAID Tutorial 3/3)

Requirements	Fulfilled? (yes/no)	Other information
Introductory framing and conclusions		More Information at https://farmdemo.eu
Clear instructional messages	yes	
High quality audio-visual display	yes	
On-screen texts	yes	
Time saving length	yes	
Well-presented content	yes	
Views – high number?		160 views since Jun 24, 2019
Other		
URL		https://www.youtube.com/watch?v=Be4tiTgrTtw&t=112s&ab_channel=FarmDemo