

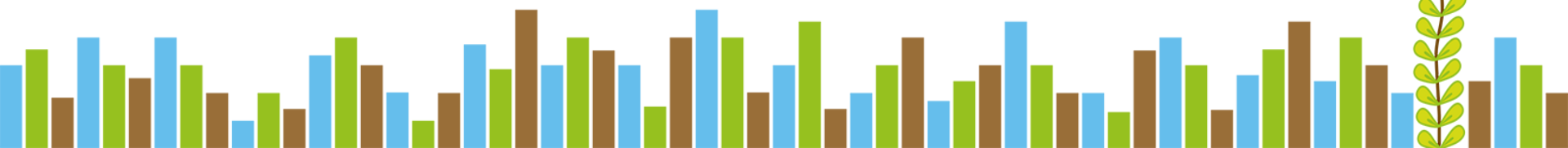
EIP-Agri evaluation in Sweden

Good Practice Workshop

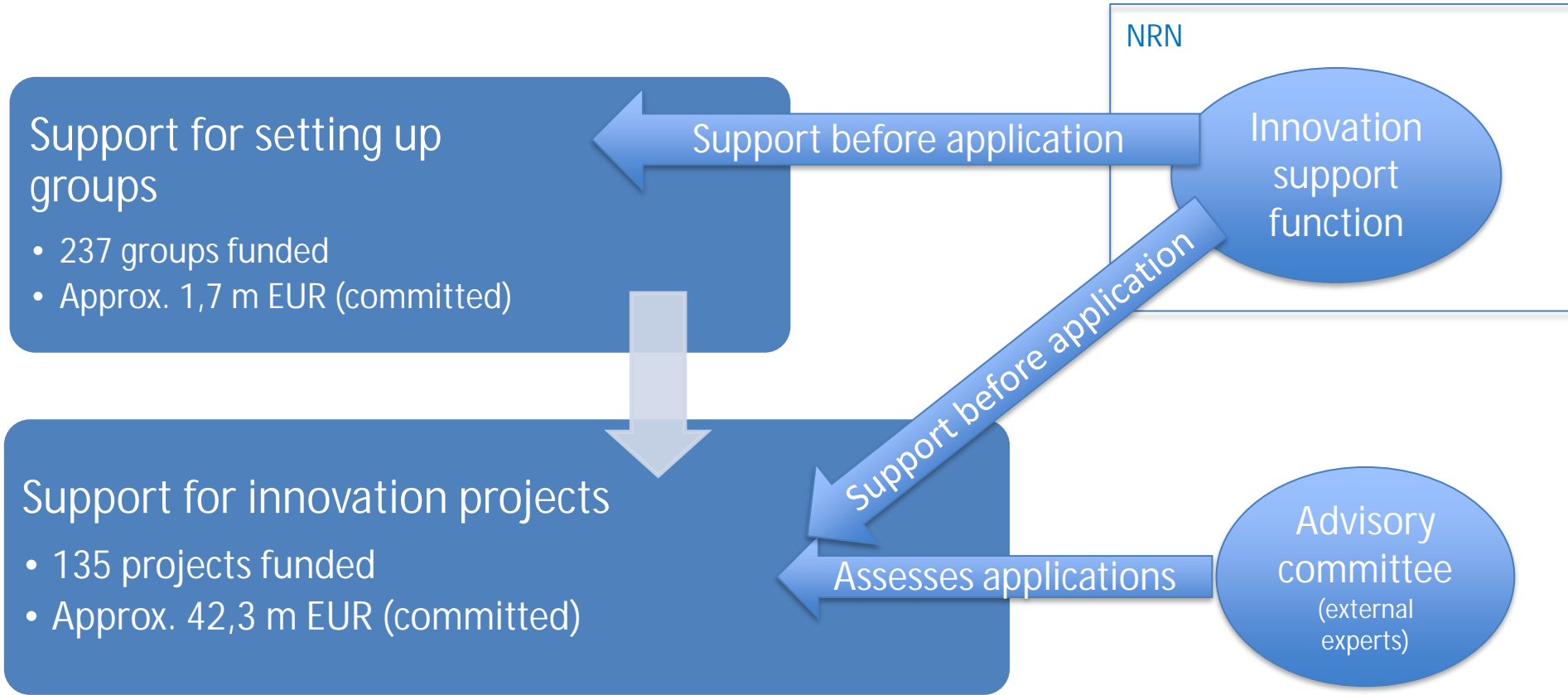
30 May 2022

Joel Karlsson & Eric Markus

Evaluation Secretariat, Swedish Board of Agriculture (MA)



EIP-Agri in Sweden (M16.1)



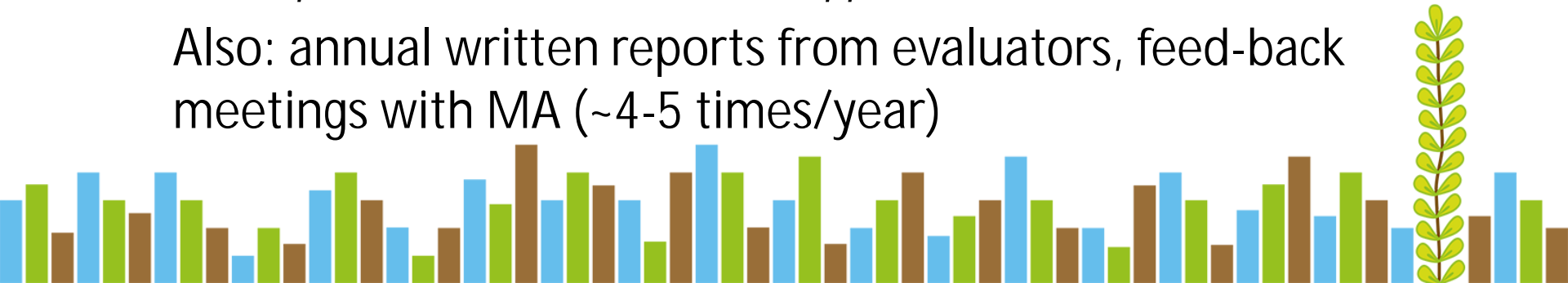
Focus areas: 2A, 3A, 4C, 5C, 5D

Total budget (RDP 2014-2022): approx. 50,8 m EUR



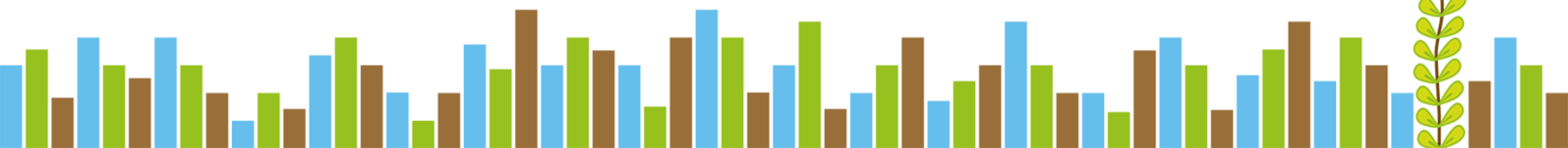
EIP-Agri evaluation

- Commissioned by the Swedish government, through the Evaluation Secretariat at the MA
 - Timeline
 - Evaluators (Umeå University) contracted, December 2016
Prof. Katarina Eckerberg, Dr. Therese Bjärstig, Dr. Matilda Miljand
 - [Mid-term report](#) published, August 2018
EIP-Agri – lessons from the first years
 - [Final report](#) published, November 2021
Implementation of innovation support in the RDP 2014-2020
- Also: annual written reports from evaluators, feed-back meetings with MA (~4-5 times/year)



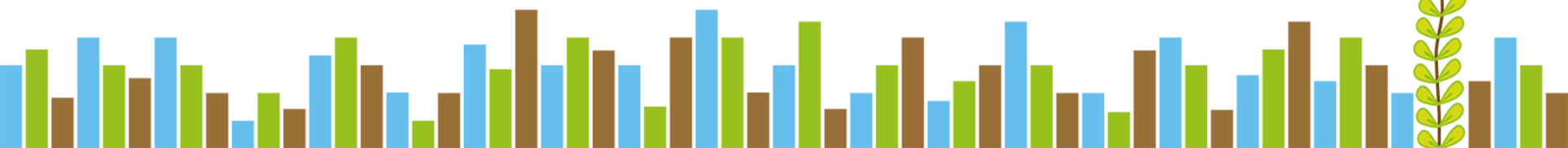
Why this evaluation, and how?

- **Purpose:**
 - To create learning during implementation but also to create opportunities to use this learning for adjustment and development of the program.
- **Approach:**
 - Ongoing learning evaluation – formative evaluation – learning during implementation
- **Focus:**
 - Administration, regulations, implementation
- **Methods:**
 - Interviews, participatory observation, document studies, surveys to operational groups (EIP groups) and EIP support function, frequent feedback to MA and RDP management



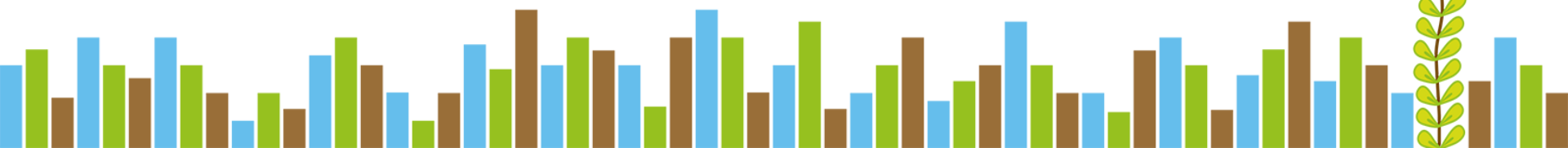
Evaluation questions (simplified)

- Implementation
 - What aspects of the implementation have worked well or less well?
- Innovation system
 - How do the links between EIP and other relevant innovation policies and support systems work?
- Evaluation of impacts
 - According to the participants in EIP projects, what impacts has EIP led to?
 - How can the implementation of EIP be evaluated in relation to its goals?
- Evaluation lessons
 - Have results and lessons from the evaluation been communicated in a way to achieve adaptations and increased goal fulfilment?
 - How can ongoing learning evaluation best be used?



What has the evaluation led to?

- **Implemented**
 - Improved e-application system
 - Less detailed budget planning requirements in applications
 - Tasks and roles of support function, advisory committee and desk officers/administration clarified
- **In the pipeline**
 - New system for selection criteria, to be included in the applications database
 - Data collected from applications more fit for purpose, including for follow-up and evaluations



Evaluation conclusions on innovation system and evaluation of impacts

- Evaluation of impacts

- Innovation groups indicate they have reached their project goals but societal effects/impacts are difficult to evaluate
- Thus: Important to develop further and to consider in CAP SP evaluation plan, e.g. through systematic rural innovation surveys, improved application data collection...

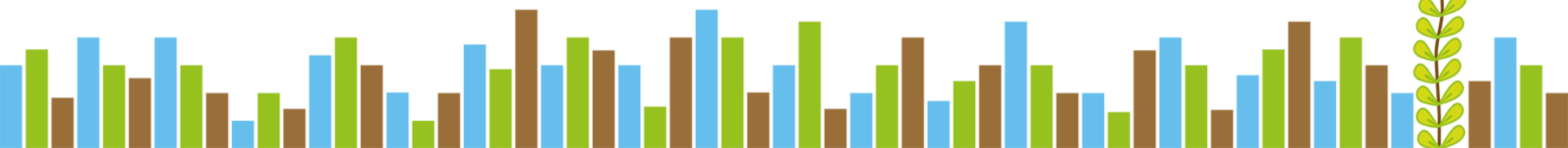
Work in progress!



- Innovation systems

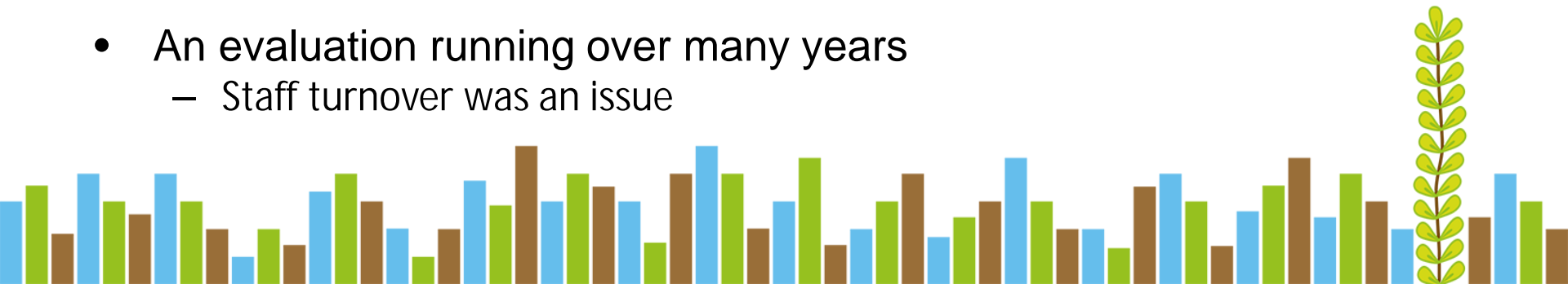
- EIP groups have used their existing networks but these should be further connected and developed
- Market entry of innovations cannot be supported through EIP, which requires better coordination with other support systems
- Thus: Enhanced links to other innovation support systems are needed

- *Reflection: enhanced role for the innovation support function?*



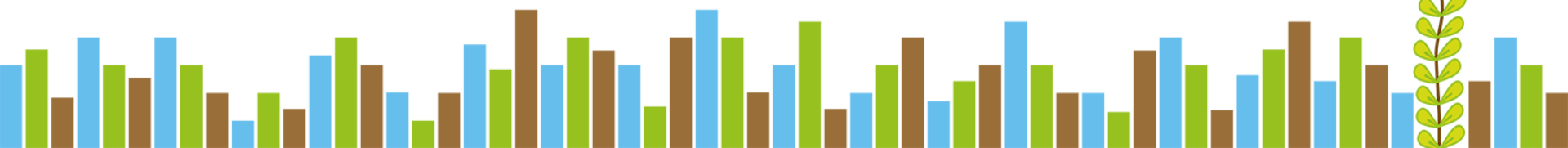
Lessons learned and points to consider in the future

- What is the aim of the intervention and what do we want to evaluate? Impact evaluation difficult.
- An evaluation early in the programming period
 - Limited knowledge
 - New programme, new intervention, new IT-system
- Data concerns
 - Important to have a structured way to collect data (IT-systems that support evaluation of innovation activities)
 - EIP data collection set up prior to the evaluation
 - Data fit with evaluation was lacking, few national surveys
- An evaluation running over many years
 - Staff turnover was an issue



Reflections about ongoing learning evaluation

- Ongoing learning evaluation more complex than we anticipated
 - A new experience for the MA
 - A clear commitment needed, especially for evaluations that take several years
 - Important to have a shared view of what is expected
 - Potentially a difficult balance between evaluator's independence and involvement
- When to use ongoing learning evaluations?
 - When introducing new, complex measures
 - When we have limited knowledge of the field



Thank you for your attention

eric.markus@jordbruksverket.se
joel.karlsson@jordbruksverket.se

